The Role of Learner-training in Acquiring Vocabulary Via Context by Iraqi Kurdish EFL University Students

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Abstract

This paper aims to investigate the extent to which training learners in vocabulary learning from context has positive impact on the process of vocabulary acquisition at university level. The study follows a quantitative approach using instructor questionnaire and statistical analysis is conducted through SPSS program. Forty-five instructors from both public and private Sulaimani Province Universities were involved. The main study findings showed that training learners on inside class techniques such as following the steps of inferring meaning from context, using grammatical clues to enhance vocabulary guess and checking the correctness of the guess by using dictionary also training learners on outside class techniques like watching movies, listening to songs, social media interaction and gaming can significantly improve learner's vocabulary size. The findings also show that among the fore mentioned strategies, training learners to follow the steps of inferring meaning from context and directing learners to infer meaning from context through watching movies are superior to other strategies. Adopting the mentioned ways in this study may positively improve learners' vocabulary and comprehension, and also speeds up the vocabulary learning process. The findings of this study may also encourage the EFL instructors to follow the techniques depending on their learners' level of understanding and interest.

Key words: learner-training, context, contextual clues, inferring meaning from context.

دور تدريب المتعلم في إكتساب المفردات من خلال السياق لطلبة الجامعة الأكراد العراقيين متعلمي اللغة الإنكليزية لغةً أجنبيةً

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المستخلص:

تهدف الدراسة إلى التحقيق في مدى تأثير تدريب المتعلمين على تعلم المفردات من السياق بشكل إيجابي على عملية اكتساب المفردات على المستوى الجامعي. تتبع الدراسة منهجاً كمياً باستخدام استبيان المعلم ويتم إجراء التحليل الإحصائي ببرنامج SPSS. وشارك أربعة وخمسون مدربا من جامعات محافظة السليمانية الحكومية والخاصة. أظهرت نتائج الدراسة الرئيسية أن تدريب المتعلمين على تقنيات داخل الفصل مثل اتباع خطوات استنتاج المعنى من السياق، واستخدام القرائن النحوية لتعزيز تخمين المفردات والتحقق من صحة التخمين باستخدام القاموس أيضًا تدريب المتعلمين على تقنيات خارج الفصل مثل مشاهدة الأفلام و يؤدي الاستماع إلى الأغاني والتفاعل بوسائل التواصل الاجتماعي والألعاب إلى تحسين حجم مفردات المتعلم بشكل كبير. تظهر النتائج أيضًا أنه من بين الإستراتيجيات المذكورة أعلاه، فإن تدريب المتعلمين على اتباع خطوات استنتاج المعنى من السياق وتوجيه المتعلمين لاستنتاج المعنى من السياق بمشاهدة الأفلام يتفوق على الإستراتيجيات الأخرى. قد يؤدي اعتماد الطرق المذكورة في هذه الدراسة إلى تحسين مفردات المتعلمين وفهمهم بشكل إيجابي، وتسريع عملية تعلم المفردات. قد تشجع نتائج هذه الدراسة أيضًا مدربي اللغة الإنجليزية كلغة أجنبية على اتباع الأساليب اعتمادًا على مستوى فهم المتعلمين واهتمامهم.

الكلمات الدالة: تدريب المتعلم، مؤشرات السياق، استنتاج المعني في السياق

1. Introduction

Vocabulary, as an integral part of a language, plays a crucial role in the language learning process. Richards (2002) states that vocabulary is the core component of language proficiency .The lack of adequate vocabulary knowledge resulted in an obvious and serious obstacle for EFL learners.

The low vocabulary level can be traced to the factors related to both the learners and the teaching process. The learner's background knowledge and level may affect vocabulary learning but the teaching process has more effective impact. Regarding the teaching process, training is vital in enhancing learners' vocabulary improvement Nation[1].

Therefore, it is worth spending time and effort to direct the learners to the proper ways of acquiring vocabulary. Further, it is evidenced by many scholars that training learners to use the techniques of vocabulary learning can indeed facilitate the acquisition of vocabulary and influence foreign language learning as well Huckin [2].

In this regard, Lake [3]asserts that training learners in inferring meaning from context is one of the strategies that the instructors and the learners should be aware of. Moreover, Herrel [4]believes that training learners in the techniques of inferring meaning from context has a great role in enhancing student success during guessing meaning from context. Thus, the aim of this paper is to investigate the impact of learner training on vocabulary learning from context from the instructors' perspectives.

1.1 The research questions

1.Do the Iraqi Kurdish EFL instructors train their learners on the inside class techniques to learn vocabulary?

2.Do the Iraqi Kurdish EFL instructors train their learners on the outside class techniques to learn vocabulary?

3.Does training learners on how to infer meaning from context has positive impact on vocabulary learning?

1.2 The Hypotheses

1-Iraqi Kurdish EFL instructors train their learners on the inside class techniques to learn vocabulary.

2-Iraqi Kurdish EFL instructors train their learners on the outside class techniques to learn vocabulary.

