The Role of Cultural Contextual on English Foreign Language Students' Reading Comprehension: The Case of Second Year Students at Setif2 University, Algeria

دور السياق الثقافي في فهم القراءة لدى طلبة اللغة الإنجليزية: حالة طلبة السنة الثانية بجامعة سطيف2، الجزائر

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Abstract:

   Reading, as a receptive skill plays a vital role in enhancing foreign language students' proficiency. The aim of this research is to explore the learners' attitudes towards contextual learning on reading comprehension. To achieve these aims, a questionnaire was distributed to 102 second year English Foreign Language students' at Mohamed Lamine Debaghine Setif 2 University.

   The research findings revealed that students of second year hold positive attitudes towards contextual learning in reading comprehension. However, the majority of the students' have lack of knowledge about the correct application of the contextual learning for reading comprehension. In the light of these findings, a number of recommendations were suggested for the relevant samples and population.

Keywords: Reading; Reading Comprehension; Receptive Skill; Contextual Learning.

ملخص:

   تلعب القراءة، باعتبارها مهارة تقديرية، دورًا حيويًا في تعزيز كفاءة طلاب اللغة الأجنبية. الهدف من هذا البحث هو استكشاف مواقف المتعلمين تجاه التعلم السياقي على فهم القراءة، ولتحقيق هذه الأهداف، تم توزيع استبيان على 102 من طلاب السنة الثانية للغة الإنجليزية في جامعة محمد لمين ديباغين سطيف 2.

كشفت نتائج البحث أن طلاب السنة الثانية لديهم مواقف إيجابية تجاه التعلم السياقي في الفهم القرائي . ومع ذلك ، فإن غالبية الطلاب لديهم نقص في المعرفة حول التطبيق الصحيح للتعلم السياقي لفهم القراءة. في ضوء هذه النتائج ، تم اقتراح عدد من التوصيات للعينات والسكان المعنيين.

كلمات مفتاحية: القراءة؛ الفهم القرائي؛ المهارة الاستيعابية؛ التعلم السياقي.

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1. Introduction:

Reading is an important aspect in learning/ teaching a foreign language process for academic studies or personal development and comprehension is the essence of reading. Reading cannot be separated from comprehension Reading comprehension is a complex interaction among automatic and strategic cognitive it depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. That is why there appear a lot of problem dealing with reading comprehension. Many English learners find it difficult to understand the English text. Very often, they are stuck because of some problems.

Contextual learning among other reading learning strategies should be given more importance in the teaching and learning process since it is one of the most effective strategies that learners are required to adopt when encountering new lexical.

Based on pre-questionnaire results, which show that first year student at Setif2 university face problems in reading comprehension such as when the students read the English text, they did not understand the content of the text. To overcome this issue, students may resort to dictionaries, ignore new words or adopt other strategies. However, in the case of teaching English in Algeria specifically in Setif 2 University, reading has no part in its curriculum of second year. Meanwhile, students face difficulties in understanding different concepts and vocabulary items to ensure a good reading comprehension of the subject matter being studied. Therefore, the present study aims to see whether the contextual learning is important for

facilitating the students' reading comprehension and if they are aware about its use or not. The aim behind conducting this study is to explore student's attitude towards using contextual learning in reading comprehension of second year English students at Mohamed Lamine Debaghine Setif 2, university. In order to bring this aim into effect, the current research is an attempt to find answers to the following research questions:

1. Do second year students of students of English at Mohammed Lamine Debaghine Setif 2 University prefer contextual guessing strategy as one of their reading strategies?

2. What are the attitudes of second year students toward the use of contextual guessing strategy in achieving comprehension of a reading passage?

2. Literature review:

Reading is the most important component in learning process. This first chapter sheds some light on one of the four fundamental language skills that is reading. In fact, it is the most complex language skill, which involves the interaction between the readers and the text to achieve comprehension. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. This section aims to provide a comprehensive outlook on two major aspects of this dissertation: Reading and reading comprehension with critical review on various definitions from deferent point of views deals with reading purposes, types, models, then moving to reading comprehension, levels, factors, difficulties of reading comprehension.

2.1. Reading comprehension:

The purposes of reading differ from one person to another according to the context and the reader's motives. Grabe (2009) stated that readers before actually being engaged in text reading have a predetermined purpose for reading, which provides reasons for action and raises conscious awareness exerting a positive influence on comprehension. Davies(1995: 133-4 as cited in Rehmani 2007) classifies reading purposes into five categories:

• Reading for pleasure: it involves reading to follow a piece of narration and to enjoy the sound and rhythm of literary text.

• Reading for a general impression; it aims at gaining an idea of the writer's point of view, having a global impression of the tone of a text, and deciding whether or not to read the text.

• Reading for organizing reading and study: in this category, the reader identifies the important content of a text, answers specific questions and decides which section of a text to start studying.

• Reading for learning content or procedures; here the reader tries to gain a comprehension of new concepts, to get information from the text and to follow instructions.

• Reading for language learning; in this category, readers try to interpret the text, literally and morphologically, to learn new vocabulary, to identify useful structures or collocations, to use the text as a model for writing and to practice pronunciation.

The two main purposes of reading are reading for pleasure and reading for learning. Many studies also show that the particular purpose for reading influences reader's cognitive processing of texts in terms of time spent reading and strategies employed; which in turn influences the amount of text information recalled, in other words reading with a primary purpose in the mind change cognitive processing, recall results and maximizing reading comprehension in order to help the students read in a highly effective and targeted manner.

Many definitions of comprehension are elaborated. Smith (2008) refers to comprehension as synonym of understanding. It is the main goal when reading. In addition, Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Also, Kintsch (1998)and VanDijk and Kintsch (1983) define reading comprehension as the process of creating meaning from text. In addition, literacy information and communication system on line (2010), comprehension is the reason for reading, if readers can read the words but do not understand what they are reading, they are not really reading. Good readers are both purposeful (they

have a reason to read) and active (they think to make sense of what they read). Moreover, Knuth and Jones (1991) state that "comprehension results from an interaction among the reader, the strategies the readers employs, the material being read, and the context in which reading takes place". This is represented in the following diagram.

2.2. Contextual Learning:

It is known as contextual / lexical inference without a dictionary. It is assumed that most of researchers consider this strategy as the most important one. "It entails guessing the meaning of the target word based on interpretation of its immediate co-text. For instance, Soria (2001. 77) stated that when readers are not acquired with numerous words or the most essential ones in the text, their reading comprehension may be impaired. The use of clues that the context provides to help readers so much in comprehending the text without interrupting their reading is important. Besides, Schmitt (1997, P.209) Also defined it as the process of inferring the meaning of unfamiliar words by using the surrounding words in a written text to the process to find the meaning .Clark and Nation (as cited in Nation, 1990:162) have specified a set of steps that help students to practice guessing from context strategy. According to them, guessing the meaning starts initially by looking at the unknown word, then looking at the clause containing this word, and finally at the relationship between the entire clause with other clauses, phrases and paragraphs.

