



The Use of Contexts for Effective Teaching and Learning of English Vocabulary in Nigerian Secondary Schools

¹OJETUNDE, Cecilia Folasade, ²OLOWOFOYEKU, Peluolami ADEBISI, ³OSHOJA, Tolulope Olalekan

(1ojetundecf@lasued.edu.ng, 2olowofoyekup@gmail.com & 3Oyinadecrystal@gmail.com)

^{1,2&3}Department of English Education, College of Languages and Communication Arts Education, Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria

Abstract

This paper examines the use of contexts as a functional approach to effective vocabulary teaching and learning with the aim of enhancing secondary school students' reading comprehension, writing skills and also their overall linguistic proficiency. Given that vocabulary is fundamental to language learning for communication purpose, research has shown that students can acquire vocabulary knowledge through incidental learning. A highly effective way of achieving this is by exploring a context-based approach which is aimed at adapting methods of teaching to specific situation in which language learning occurs rather than teaching meanings of words in isolation of the context of use. The paper sees register as a useful tool in achieving a context-specific vocabulary instruction. Register is an aspect of language which may vary by field (subject-matter), tenor or style of discourse (relationship between participants) and mode or medium of discourse (channel of communication). This work acknowledges that vocabulary knowledge which includes both internal and external knowledge of words, encompasses the grammar, connotations, denotations and socio-cultural meanings such words carry, which is not limited to single words but also idioms and phrases acquired through a context-based approach. The theory adopted in explaining the context-based vocabulary instruction is Craik and Lockhart's (1972) cognitive theory of depth processing which states that the deeper information is processed, the better it is recalled. Among various vocabulary teaching strategies, the paper posits that context-based approach is purposeful in attaining language learning objectives. The work provides an example



of a context and demonstrates how encountering new words in context underlines the fact that words indeed are used in discourse for communication purposes. The paper therefore posits that incorporating the use of context-based approach into vocabulary instructions can enhance students' communication skills and ultimately improve their academic performances. It is therefore suggested that teachers of English should expose students to a variety of contexts that will avail them the opportunity for active use of new vocabulary in speaking and writing.

Keywords: Contexts, Registers, Teaching, Learning, Vocabulary, Nigerian Secondary Schools

Introduction

The subject of language teaching and learning has been of great interest to scholars and educators. Indeed, the general public should be concerned about the quality of language education in schools. One major reason for this is that language is central to learning and to life itself. In the education sector, language is not just one of the subjects in the curriculum, it is the essential vehicle for learning all other subjects. This explains why success of language education is believed to be the success of education generally. And it is equally true that educational failure is basically a linguistics failure (Nnyigide & Anyaegbu, 2020). It is generally believed that a good education system requires that the products of the system communicate their thoughts, ideas, emotions, and attitudes unambiguously and coherently. Specifically, teachers of English need to take cognizance of the close relationship between language competence and educational achievement and adopt functional approaches towards improving English teaching and learning in Nigerian schools.

Also, the primacy of English Language among all subjects across the school curriculum and the high esteem accorded the language in Nigerian educational system is predicated on its communicative functions as the nation's lingua franca/official language. As a second language, it plays key functions in the social, professional



and educational life of Nigeria. Based on this, Adegbite (2005) is of the opinion that the mastery of English holds hopes for the individual Nigerian learner in his social advancement, and socio-political and economic growth of the nation. He further stresses that to function effectively as a fully integrated member of the society, the Nigerian learner requires an appreciable degree of competence that is almost comparable to the native speakers in the language.

It is however disheartening that despite the high premium placed on English, the persistent mass failure of students in English Language examinations at the secondary school level poses a critical challenge to the education system (Ugwo,2024).This deduction is evident by the perennial dismal performance of many Nigerian students in Senior School Certificate Examination (SSCE) as reported by *The Nigerian Voice* (2011) and *Daily School News* (2014). Alfayo and Abubakar (2021) confirm that the analysis of Senior Secondary Certificate Examination (SSCE) English Examination results between 2015 and 2020 showed continuous trend of dwindling poor performance of students.

This sad trend is traceable to many factors which include lack of teaching facilities and materials, teachers' lack of relevant qualifications and experience, lack of robust language curriculum, poor learning environment, shortage of manpower, among others. Scholars such as Kolawole (2004), Ogundele, Olanipekun and Aina (2011); Adebileje and Akinola (2020), Nnyigide and Anyaegbu (2020) quoted by Ojetunde and Osipeju (2024) also adduce certain factors to the poor performance or failure rate in English, which are inadequate funding of English Language programmes, insufficient professional teachers of English, inadequate instructional facilities, poor capacity development programme for English Language teachers, poor teaching methods, especially at the secondary school level, while scholars such as Oribabor (2014), Adewoyin (2015) are also of the view



that the decline in educational standard in Nigeria has a lot to do with the quality of English teaching and learning. Given some of the factors that could be responsible for poor level of proficiency in English, it is important to state that the teacher and his teaching methods play a major role in enhancing the quality of students' language learning and overall academic performance.