3-Training learners on how to infer meaning from context has positive impact on vocabulary learning.

1.3 The Procedures

1. An in-depth reference to training learners on vocabulary learning techniques has been presented depending on the available literature to provide the reader with clear insights about it.

2. Constructing and administrating a questionnaire of 8 items to Iraqi Kurdish EFL instructors in English departments of Sulaimani Province Universities in the academic year 2020-2021 to know to which extent the current subject is used,

which techniques are used, and what positive effects it may have on the process of vocabulary learning.

1.4 The aims of the study

The aim of this study is to investigate the EFL university instructors' perspectives toward the learner training in vocabulary learning through context.

2. Guessing or inferring meaning from context

Guessing vocabulary meaning from context is one of the most frequent strategies used for discovering the meaning of unknown words Ying [5]. Grellet [6] suggests that inferring means making use of logical, cultural, and syntactic clues to find out the meaning of unknown elements. If these elements are words, word-formation and derivation are also used as clues for guessing a word.

Stein [7]defines inferring as constructing intelligent guesses or hypotheses about the meaning of a word based on the grammatical and pragmatic context in which the word is found.

According to Haastrup [8] in language reception inferring procedures are central procedures which cover not only language use but also language learning. A learner uses all available linguistic clues together with his/her general knowledge, relevant linguistic knowledge, and awareness of the situation to make informed guesses in inferring meaning. Oxford [9]

Nagy[10]states that certain kinds of knowledge should be possessed by learners so that GFC is successful. They are summarized as follows:

1) Linguistic Knowledge which covers the knowledge already acquired by learners about the different linguistic contexts in which the unknown word has occurred. This includes syntactic knowledge, lexical knowledge, and knowledge of word schema (possible meanings of the word).
2) World knowledge which means the learners' understanding and use of the relevant domains of knowledge.
3) Strategic knowledge is the knowledge of the actual strategies learners use during the act of inferring the meaning of the unknown word from context.

3. Importance of training learners on finding contextual clues

Directing and training students to learn how they will infer the meanings of unknown words from context, step by step, is worth spending time on during vocabulary instruction. It is obvious that training always makes things better, therefore if the learners have chances to be trained to learn helpful strategies to infer meaning from context, it will be easy for them to make guesses during the vocabulary learning process.

Huckin [2] find out that training students will be dramatically supportive and can lead to an improvement in this skill area even if the training is so brief. In their research, they observed some advanced learners of the English language and their ability to guess words from context. They identified that learners who have been trained outperformed the ones that have not.

In a nutshell, as Nation [1] states as the number of low-frequency words is large and because of their infrequent occurrence and narrow range, it is best to teach learners strategies for dealing with the words rather than to teach the words themselves.

4. The Role of Contextual clues in inferring meaning from context

A contextual clue is one of techniques that can be used in presenting new words in teaching English vocabulary. Harris [11] defined context clues as a strategy used to determine the meaning of an unknown word by getting help from the words, phrases, sentences, or illustration surrounding it that offers direct or indirect suggestions about its meaning.

As stated by Greenwood [12] Context clues are very important for broadly comprehending text as well as for specifically learning new words. Wesche [13] Also believe that there should be some clear contextual clues to infer the meanings of unknown words. Moreover, Context clues could help learners to build word identification and word meaning Allen [14].

In the same way Gairns [15] emphasize the importance of using the context clues in learning vocabulary. As they believe it helps learners not only learn words but also know how to use them in context and makes them to be aware of an important feature of vocabulary that context determines the meaning of words.

Moreover, Laufer [16] states that for the usability of available clues, the words containing the clues should be understandable. He believes when the density of unfamiliar words is high the probability to use the clues decreases.

5. Identification of the contextual clues

According to Thornbury[17]learners do not feel confidence about their understanding of the new word when trying to guess the meaning of new vocabularies, therefore guessing should be a context based process either by depending on listening or reading.

Herrel [4] provides some techniques to the identification of contextual clues and enhancing student guessing. He believes that learners should be trained to recognize these contextual clues. He explained the techniques as follows:
1. Definition: It gives the meaning of words.
2. Restatement: The writer may use other words, phrases or sentences to provide the meaning of difficult words.
3. Punctuation marks: The writer uses punctuation marks to describe the meaning of unfamiliar words.
4. Examples: They help learners to understand the meaning of new words
5. Contrast: It shows the opposite meaning of new words.
6. Similarity: This is signal words of similarity.
7. Surrounding words: They might provide clues to the meaning of new words.
8. Background knowledge: Experience and background knowledge about the text plays an important role in vocabulary comprehension.

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Additionally, Ying [18] describes twelve types of context clues (morphology, reference words (such as pronouns), collocation cohesion, synonyms and antonyms, hyponyms, definitions, alternatives (using "or"), restatement, example, summary, comparison and contrast, and punctuation).

6. Practicing contextual clues for guessing meaning from context

Several exact steps to the guessing process in contextualized vocabulary acquisition are mentioned by the linguists and researchers, the steps are not only descriptive but also practical in a way that instructors can train their learners to follow them.