Contextual Learning is the most employed strategy while reading. Therefore, it has a great impact on reading comprehension. Qian (2004, P.163) points out that dealing with new words while reading through this strategy is the best way. He claimed, "When learners encounter an unknown word in an English text, they would most likely try to work out the meaning of the word by guessing from context…" That is to say, Context gives more information about new words than when they come in isolation. McCarthy (1990, P.125) considers guessing and inferring meaning from context as the most important strategy that learners rely on to cover the unknown words .Additionally, the use of context infers the meaning of unfamiliar words facilitates reading comprehension. Sadoski (2004, P. 69)

argues "there is probably no comprehension without some degree of inference". That is, poor inference causes poor comprehension. He also states that inference is important while reading to comprehend the writer's message. (Qian, 2004P. 156) also assumed that "inference at the text level and the word level bear a close relationship and therefore inference can be considered a comprehension process". Therefore, the aim of reading is 'comprehension' may be easily reached via differencing strategy.

All in all, this strategy is useful for readers to facilitate their reading comprehension. Ying (2001) points out that inferring the meaning from context strategy builds up the learners attention to the whole text units (sentences, clauses paragraphs and the entire) while their reading. It is not just focusing on the word itself but it is more than this, finding clues to comprehend the whole text. In addition, they will rely on themselves without the help neither dictionary nor the teacher to figure out the meaning of a word. Making them autonomous learners, and make their reading more effective. Finally, Ying (2001, P.3) claims that "training students to infer meaning from context gives them a powerful aid to comprehension and will speed up their reading" It does not interrupt their reading but this strategy will speed learners' reading.

Some researchers believe that guessing the meaning of unfamiliar words from the context is a useful learning whereas others suggest that it is not beneficial strategy. Researchers such as Gu (2003) who suggests that contextual learning is inappropriate for beginners since they do not have a sufficient amount of vocabulary. Besides, intermediate and advanced learners do not know how to learn incidentally. according to Laufer who argues with the findings of Kelly that: "unless the context is very constrained, which is a relatively rare occurrence, or unless there is a relationship with a known word identifiable on the basis form and supported by context, there is little chance of guessing the correct meaning " (Kelley,1990; as cited in Laufer,1997.28). She contends that some words cannot be guessed due to many factors; the first concerns the nonexistent contextual clues, which means that contextual clues are not always available around the new words. The second factor is the unusable contextual clues. She claims that a certain words that are in contextual clues

may not be familiar to the readers. The third factor is misleading and partial clues. The last factor that contributes to successful guessing is the reader's background knowledge of the subject of the text.

2.3. Contextual Learning and Reading Comprehension:

Shokouhi 2010 conducts an experimental study about the effect of guessing vocabulary in reading authentic texts among pre-university students at Shahid Chamran University. The research consisted of one hundred male and female students, which were randomly selected and assigned to 'context' and 'non-context' groups. The context group received a CGS instruction to infer the meaning of low-frequency words while the non-context participants were treated by a direct method. The research revealed that contextual learning instruction was more effective vis-a-vis direct vocabulary instruction in all particulars, and was more effective than the non-context method in improving reading.

A comparative study was done by BOUNAB Samira in 2013, the purpose of this study is to know about students and teachers' perceptions concerning the importance of contextual learning and to see to what extent it may help learners to develop their reading comprehension. She administered two questionnaires. The first one was given to sixty third year LMD students in the English department at L'arbi Ben M'hidi University, aims to get insights about students 'views concerning reading comprehension, vocabulary problems, and the importance of guessing strategy to deal with impending factors in order to facilitate their reading comprehension. The second questionnaire was administered to fifteen teachers of the same department. It aims at checking their responses regarding their students' reading comprehension difficulties, and the importance of this strategy in facilitating this skill and helping them to deal with vocabulary-related problems. The findings of this study indicate that the contextual-guessing strategy facilitates the students' reading comprehension.

Rokni and Niknaqsh 2013 conducted an experimental study about the effects of context clues on Iranian EFL learners' reading comprehension. The research consisted of two intact classes consisting of 60 intermediate

students at Golestan University were randomly selected and divided into two groups, the context group and the control group. Both groups were given an individual background questionnaire, English proficiency test and a reading test as pretest. Then the experimental (context) group practiced different kinds of context clues as treatment for duration of eight sessions, while the control group received no treatment. At the end of the project, a post-test was administered to both groups in order to evaluate the effect of the clues on the learner's reading comprehension. The findings of the study showed that there was a significant difference between the two groups in learners' reading comprehension.

Suhaidah 2017 conducts a study about the use of Contextual Guessing Technique to improve the students' ability in Reading Comprehension. He used Quasi-Experimental design as the research method. This design consists of Pre-test, treatment, and Post-test. Treatments of this research were eight meetings. The research consisted of 50 students which were taken by purposive sampling out of 378 students. The research finding indicated that the use of Contextual learning improves the students' ability in Reading Comprehension.

3. Research Methodology:

In every research, a significant process that researchers may use as a guideline in order to achieve the objectives of their study. It is known as a research methodology. It contains detailed discussion about the research design, research approach, research setting, population and sampling, data collection methods, and data analysis procedures.

3.1. Research Design:

According to Creswell (2003, P.3), research design are plans and procedures for research which start from decisions about broad assumptions to detailed methods of data collection and analysis. In other words, research design articulates what data is required what methods are going to be used to collect and analyze data and how all of this is going to answer research questions in order to have valid findings. The current study adopts an exploratory case study as a research design in order to achieve the study aims and questions. Exploratory design is directly to the purpose of the

study, with the main aim to explore the topic and to provide a certain level of familiarity with it. This exploratory research aims to explore the role of contextual guessing strategy in improving reading comprehension .The research is undertaken and is analyzed through quantitative and qualitative approaches.

3.2. Research Setting:

This study is conducted at the faculty of letters and languages the department of English language and literature at Mohamed Lamine Debaghine, Setif 2 University during the academic year 2020/2021. The population of this research is second year LMD students. The sample of the study was chosen conveniently from the same university. In addition, we have a represents four teachers of oral expression module to participate on Semi-Structured Interview. It is chosen due to close distance of university compared to other universities.

3.3. Population, Sample and Sampling Selection Techniques:

Fraenkel, Wallen, Hyun (2012, p.92) define population as the group of interest to the researcher to whom he would like to generalize the results of his study. The population, which has been chosen in the current study, is Second Year students of EFL at Mohamed Lamine Debaghine Setif 2 University for the academic year2020-2021. It consists of six hundred and eighty five (685) students. It contains two sections each one has 7 groups. Second year of English students were selected to work with them because Students at this stage would be more receptive to the acquisition of strategies and raise their awareness about the effectiveness of contextual learning.