Iyekekpolor (2021), while commenting on the role of teachers in the failure of English Language examinations in Nigeria, states that there are teachers who teach about the language and not the language. Teachers in this category saturate their students with definitions, rules of usage, theories of grammar rather than focus on the functional usage of the English language in different contexts: on the street, in the market place, on the farm, shops, hospitals, worship centers, and other places where people congregate for business, entertainment, communal or social activities. This implies that practical examples of how English is used in different contexts have to be taught functionally to enhance students' proficiency in the use of English. One way of achieving this is by using context-based approach in the teaching and learning of English vocabulary which is the focus of this paper.

English Vocabulary Teaching and Learning in Nigerian Secondary Schools

Vocabulary knowledge or lexical competence is considered to be a key component of language learning (Surmanov & Azimova, 2020). As noted by Rosyada and Apoko (2023), in acquiring a second language, the acquisition of vocabulary emerges as a fundamental and indispensable skill. Thus, it is universally acknowledged that it is practically impossible to effectively learn a language without initially acquiring a substantial vocabulary foundation. Alqahtani (2015) is of the view that low vocabulary knowledge poses several problems to learners which subsequently impede the learning of the English language. MacCarthy (1992)



and Schmitt (2000) submit that vocabulary's role in the teaching and learning of a second language as lexical knowledge is fundamental to effective communication. In other words, meaningful communication cannot take place without sufficient knowledge of vocabulary.

Every human language has its lexical resources gained and used by learners; without vocabulary there will not be language development and such a language could go into extinction because learners are demotivated to use language (Richards & Renandya, 2002). Effective communication and ability to negotiate meaning in conversation entail students' having sufficient range of vocabulary knowledge. Proficiency in vocabulary holds a key role in language use. The more vocabulary a learner has, the more successful the learner is in expressing ideas or thoughts (Astika, 2016).

The term vocabulary has been defined in various ways by scholars. Heibert and Kamil (2005) define vocabulary as the knowledge of meaning of words. Teachers as custodians of knowledge, have proposed a variety of meanings. Some have the sense of sight-word vocabulary which refers to the immediate recognition of words. Others focus on meaning vocabulary which concerns the understanding of conceptual meanings of words. As noted by Alfzal (2019), some teachers consider vocabulary to be listening vocabulary or the understanding of the words heard or spoken to (Rohmatillah, 2017). In the submission of Antonacci and O'Callaghan (2011), content-based teachers also emphasise academic vocabulary particularly content-specific words. In all these definitions, Antonaccin et al., (2011) distinguish between two types of vocabulary; namely oral and print and that, knowledge comes in at least two forms; receptive (understand or recognise) and productive (write or speak). Oral vocabulary refers to words students know and use while speaking or reading aloud, while print vocabulary pertains to words recognised during silent



reading or writing. Heibert et al (1995) further make a clear distinction between productive and receptive vocabulary in stating that the productive vocabulary consists of words that are well known, familiar and used frequently while the receptive are less frequently used and learners could only assign meanings to them while reading or listening. They are typically words that individuals do not use spontaneously.

Teaching and learning vocabulary is a complex process that requires the active engagement of both teachers and students. Teachers aim to ensure students acquire the words being taught, while students seek to recall and recognise these words in both spoken and written forms. Hatch and Brown's (2001) outline five key steps in vocabulary learning:

- i. having sources for encountering new words;
- ii. getting the forms of the new words;
- iii. learning the meanings of the new words;
- iv. making a strong memory of the new words, and
- v. using the words in context.

Generally speaking, effective vocabulary teaching must address both the central features of words and their relationships with other words. This assertion is corroborated by Harmer (1993) quoted by Shejbalova (2006) which states that the ability to know a word involves understanding its:

- i. Meaning, i.e. relating the word to an appropriate object or context
- ii. Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and registers (the appropriate level of formality), being aware of any connotations and associations the word might have;
- iii. Word formation, i.e. the ability to spell and pronounce the word correctly and to know any deviations (acceptable prefixes and suffixes);
- iv. Grammar, i.e., using it in the appropriate grammatical form.