Nuttall [19] describes a four-step exercise for inferring the meaning of unknown words: First, the teacher supplies a short text or several short texts which contain the same nonsense word replacing the same foreign language word in the original version. Second: It is a method similar to the first kind except that instead of using nonsense words, the teacher uses real but unfamiliar foreign language words; that is, the teacher offers a choice of explanations/ definitions or first language translations. Third: The guessing from context strategy can be used with longer text where both the wider context and the immediate context that surround the target word are used to help learners to infer the meaning.

In a similar vein, Williams [20] clarifies a somehow similar strategy and suggests teaching the strategy explicitly, using "marked-up" texts at first, to show the source of contextual information, moving on to unmarked texts as students become familiar with the strategy.

In addition, Clarke & Nation's inductive approach [21] is one of the ways which they assert is useful for activating learners' awareness of the variety of clues available and for developing the sub-skills needed to benefit from the clues for guessing the unknown word meaning. Their five-step inductive procedure is as follows:
1. Deciding on the unknown word's part of the speech.
2. Having a look at the immediate context of the word and simplifying it grammatically if necessary.
3. Having a look at the wider context of the word – the relationship with adjoining sentences or clauses.
4. Guessing.
5. Checking the guess.

To Nation [21] the last step, checking the guess , could involve checking if the guess is the same part of speech as the unknown word, substituting the guess for the unknown word and seeing if it fits into the context, breaking the unknown word into parts and checking if the meaning of these parts support the guess and finally looking up the word in a dictionary.

Lastly, Allen [22] presents some instructional steps to guessing meaning from context: First, The teacher selects words that will occur in the upcoming reading but are unfamiliar to the learners. Then, each of the words is presented to the learners in isolation with a local context (rest of the sentence in which the word appears missing). Next,

learners make predictions about possible meanings for the words based on their background knowledge and knowledge of word parts. Finally, learners are provided with the context for each of the words to determine context clues that are helpful for confirming or determining word meanings for the target words. As they use context for word meaning, learners should cite which context clues (antonyms/ synonyms; local context; structural analysis—word parts, background knowledge; or global context— beyond sentence-level) helped them determine word meaning.

7. Demographic Characteristics of the Participants

The demographic features of the questionnaire contained four items which provided information about the participants' university, years of teaching experience, college, and highest academic degree. Item one showed participants' university. The instructors were from 7 different universities both public and private. Table 1 demonstrated that among the 54 participants, 3 were from American University of Sulaimani, 3 were from Cihan University, 3 were from Komar University of Science and Technology, 4 were from Sulaimani Polytechnic University, 4 were from Tishk International University, 5 were from University of Human Development. The remaining part 31 of the instructors were from University of Sulaimani who belong to 3 different departments namely English department/ college of languages, translation department/college of languages and English department/ college of basic education.

Table 1 participant's affiliation

University	Number	Percentage
American University of Sulaimani	3	5.56
Cihan University	3	5.56
Komar University of Science and Technology	3	5.56
Sulaimani Polytechnic University	4	7.40
Tishk International University	4	7.40
University of Human Development	5	9.26
University of Sulaimani	32	59.25
Total	54	100

The second item showed the participants' years of teaching experience. The item is divided into three parts staring from 1 to 5, 6 to 10 and over 10 years. The instructors who had 1 to 5 years of teaching experience were 40% of the participants, whereas 27% of them had from 6 to 10 years of teaching experience. The remaining participants had above 10 years of teaching experience which were 31% of the instructors.

Table 2 participant's Years of Teaching Experience

Years of Teaching Experience	Number	Percentage
1 to 5 Years	22	40.74
6 to 10 Years	15	27.78
Over 10 Years	17	31.48
Total	54	100
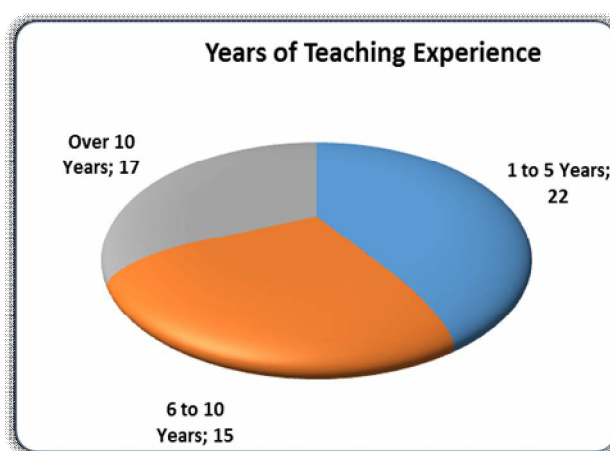
Figure 2: Years of Teaching Experience

Item three was related to the instructors' college. The participants were either from college of basic education or college of languages. It is obvious from the table that most of the participants 66.67% were from college of languages. The other instructors 33.33% where from college of basic education.