Furthermore they define a sample as: "A small proportion of population selected for observation and analysis". Therefore, the population utilized in this study includes 685 and of oral expression module. Under the normal conditions, it is neither possible nor desirable to study the whole population. For instance, dealing with 685 students of the same department needs a lot of financial means, energy, and much time. Thus , selecting a sample is the appropriate strategy researchers tend to adopt various techniques in selecting a sample from a given population, for the current

research a convenience sample were chosen which consists of one hundred and two (102) students.

The sampling technique selection followed in this study is convenience sampling in which the researcher used the subject that is easily accessible and available to participate in the research. Following this method of sampling, the researcher takes 102 from the whole population of first year students in department of English language at Mohamed Lamine Debaghine Setif 2 University.

3.4. Data Collection Procedures "Questionnaires for EFL Students":

In order to gather the information for this research, mixed methods which are a questionnaire is designed as the main tool of the current study. As (Dornyei, 2007, P.24) stats that mixed method research involve different combinations of qualitative and quantitative research either at the data collection, the nature of the data or at the analysis level.

The questionnaire is limited to two sorts of questions as Wilson and Mc Clean (1994) asserts there is what we call close-ended questions that give the researcher the appropriate list of answers like yes/ no questions order to give us the quantitative data. And open –ended questions that give the participants the freedom to answer in their own words in order to give us the qualitative data. It has been chosen as a research instrument because it does not take a long time, and it is the best way to collect data in which the informants feel confident and they have the opportunity to express their ideas at ease.

4. Data Analyses and Interpretations:

This section is considered as the core of the study, because it gathers the most prominence and beneficial summary of the whole findings. It is concerned with the analysis and interpretation of the data collected from students' questionnaire. The results allow the researcher to answer the current research questions. As mentioned earlier, the questionnaire is administered to 102 second year students of English at Mohamed Lamine Debaghine Setif 2 University. It is made up of four sections, each with a number of questions. In the following all the questions are analyzed and interpreted.

4.1. Students' Years of Studying English:

The first question is about some personal information that might be useful to this survey. It explores only the students' years of studying English .that is, only years of study seems to be relevant and useful for this study because it may represent the students' level. The researcher did not consider other information such as gender, age …because it seems that such information do not affect the quality of the target data. The graph below shows the students' scores using frequencies and percentages:
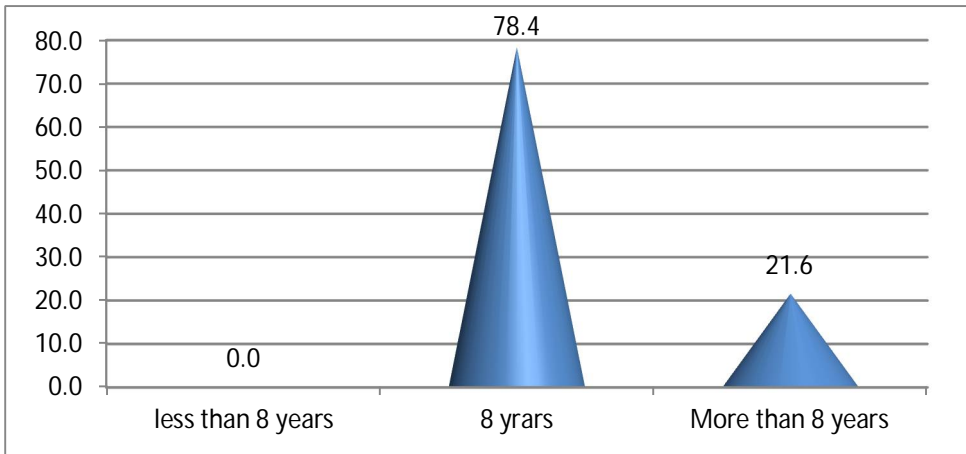
It can be observed from the table above that majority of the participants 80 students making up 78.43% have been studying English for 8 years. While the minority of participants 22 students making up 21, 6 % have been studying English for more than 8 years. None of the participants have been studying English for less than 8 years since they are first year. The results of the table confirms that the participants are second year students who have spent four years studying English in middle school, three years in secondary school, and one year in university for the reason that the item 8 years, received the highest percentage. Whereas the others more than 8 years, received the minor percentage this can be elucidated by the fact that they started studying English earlier at private schools or they repeated some year. Whereas the minority of them reveals that they started studying English earlier at private schools or they repeated the year.

4.2. Students' Objectives while Reading:

To gain more information about second year students and their reading practices, the researchers intend to ask the participants whether or not they set clear objectives before they start any reading, with explaining their choice whatever is. The results of this question will show if students are extensive or intensive readers and for what reasons they read. The graph below shows the students' answers using frequencies and percentages:
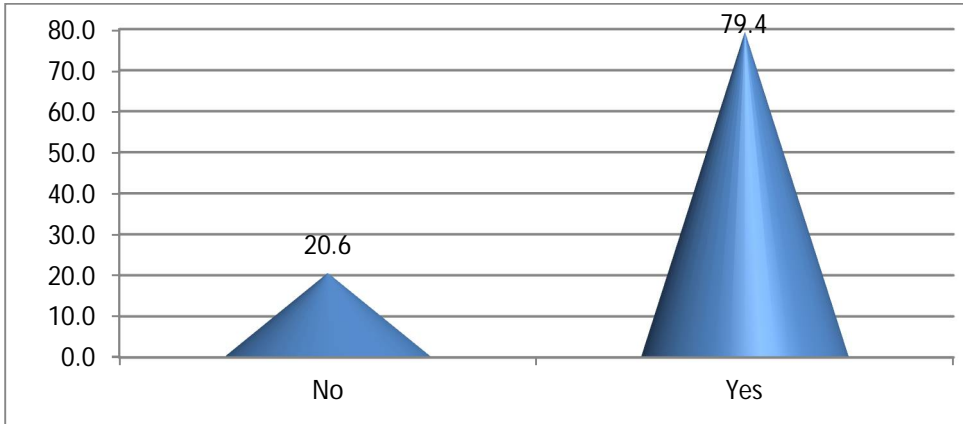

From the table above it can be seen that the majority of the participants 81 students making up 79, 4 % answered that they set clear objectives before they start reading. While the rest of the participants 21 students making up 20, 6 % stated that they read without any clear objectives.

This question aims to know reasons behind their reading. They state that before starting any reading, it is important to establish a purpose, because without this latter you can easily lose your train of thought and get to the end of reading without ever knowing what you have even read. So, the great majority of students said that they state purpose before reading for the sake of answering needs related to their studies, academic researches; and get specific information. While others state that their objective from reading is to enlarge their reading knowledge and the rest of them they read for pleasure as it stated by Grabe (2009). This reveals that primary purpose behind reading is to succeed in the exam. On the other hand, students who stated that they read without clear objectives. They did not provide any

justification; this reflects that they are not aware about the importance of setting a clear purpose before reading.