Table 3 participant's college

College	Number	Percentage
Basic Education	18	33.33
Languages	36	66.67
Total	54	100
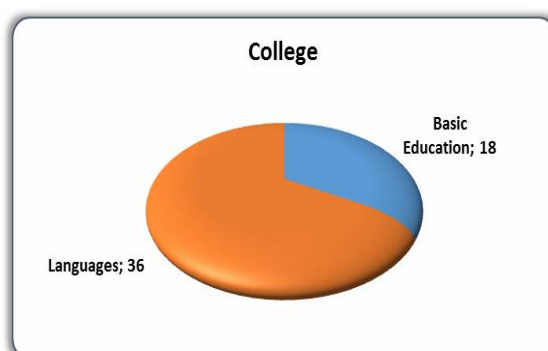
Figure 3: participants' college

Highest academic degree was another one of the demographic features of the participants. There were 54 participants in which 75.93% of the participants were MA holders and 24.7% of them had PhD degree.

Table 4 participant's highest academic degree

Your highest degree	Number	Percentage
MA	41	75.93
PhD	13	24.07
Total	54	100
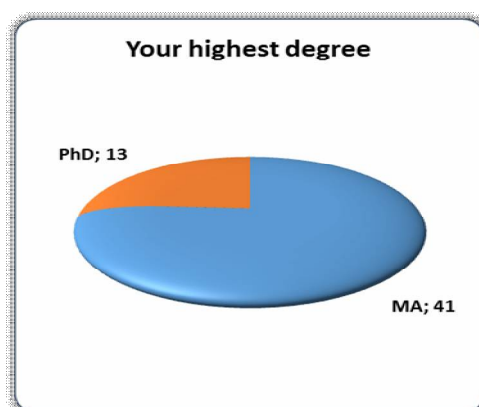
Figure 4: Participant's highest academic degree

8. Likert scale items

Item (1): I train learners to follow the steps of inferring meaning from context.

To display to what extent the instructors aimed at training their learners to follow the steps of inferring meaning from context, nearly 85% of the Iraqi Kurdish EFL university instructors exhibited agreement. By contrast, 3.7% disagreed [1,Fig, 5].

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It is impossible to teach learners all the words they need to know, and so it is important to teach them guessing strategies that will enable them to tackle unknown words and lose their reliance on dictionaries (Carter & McCarthy) [23]

Table 5

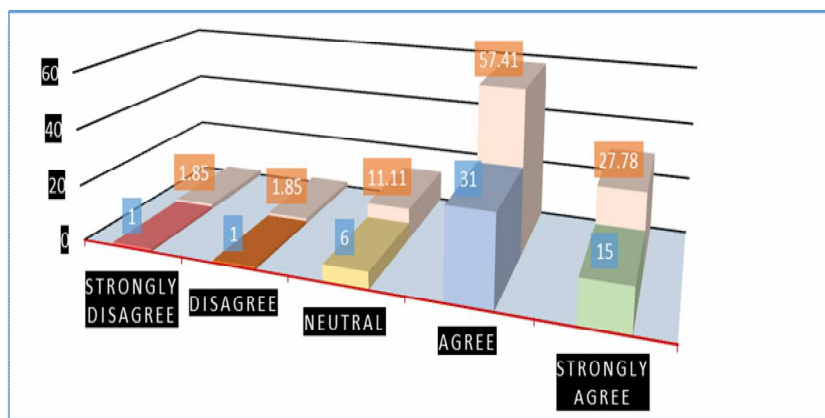| 1. I train learners to follow the steps of inferring meaning from context.	Frequency	Percent	Mean	SD
Strongly Disagree	1	1.85	4.07	0.797
Disagree	1	1.85		
Neutral	6	11.11		
Agree	31	57.41		
Strongly Agree	15	27.78		
Total	54	100		

Figure 5: training learners on the steps of inferring meaning

Item (2): I train learners to infer meaning from context by analyzing the words' grammatical form.

The instructors who stated that they train the learners to infer meaning from context depending on the vocabularies grammatical form made up (57.41%) of all the participants. Oppositely, the instructors who showed they did not follow this strategy only formed (12.96%) of the participants. The remaining instructors comprising 29.63% stayed neutral to answer this item [1, Fig, 6].

In this regard, Strom [24] believes that grammatical knowledge helps students understand the lesson better and comprehend the text. For example, knowing pronouns and finding their antecedents in texts as well as having knowledge of ellipses and omission can help learners have better understanding of the text. Similarly, Laufer & Bensoussan [25] describe exercises focusing on grammar. Carter & McCarthy [23] also mentioned grammatical structure as a way to provide correct guesses.