4.3. Students' Opinions about Reading Comprehension:

This question aims to addressing learners' opinions towards achieving success in reading comprehension according to their evaluation. To understand deeper insights into students' opinions the question designed as multiple-choice question, which have five statements that student will choose one of them. The graph below shows the students' answers using frequencies and percentages:
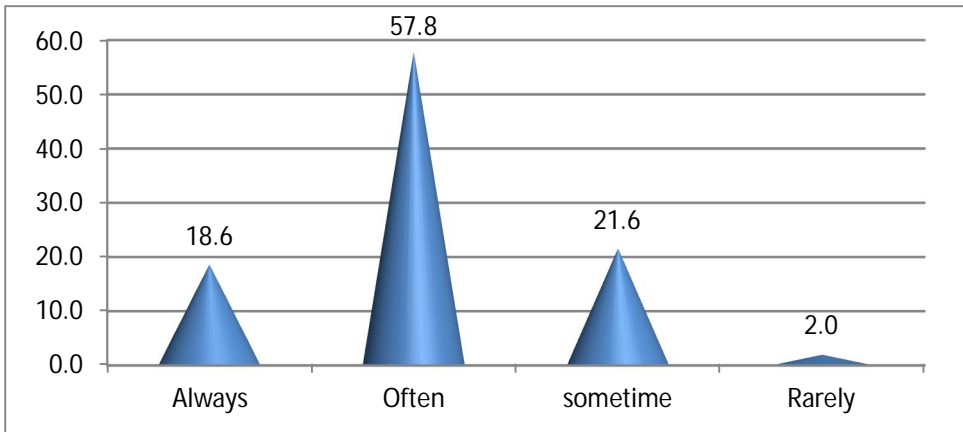
It seems from the above table that the majority of the participants' 59 students making up 57.2% face some problems in the comprehension of reading and 21.6% of them often understand what they have read. Only two of participants always achieved comprehension on reading. It can be seen from the table above that most of the students straggle to achieving comprehension while reading, this due to many problem such us vocabulary, Implication of background information. motivation or storing and processing information and when the research ask them to explain their answer the majority of the participants did not know the reason of their problem or cannot pinpoint their problem areas.

4.4. Students' Reading Comprehension Problems:

The ultimate aim behind this question is to know the main obstacles that students hinder their reading comprehension. The graph below shows

the students' answers using frequencies and percentages:
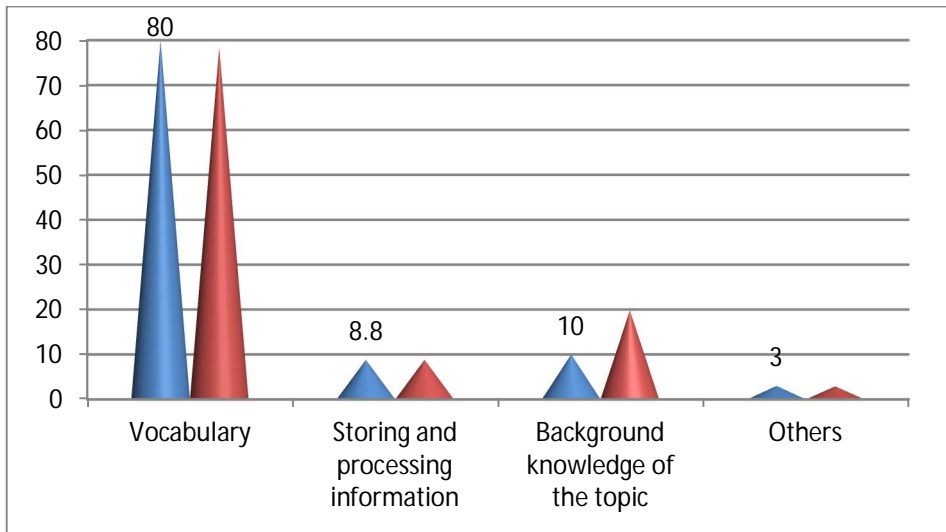
The graph indicates that the majority of participants 80 students making up 78, 4 % declared that vocabulary is the major problem that hinders students reading comprehension. While 13 of the participants making up 12, 74 % declared that they hinder problems when dealing with background knowledge. In addition, the rest of participants 9 students making up 8, 8 % stated that they hinder problems with storing and processing information. Whereas three (3)of the participants have mentioned other problems such as motivation and lack of reading material.

The results reveal that vocabulary is the major difficulty faced by readers. They need to have sufficient word knowledge to understand what they read a small amount of vocabulary knowledge led them to a serious trouble in achieving comprehension. As it is demonstrated by Chung (2012) concerning background knowledge, students' reading comprehension is increased when their prior knowledge is activated. Therefore, Neuman, Kaefer and Pinkham (2014) believed that background knowledge is essential to reading. In addition, concerning the last option reveals that they cannot combine ideas while reading as Cartwright (2015) claimed that students with short-term memory may face difficulty in storing and combining ideas while reading.

4.5. Stopping Reading due to New Words:

The aim of this question is to confirm and disconfirming if students stop at any unknown word to check up its meaning. With explaining their choice whatever is. The graph below shows the students' answers using frequencies and percentages:
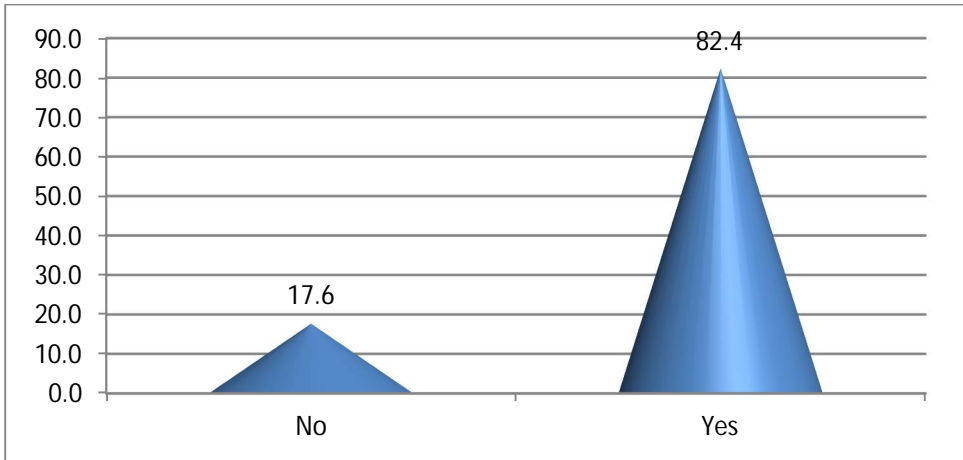
The majority of the participants 84 students with high percentage 82, 4 % have selected the item "yes" which indicates that students stop reading whenever they get across new words. While the minority of the participants which corresponds to 18 student with has achieved low percentage 17, 6 % have selected the item" No "which stated that they do not stop reading. Students give various reasons behind their choice. Those who stated that they stop reading at any unknown word to check up its meaning, they claimed that each word in any read material have an effective role in achieving comprehension. In addition, seeing words how are used in different contexts can give a better understanding of the word usage and its definitions rather than the cold facts of a dictionary. They stated that it helps them to expand their vocabulary. But the others claimed that a key point is that you do not need to interrupt your reading to look up every hard word in the dictionary. In fact, real understanding of how words are used rather just long vocabulary lists and a tattered dictionary.

4.6. The Use of Reading Strategies to Achieve Reading Comprehension:

To highlight the issues of reading strategies and to assess students ' knowledge about reading strategies, the researchers intend to ask them whether or not they apply some strategies while reading, with justifying their answers whatever is. The graph below shows the students' answers using frequencies and percentages:
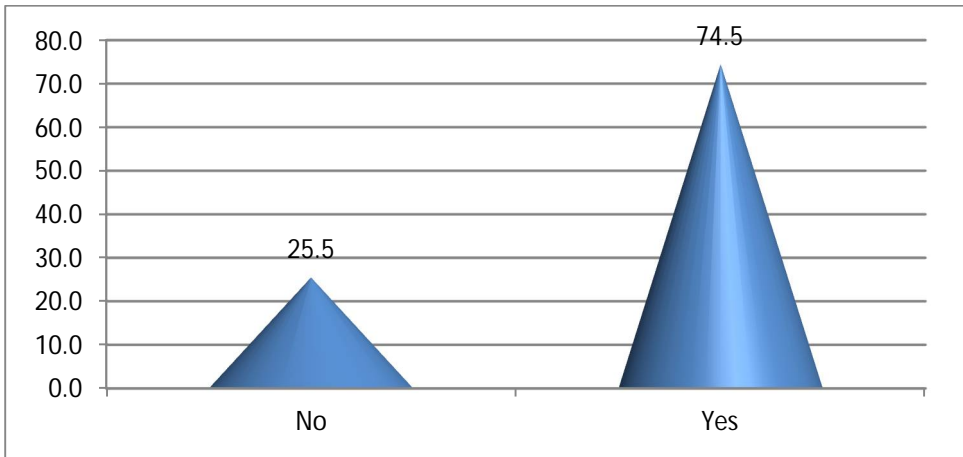

It can be observed from the graph above that the majority of the participants' 76 students making up 74, 5% have selected the item "yes" which indicates that they apply some of reading strategies. The minority of the participants 26 students making up 25, 5% have selected the item "No "which indicates that they do not apply any strategy while reading.

The results reveal that the majority of the participants use some reading strategies to achieve comprehension. They claimed that they generally use dictionary because according to them; since they are second year students; without the dictionary use key words are still ambiguous and they stated the comprehension will be affected negatively. Other group claimed that they re-read the text to get general and specific ideas for more understanding. While the minority of the participants do not use reading strategies this due to fact that they are not aware about reading strategies or they do not know how, when and why they apply it. This entails that first year students of English need strategy training to learn how to use it appropriately in order to facilitate their reading comprehension and overcome their reading problems.

4.7. The Role of Dictionary Use on Reading Comprehension:

The current question is raised in order to give students opportunity to express their opinions towards the overuse of dictionary; if it has an effect on their reading comprehension or not. The graph below shows the students' answers using frequencies and percentages:
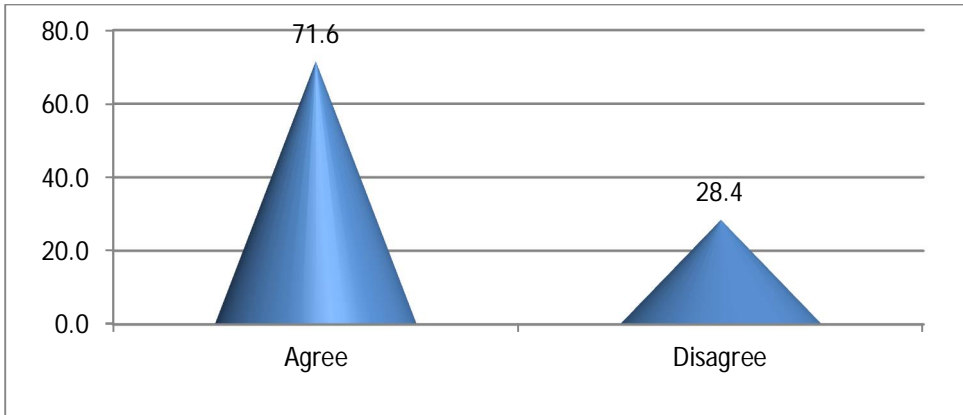

The graph shows that the majority of the participants' 73 students making up71, 6 % agree that the overuse of dictionary will interrupt their thinking. Whereas, the minority of the participants 29 students making up 28, 4% disagree that overuse of dictionary will interrupt their thinking.

The majority of students stated that consulting the dictionary to check up meaning of many words. Thus, leads to negative results. Students overdependence to the dictionary lead to understand the words in isolation; not in context; moreover, dictionary use consume a lot of time and it is not permitted in the exam As it is stated by East(2008). Other students claimed that the use of dictionary is very helpful tool to develop reading skills that lead to comprehension. The use of dictionary was discouraged on the ground that dependence on it may prohibit the development of useful skills.

4.8. Students' Classification of Reading Strategies:

This question provides learners with a set of reading strategy. It requires them to rank the strategy in term of importance from rank 1 to rank 5 in order to investigate the most used strategies to deal with new words by first year students. For the purpose of organizing learners answers in terms of "very important"," important "and "less important". The researchers link