Table 6

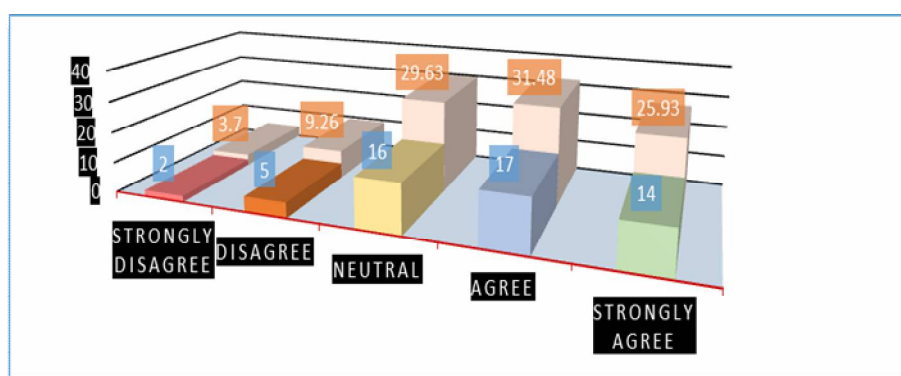| 2.I train learners to infer meaning from context by analyzing the words' grammatical form.	Frequency	Percent	Mean	SD
Strongly Disagree	2	3.70		
Disagree	5	9.26		
Neutral	16	29.63	3.67	1.082
Agree	17	31.48		
Strongly Agree	14	25.93		
Total	54	100		

Figure 6: using grammar to infer meaning from context

Item (3): I train learners to use the dictionary to check the correctness of inferred meaning from context.
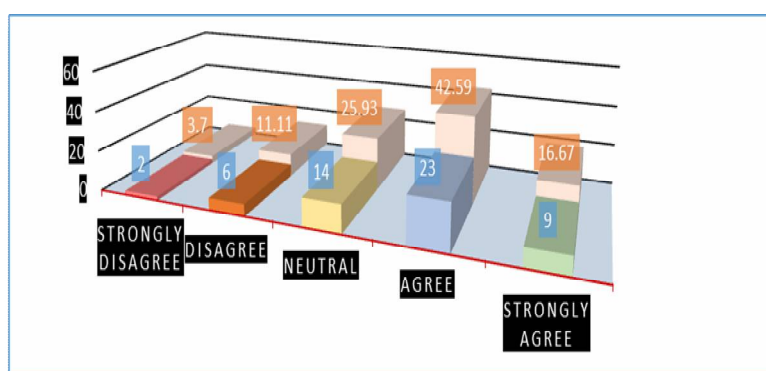
It can be observed that 59.26% instructors claimed to train the learners to check their guesses in the dictionary to know whether they have done correct guesses or not. However, 25.93% were impartial and did not seem to have decided. It is also obvious that 14.81% verified that they did not give instructions on how to use dictionary after inferring meaning from context [1, Fig, 7]

According to Nation [21] looking up the word in a dictionary is the last step of guessing meaning from context. This step is crucial in the process as it makes the learners feel positive against the process when they realize that their guess is accurate.

Additionally, Harmer [26] provides dictionary check as one of the activities to enhance learners' vocabulary by training them on how to use dictionaries effectively.

Table 7: Training learners to use dictionary

3. I train learners to use the dictionary to check the correctness of inferred meaning from context.	Frequency	Percent	Mean	SD
Strongly Disagree	2	3.70		
Disagree	6	11.11		
Neutral	14	25.93	3.57	1.021
Agree	23	42.59		
Strongly Agree	9	16.67		
Total	54	100		

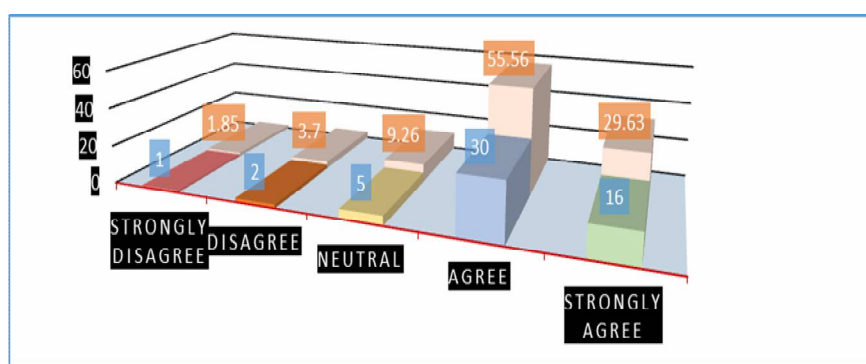**Figure 7: Training learners to use dictionary**

Item (4): Training learners on how to infer meaning from context speeds up their learning.

As shown in [1, Fig, 8], the results of item (4) regarding the respondents awareness of the positive role of training learners on IMC as it speeds up the learning process. It can be seen that 85.19% agree to be aware of this advantage while 9.26% do not seem to pay attention to this case with 5.55% disagreeing to be aware.

Lake [3] indicates the importance of training in directing learners to inferring meaning from context. The mean average (4.07) indicates that the participants have experienced the effectiveness of training and agreed that it has its own importance in accelerating vocabulary learning. Accepting the significance of a method or an approach due to its advantages and practicality is vital in creating a successful process of vocabulary learning.