the rank 1 to very important; combine the rank 2and3 to important and rank 4and5 to less important. A list of possible reading strategies appeared in the questionnaire in random order as in the graph below. The graph below shows the students' answers using frequencies and percentages:
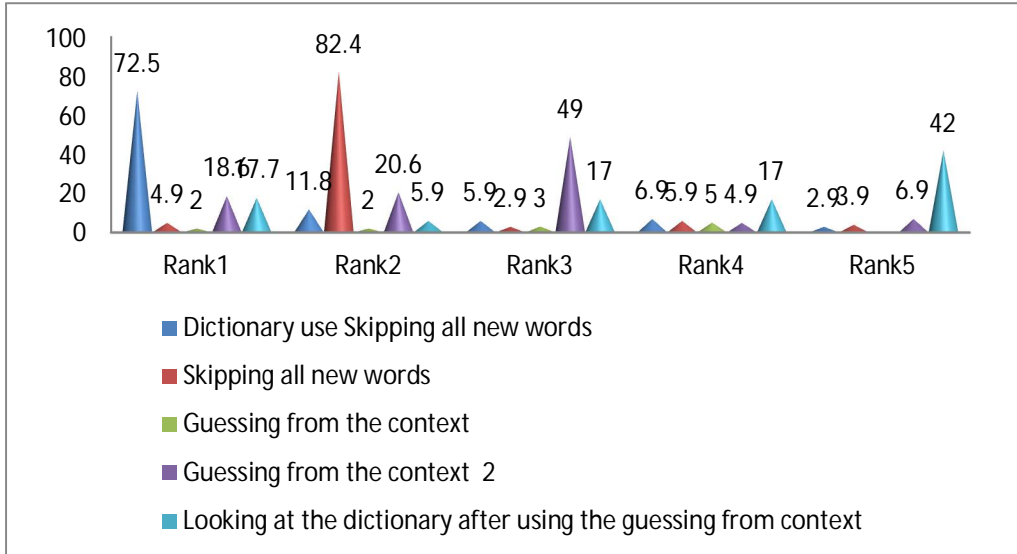
From the obtained results of the graph, The most used strategy that takes rank 1 is the use of dictionary with 74 of participants making up 72,5%. The skipping of new words is the most often classified strategy that takes rank 2 with 84 of participants making up 82,4 %. The strategy of guessing from context occupies the third (3) rank with 50 of the participants making up 49 %. Then ,it is followed by asking assistance from teacher or classmate strategy that takes rank 4 with 67 of participants making up 65,7 %. The last one is looking at the dictionary after using the guessing from context strategy that takes rank 5 with 43 of participants making up 42,4 %.

From the results and the description above, the use of dictionary is considered as the most used strategy. This reveals that dictionary as a learning tool has a great importance for first year students. This tool is widely used in EFL setting because they prefer to consult their dictionary not only to check meaning of unfamiliar words but also to check pronunciation and spelling.

Another strategy come which seemed important. It is skipping of new words this is due to laziness of some students or the belief that readers can skip words without affect their comprehension. They could ignore unknown words and continue reading in order to understand the general ideas rather than focusing on isolated words meanings as it is claimed by (Alderson 2000; p10).

Then, the strategy of contextual learning is often used. This shows that first year students use this strategy during the process of determining the meaning of unknown words. It enables readers to became independent and infer the meaning of unknown words easily and correctly in the absence of dictionary. Besides, dictionary may offer multiple meanings; by the use of this strategy they become aware of the meaning of words in different passages and in different contexts as it is supported by Qian (2004).

Before the last, asking assistance from teacher or classmate, that is clearly less important strategy. It is not widely used by the students. Due to several factors such as shyness and hesitation, students avoid asking because they believe it is inappropriate for university students to ask about meaning of words. Moreover requesting assistance about meaning make them look weak and incompetent to their colleagues. It may also demonstrate that their teachers or classmates are not always available to interact with them. In short, students hesitated to ask for assistance because they believe that it is sign of weakness; but actually it is totally the opposite. It is sign of competence and self-aware.

The last strategy is using the dictionary after guessing from context. From the results, this strategy seems less important to first year students comparing with the other strategies; least often used. This may mean that the students are not aware of the importance of this strategy as checking strategy. Even that their answers show that students are aware of the role of context and that dictionary always provide a several possible meaning for one single word and the appropriate one can be often determined by the context as it is advocated by Schmitt (2000). Students prefer to use the two strategies separately because mix-up strategies together need a lot time and

well-trained reader to apply it correctly.

4.9. Types of Contextual Clues:

To get an overview about how students use the context to guess the meaning of new words that is why the question ten is raised. Four statements were in this question. The graph below shows the students' answers using frequencies and percentages:
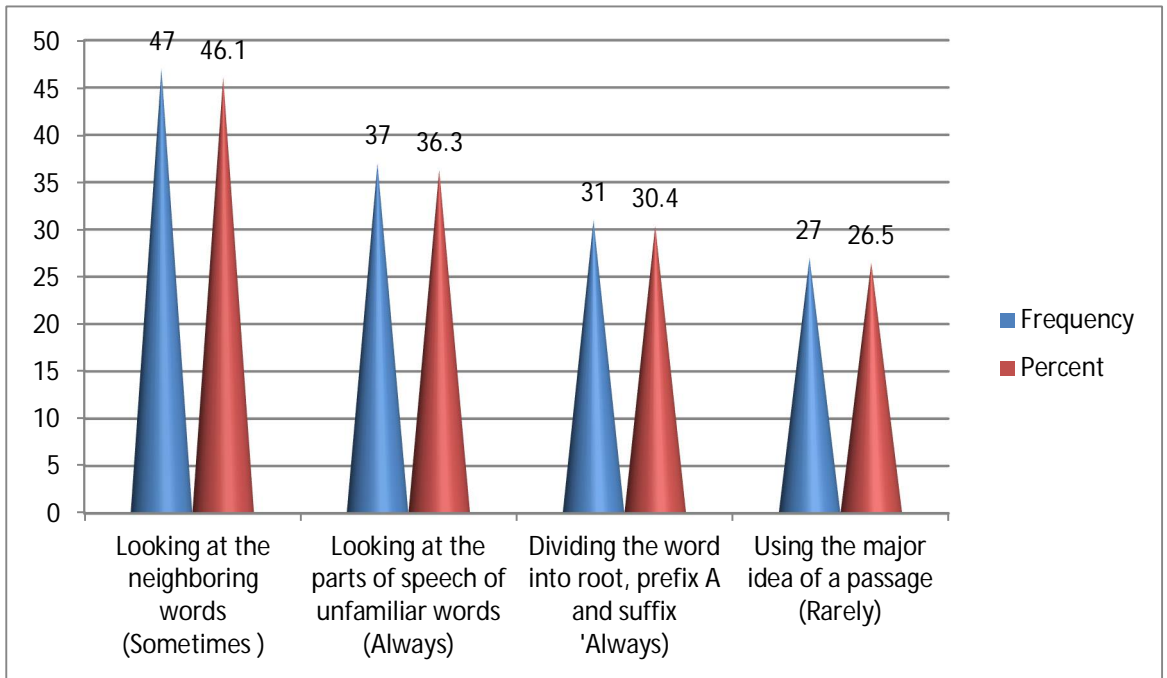
From students' answers, the research has noticed that 46, 1% of the participants declared that they sometimes try to look at the neighboring words in order to guess the meaning of new words. 36, 3 % of the participants reported that they always look at a part of speech of a new word to guess the meaning. Then, 30, 4 % of the participants claimed that they always study the internal morphological features of the unknown words to guess the meaning. 26, 5 %of the participant stated that they rarely use major idea of the passage to guess the meaning.

These results reveal that context may provide different kinds of clues to make guessing process easier for reader. Neighboring words give them hint about the target words to guess the meaning of new words while they

encounter unknown words. This indicates that using the guessing from context strategy facilitates students' reading comprehension.

Next, morphological features dividing the word into root, prefix A and suffix. Focusing on different elements in reading instruction may facilitate understanding as well as increasing reading comprehension. It is useful to have a strong awareness of prefixes, suffixes and base words. This entails that knowing just a few root words in English can help you understand the meaning of hundreds more words and doing so not only increases their vocabulary, it gives them tools to understand words they have never encountered before.

Concerning the last statement, using the major idea of a main idea is not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph and it can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea. These hints will be clues leading you to discover it in the selected text. According to them that's why they rarely use it.

4.10. The Retention of Guessed and Given Meanings:

The aim behind asking this question is to comprehend students' opinions toward the retention of meaning. They were asked whether the guessed meaning is better retained than the given meaning and to answer this question, the students were instructed to answer either by yes or no. The graph below shows the students' answers using frequencies and percentages:
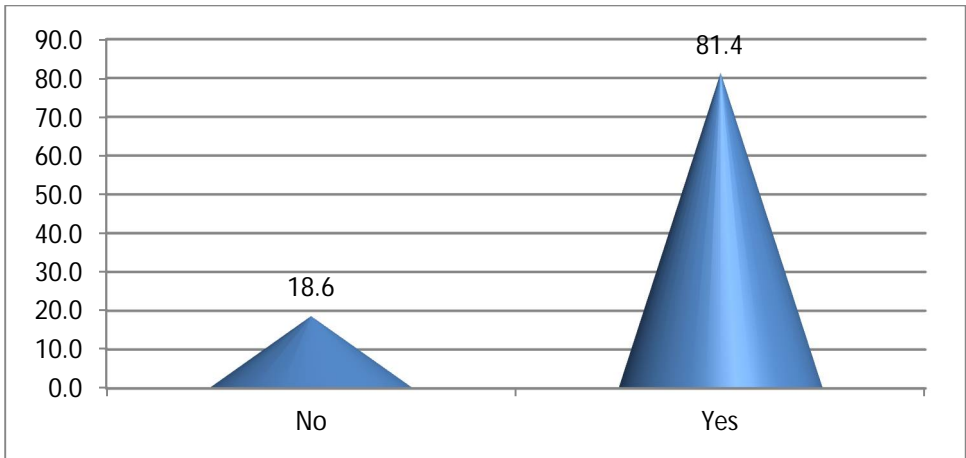
The results of the table above indicates that the great majority of the participants 83 students making up 81,4 % stated that guessed meaning are better retained than given meaning. While the minority of the participants 19 students making up 18, 6 % claimed that given meaning are better retained than guessed meanings.

The above results show that the majority of students 81, 4 % prefer the guessed meaning because this one activates their cognitive ability and their memory. Guessed meaning requires an effort to be found, this can make it much remembered unlike the given one that could be forgotten easily. Besides, students are aware that the teachers do not have enough time to teach every word, which they do not understand in class, Moreover; first year students do not like to as assistance from their teacher like it indicated in (Q9). While few of the participants 19% think that the given meaning is better retained. These may be justified by the dependence on others such as teachers or classmates to give them the meaning of words, students' lack of useful skills or their weak cognitive capacity.

4.11. Teachers' Role on Guessing from Context Strategy:

The aim behind this question is to get information about students' opinions towards their teachers' role whether teachers attempt to encourage them to use contextual clue while reading or not. The graph below shows the students' answers using frequencies and percentages:
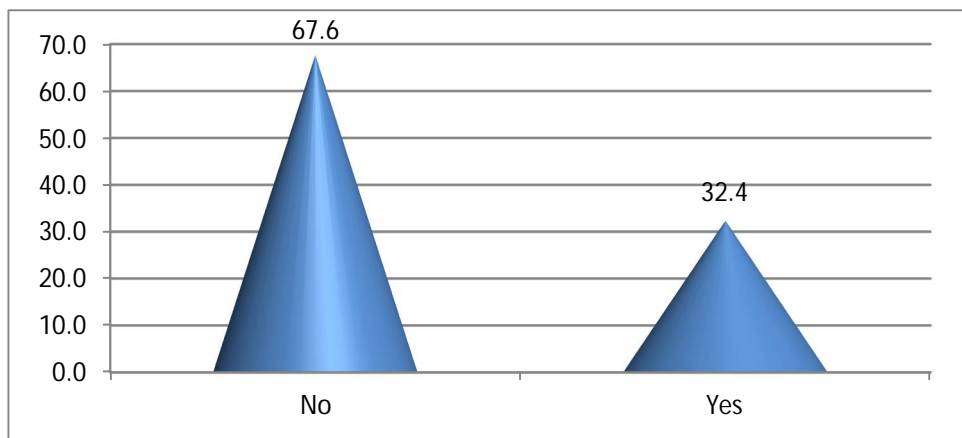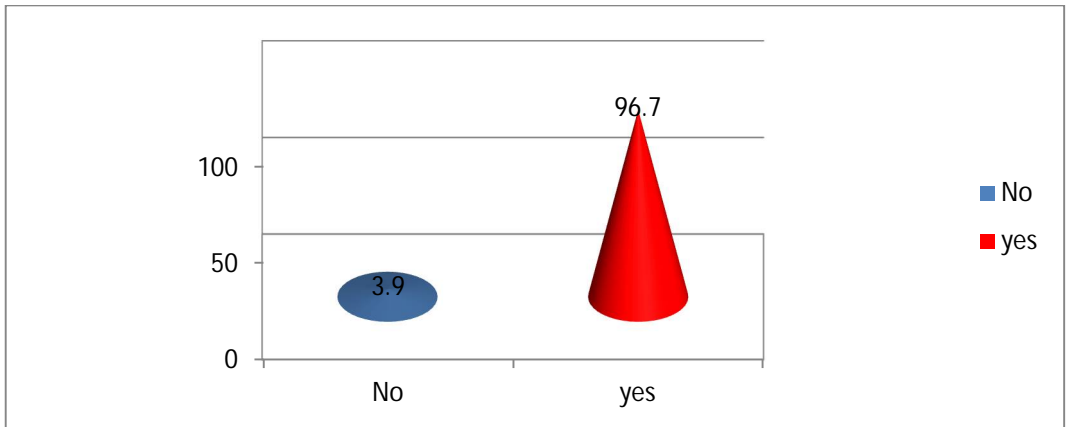
The majority of the participants 69 students making up 67, 6 % claimed that their teachers do not encourage them to use the contextual guessing strategy while reading. While the minority of participants 33 students making up 32, 4 % confirm that their teachers encourage them to use the contextual guessing strategy.