Table8:Training learners on IMC speeds up learning

4. Training learners on how to infer meaning from context speeds up their learning.	Frequency	Percent	Mean	SD
Strongly Disagree	1	1.85		
Disagree	2	3.70		
Neutral	5	9.26	4.07	0.843
Agree	30	55.56		
Strongly Agree	16	29.63		
Total	54	100		

Figure 8: Training learners on IMC speeds up learning

Item (5): I direct learners to use gaming as an outside class technique to learn vocabulary.

[1, Fig, 9] illustrates that just below half of the instructors (46.29%) maintained that they gave directions to the learners on how to try to learn vocabulary in context while they play computer games whereas 33.33% were uncertain and 20.37% clearly stated they did not train their learners on this technique.

One of the important ways of vocabulary learning from context is online gaming as mentioned by (Godwin) [27] The university learners spend most of their times playing online games that allows them to speak with the other participants. The learners can gain new vocabulary as various new occasions occur during the playing time. Further, Kasper & Wagner [28] stated that connecting learning experience inside the class with real life situations is necessary as learners spent more time outside class than inside it.

Moreover, Previous research by Ashraf et. Al. [29] confirms that online gaming enhances EFL learners' vocabulary learning since the learners need to win and enjoy the cooperation and competition.

Table 9: Directing learners to use gaming as a technique to learn vocabulary

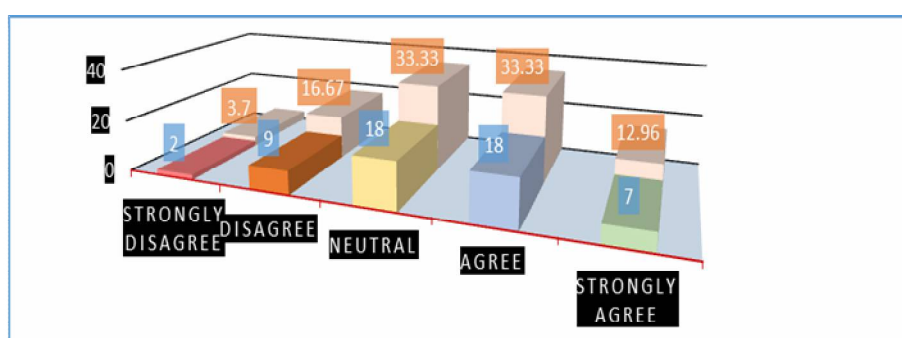| 5. I direct learners to use gaming as an outside class technique to learn vocabulary.	Frequency	Percent	Mean	SD
Strongly Disagree	2	3.70		
Disagree	9	16.67		
Neutral	18	33.33	3.35	1.031
Agree	18	33.33		
Strongly Agree	7	12.96		
Total	54	100		

Figure 9: Directing learners to use gaming as a technique to learn vocabulary
Item (6): I train learners to watch movies outside the classroom to learn vocabulary in a meaningful context.

It is represented in [1, Fig, 10] that most of the participants (81.48%) directed their learners to infer meaning from the movie's context while they watch and find it as meaning full context. Contrastively, 9.26% did not seem to have used this technique. The participants who were unsure to have used this direction are 9.26% of the instructors.

Peters [30] in his survey evidenced that most of EFL learners being surveyed watched English films and programs several times a week. Thus, getting use of this time to learn vocabulary can affect vocabulary learning positively. Similarly, Extensive viewing of television is suggested by (Webb) [31] to increase the amount of vocabulary by the learners. Additionally Webb [32] indicates that viewing is one of the beneficial ways to teach vocabulary in context.

Table 10:Watching movies outside the classroom to learn vocabulary in context.

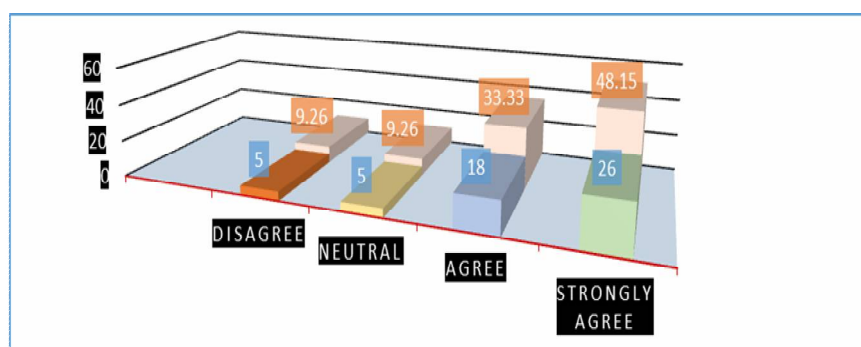| 6. I train learners to watch movies outside the classroom to learn vocabulary in a meaningful context.	Frequency	Percent	Mean	SD
Disagree	5	9.26		
Neutral	5	9.26		
Agree	18	33.33	4.20	0.959
Strongly Agree	26	48.15		
Total	54	100		

Figure 10: Watching movies outside the classroom to learn vocabulary in context.

Item (7): I guide learners to use songs outside classroom to learn vocabulary learning in meaningful context.

[1, Fig, 11] presents the results of item (7) representing the instructors guidance to the learners in order to direct them to listen to songs to learn vocabulary in context. It is demonstrated that 66.67% of the responses show agreement with this item whereas 18.52% show disagreement. It is worth mentioning that some of the participants (14.81%) neither agreed nor disagreed to use such technique.

Listening to songs is one of the best strategies used to teach vocabulary in context that mentioned by Webb [32] Getting use of listening skill is very important as the skill allows doing other activities at the same time. For instance the learners can listen to songs while they are driving to university or home. Additionally, effectiveness of vocabulary learning through listening is evidenced by Elley [33].

Table 11:Guiding learners to use songs outside classroom to learn vocabulary learning in context

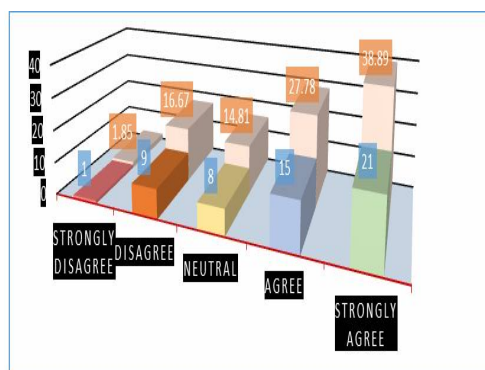| 7. I guide learners to use songs outside classroom to learn vocabulary learning in meaningful context.	Frequency	Percent	Mean	SD
Strongly Disagree	1	1.85		
Disagree	9	16.67		
Neutral	8	14.81	3.85	1.172
Agree	15	27.78		
Strongly Agree	21	38.89		
Total	54	100		

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Figure 11: Guiding learners to use songs outside classroom to learn vocabulary learning in context

Item (8): I direct my students to use social media interaction to learn vocabulary.

[1, Fig, 12]is an indication of the results obtained where 53.71% of the participants assert that they guide their learners to try to learn new vocabularies while they are communicating through social media while 27.78% did not decide to whether or not they did use the current technique. However 18.52% remaining instructors stated they did not direct the learners to do so.

Social media interaction is one of the strategies mentioned by Godwin [27]. Interacting through social media takes most of the young's time nowadays. Thus, the intelligent instructors get use of this fact and direct their learners to grasp it as a strategy to develop their vocabulary level.

Similarly, Webb [32] believes that making the learners to engage with the L2 outside the classroom is the goal of contextual teaching in the class. Thus, training learners in this strategy can indeed has positive impact on the vocabulary learning from context.

Table 12:Directing learners to use social media interaction to learn vocabulary

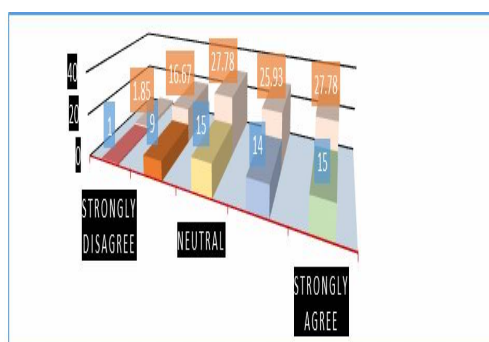| 8. I direct my students to use social media interaction to learn vocabulary.	Frequency	Percent	Mean	SD
Strongly Disagree	1	1.85		
Disagree	9	16.67		
Neutral	15	27.78	3.61	1.123
Agree	14	25.93		
Strongly Agree	15	27.78		
Total	54	100		

Figure 12: Directing learners to use social media interaction to learn vocabulary

10. Data Collection Instrument

To investigate the hypotheses and answer the research questions, a questionnaire of 8 items was prepared. By confirming the hypotheses and providing answers to the research questions, this study will fill the gap which might be seen in the literature on how far the instructors in the Sulaimani Province Universities are aware of the positive role of learner training on vocabulary learning. The instrument that was used to collect data for this research work was a questionnaire. It was not adapted from other theses and dissertations but created and organized by the researchers themselves.

10.1. Instructor Questionnaire

The questionnaire consisted of two parts. Part one was concerned with the demographic characteristics of the participants and consisted of four items, namely, the participants' university, college, years of teaching experience, and highest academic degree. The second part contained 8 items and aimed at investigating learner training role in learning vocabulary from different dimensions. A *Likert-Scale* tool was used to measure the participants' responses to the items of the second part.

10.2. The Participants

The researchers expected to take 100 Iraqi Kurdish EFL instructors holding at least a Master's degree in English Language currently teaching in English Departments of the Universities in Sulaimani Province either public or private, i.e. American University of Sulaimani ,University of Sulaimani, Sulaimani Polytechnic University, University of Human Development, Cihan University of Sulaimani, Tishk University and Komar University of Science and Technology.