The above results show that the majority of the student aware that strategy learning is not sole responsibility of the student. Teachers expect students to know how to guess well, yet students do not learn independently they need help to be more successful at guessing. For that reason, Teachers should determine if their student are using strategies successfully or not. On the other hand, students expecting from the teacher to guide and provide them with appropriate learning strategy.

**4.12. Training Students to Use Contextual Learning:**

This question is raised to determine whether student of second year have been trained to use contextual learning for vocabulary learning at the university classroom or not. To answer this question, the students were instructed to answer either by yes or no. The graph below shows the students' answers using frequencies and percentages:

The majority of the participants' 65 students making up 63, 72% have selected the option "NO» to state that they have not been trained to use contextual guessing strategy. While the minority of the participants 37 students making up 36, 27% have selected the option "Yes" demonstrates that they have received training for guessing the unfamiliar words from the context. The results reveal that reading on general is not prioritized skill in university classroom. Students have to be provided with appropriate reading strategies and sufficient training.

4.13. The Importance of Contextual Learning in Reading Comprehension:

This question aims to provide information about students' opinions about the importance of using contextual clues to guess the meaning of unfamiliar or difficult words whether it facilitates their reading comprehension or not. Moreover, to answer this question, the students were instructed to answer either by yes or no. The graph below shows the students' answers using frequencies and percentages:
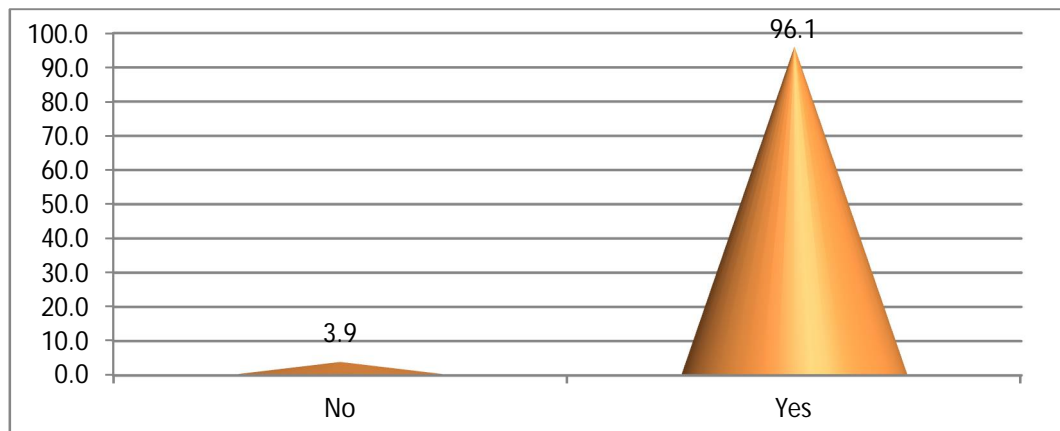
The majority of the participants' 98 students making up 96, 1% has selected the option "yes" to state that the use of contextual clues to guess the meaning of unfamiliar words facilitates their reading comprehension. While the minority of the participants 4 students making up 3.9% have selected the option "no" demonstrates that the use of contextual clues to guess the meaning of unfamiliar words do not facilitates their reading comprehension.

The results reveal that the students are aware of the importance of Guessing from Context Strategy. They know that knowing the meaning of isolated words is not sufficient and checking up the dictionary each time will interrupt their reading comprehension. The application of this strategy led the readers to activate cognitive capacity and their critical thinking to better comprehension and more retention of vocabulary.

To view how the process of using contextual guessing strategy is useful in learning process. The majority of the participants said that the process of using context learningon reading comprehension is useful. It provides specific steps to derive words' meaning. The students do not have to memorize a list of words and definition. Moreover, using context clues involves good planning and it helps them find and learn unfamiliar words easily.

5. Results:

The findings obtained from students' questionnaire reveal that students of second year have positive attitudes towards using contextual learning in reading comprehension. The questionnaire data generally confirmed that students face many problems of comprehension during the reading process, especially when they get across new vocabulary. The results also demonstrate that students need various reading strategies training instead of checking dictionaries every time, which led to interrupt their thinking. Moreover, students employ different reading strategy to find the meaning of unfamiliar words. It is mainly to achieve comprehension. Additionally, they appreciate positively the contextual learning due to their high awareness of the importance of learning vocabulary through context. However, the majority of the students' answers revealed the absence of deep knowledge about the application of this strategy this why students are in need to get more knowledge about the use of this strategy with the teachers' help in order to improve their comprehension.

This section aims at highlighting the major results, and relating them to the research questions as an attempt to answer them. The findings from the questionnaire demonstrate that students use different strategies to find the meaning of new encountered words while reading. As an answer of the first research question, the findings reveal that second year students at Mohamed Lamine Debaghine Setif 2 University, Faculty of Letters and Languages tend to use dictionary followed by word ignorance and contextual learning. Findings also revealed that social strategy was the least used strategy among the students of Mohamed.

The second research question aimsto investigate the attitudes' of second year students towards the use of the contextual learning and its importance in facilitating reading comprehension. The obtained findings from students' questionnaire reveal that teachers and students at Setif 2 University are both aware about the worthiness of contextual learning in making reading comprehension easier. Students seem to support the role of vocabulary knowledge in reading comprehension asserting that students' reading comprehension problem are related to their lack of vocabulary knowledge. Moreover to deal with these problems, students believe that

learners have to employ "guessing from context" to ensure more comprehension.

6. Pedagogical Implications and Recommendations:

• First of all, teachers should program "reading" as a separate module to motivate students more to read and to raise their awareness about the importance of reading. Besides, they should encourage them to use the successfully in their reading in order to achieve many goals; explaining ambiguous words, to check the correct pronunciation and to enrich their vocabulary.

• In addition, teachers should teach their students all the reading techniques: inference, anticipating, prediction, skimming, scanning…, and so on to reach the successful reading and understanding.

• Students should be trained to guess the meaning from context because it is very helpful and effective in reading especially in case where the dictionary use is not permitted.

• Students should not only focus on things that are related to examination but they should be honest and realize that knowledge does not stop at passing the exam.

• Future researchers should investigate the effectiveness of the contextual learning on reading comprehension. In other words, they should conduct an experimental research to make the work more valid.

7. General Conclusion:

The present study attempts to explore the attitudes of second year students towards the use of the Contextual learning and its importance in facilitating reading comprehension.

In the first section, the research explored the most relevant theoretical perspectives related to the research problem. It covers a wide range of aspect such as reading, reading comprehension and reading comprehension; moving to the core of the study in which the study discussed the most employed strategies to deal with reading comprehension problems while reading. However, the emphasis was put on the contextual learning.

For the practical section, the current study relied on qualitative and qualitative data about the role of contextual learning in reading

comprehension through questionnaire as a research tool.

The results presented at the end of the research aim to show the importance the Contextual learning on improving reading comprehension; they also show that students have a positive attitude towards the contextual learning.

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