10.3. Pilot Test Administration

Before conducting any test, it is preferred to run a pilot test. A pilot study is defined as a mini-version of a full-scale study or a trial to test, data collection instruments and other techniques in preparation for a larger study Abu Hassan [34]. It can also be a pre-test of a research instrument such a questionnaire or an interview. A pilot test can detect problematic areas and identify deficiencies in a research instrument prior to its complete implementation.

Abu Hassan [34]. Therefore, to test the validity and reliability of the questionnaire, on the 15th and 20th December 2020, it was piloted with 10 Iraqi Kurdish EFL instructors currently teaching in Sulaimani Province Universities. Lastly, the results obtained from the pilot test confirmed that the items were appropriate and acceptable; therefore, the questionnaire was run through its final administration.

10.4. Validity of the Questionnaire

A test that is relevant to the purpose of its study is considered valid. One of the essential features of a good test is validity as is illustrated by Hassan [34] that "A study is valid if its measures actually measure what they claim to, and if there are no logical errors in drawing conclusions from the data" (p. 8). With regard to the current study, the questionnaire was run through a pilot test. The analysis of the pilot test results insured the validity of the items which ultimately led to the complete administration of the questionnaire.

10.5. Reliability of the Questionnaire

Another important feature of an appropriate test is reliability as a reliable test ensures it is empty of flaws and errors as otherwise it is unreliable. It is stated in Garson [35] "atest can be reliable when it can be applied by different researchers with consistency untestable conditions" (p. 9).

For determining and measuring the reliability of the present research questionnaire, via the utilization of Statistical Package for the Social Sciences (SPSS) program, Cronbach's alpha scale was applied which obtained a degree of 0.853 which confirms that items of the questionnaire are reliable and acceptable as 0.853 is greater than 0.7 that Cronbach's Alpha values. Thus Cronbach's Alpha based on the standardized item is 0.853 which illustrates that the reliability of the research instrument is undoubtedly acceptable [1, Fig, 15]

Table 15: *Pilot Test Reliability Results*

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.853	8

11. Findings

Nearly 85% of the Iraqi Kurdish EFL university instructors train their learners to follow the steps of inferring meaning from context. (57.41%) of the instructors train the learners to infer meaning from context depending on the vocabularies grammatical form. It can be observed that 59.26% instructors train the learners to check their guesses in the dictionary to be sure of the correctness of their guess. It is evidenced that 85.19% of the instructors are aware of the usefulness of training in teaching vocabulary. Just below half of the instructors (46.29%) give directions to the learners on how to try to learn vocabulary in context while they play online games. More importantly, (81.48%) Of the participants directed their learners to infer meaning from context through watching movies. Additionally, 66.67% of the participants direct their learners to listen to songs.

Finally, 53.71% of the participants guide their learners to try to learn new vocabularies while they are communicating through social media.

Based on the statistical data, the researchers find out that Most of Iraqi Kurdish EFL instructors in Sulaimani Province Universities train their learners in the inside and outside classroom strategies to learn vocabulary in context. The majority of them have adequate knowledge of the advantages of learner-training to enhance vocabulary acquisition. However, the instructors motivate their learners to use both inside and outside class room strategies of learning vocabulary from context, but the instructors are more interested in training learners in the steps of inferring meaning from context inside the classroom and training learners to watch movies outside classroom.

11. Conclusions:

Based on the previous discussions related to the test findings, the current study has reached the following conclusions which answer the research questions and verify the hypotheses:

1. The main study findings show that training learners in the steps of inferring meaning from context and directing learners to watch movies to acquire vocabulary from context have positive impact on the process of vocabulary acquisition from context.

2. The findings also show that adopting the suggested way of training will positively improve vocabulary acquisition and speeds up the process of teaching vocabulary.

3. The results of this study may also equip English language instructors with the newest contextualized vocabulary teaching strategies that can be easily adopted for EFL learners in different contexts.

CONFLICT OF INTERESTS
There are no conflicts of interest

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Appendix: The Questionnaire
A Background information
1. Participant affiliation

2. Years of Teaching Experience

3. College

4. Participant's highest academic degree

B Likert scale questions

No.	statements	Totally agree	agree	neutral	disagree	Totally disagree
1	I train learners to follow the steps of inferring meaning from context.	5	4	3	2	1
2	I train learners to infer meaning from context by analyzing the words' grammatical form.	5	4	3	2	1
3	I train learners to use the dictionary to check the correctness of inferring meaning from context.	5	4	3	2	1
4	Training learners on how to infer meaning from context speeds up their learning.	5	4	3	2	1
5	I direct learners to use gaming as an outside class technique to learn vocabulary.	5	4	3	2	1
6	I train learners to watch movies outside the classroom to learn vocabulary in a meaningful context.	5	4	3	2	1
7	I guide learners to use songs outside classroom to learn vocabulary learning in meaningful context.	5	4	3	2	1
8	I direct my students to use social media interaction to learn vocabulary.	5	4	3	2	1

Please indicate your agreement/disagreement with the following statements on a scale from 1 to 5. That is, 5 indicates total agreement and 1 indicates total disagreement.