This array of meanings of a word reveals the complexity of word knowledge which in most cases learners equate with merely learning its spoken and written forms, and meaning. Such a limited understanding of the learning task likely confines students' focus to pronunciation, spelling, and L1 to L2 correspondences, thereby diminishing the time and effort they spend on learning words (Ecke and Rott, 2018). It is evident that vocabulary acquisition is crucial in the development of overall language proficiency because without it no message can be conveyed.

This work is of the view that to memorising words in isolation could be difficult. Thus, to convey the meaning of a new word, it is more appropriate to examine the meaning in the context of use, as this will help students to develop strategies, such as anticipating and inferring which can instill in them an attitude of self-reliance as learning progresses. Meeting new words in context underlines the fact that words are indeed used in discourse for communication purposes and also provides an indication of the way the words are used (QI Pan and Runjiang, 2011). Thus, using contexts in teaching vocabulary is one of the best ways of developing students' proficiency in English.

Concept of Register in English

It is practically impossible to discuss the context-based approach to language teaching and learning without delving into the concept of register. Register is central to Halliday's model of language. Register holds the dimensions of Halliday's systemic functional theory together, and the study is based on exploring the place of register with respect to Halliday's dimensions. In doing so, it is recognised that defining a theoretical term, as Hassan argues that it be positioned vis-a-vis other concepts in the theory (Hasan, 2004). In other words, the concepts are 'ineffable' (Halliday, 2002, 1988). Given that Halliday has argued that language is multidimensional (Halliday, 2003), comprehending "register" in



his terminology entails comprehending how it relates to these aspects.

According to Ghadessy (1992), the term "register" has gained popularity and taken on various meanings in contemporary linguistics, including a sub-discipline, an analytical technique, a collection of linguistic traits, a text with unique qualities, and a level of formality. Over the past few decades, Register Analysis, a branch of linguistics, has advanced rapidly. Nowadays, a lot of people are working with real-world text examples in an effort to identify the linguistic characteristics that define each (Ghadessy, 1992). Additionally, it is noted that a number of the chapters base their analyses on Michael Halliday's Systemic Functional Theory of grammar. Most frequently, linguistic considerations of register bring up M. Halliday's grammar. Register is analyzed by M. Halliday from the perspectives of field, tenor, and mode. Tenor deals with interpersonal function, establishing relationships between interlocutors; mode refers to textual function, dictating its form: spoken or written; and field realises a referential function, defining domain.

Biber and Conrad (2009) use the terms "register," "genre," and "style" to denote three distinct viewpoints on text kinds. Register is regarded as one of the potential methods for text analysis. Additionally, they point out that the term "register" typically relates to the context in which the speech is used, but the term "genre" tends to be used when discussing literature (Biber and Conrad, 2009). The distinction between genre and register is not always clear. In actuality, genre and register are overlapping words that are frequently used interchangeably.

While some linguists prefer to use the term "genre" as a more general term, others believe that the term "register" is narrower than a functional style but wider than "genre" (Gvishiani, 2007). In language, speech, and communication, the word "register" frequently appears in conjunction with the term "style." As it is



evident, linguists cannot agree on a meaning for the term "register," and the issue becomes more complex when other terms like text kinds, domains, and idiolects are brought up. Since he believes that "the practical has gone ahead of the theoretical". It becomes clear that more discourse research is necessary to clarify terminological ambiguities pertaining to register, genre, style, and other categories. Many people view register as a collection of linguistic and paralinguistic traits that are influenced by the speaker, listener, location, time, and text of a speech situation. It is crucial to understand that there are numerous Englishes or situational variants of the language based on register variation. The article's goal is to list issues related to register usage in English as a foreign language instruction (De Beaugrande, 1993). A common characteristic of highly evolved languages is register. It enables the selection of linguistic aspects based on the primary elements of speech situations; we alter our voice register according to the person we are speaking to, the location we are in, and the social context we are in. Common language usage influences the lexical and grammatical components chosen. The linguistic characteristics of the social context are absorbed by vocabulary and syntax, becoming appropriate and connected to specific aspects of the speech scenario. Even body language needs to be appropriate for the primary elements of a speaking scenario.

It is not the focus of this study to detract from the achievements of distinct approaches in students learning, nor to reiterate all the differences in approach themselves. The work is however aimed to motivate the need to employ the use of contexts for effective teaching of vocabulary in secondary schools, using cognitive theory of depth processing to explain how classroom instructions could be meaningfully processed and better recalled by students using context-based approach than learning words in isolation.



Thus, cognitive theory of depth processing is adopted for the treatment of context-based vocabulary instructions.

Cognitive Theory of Depth Processing

Craik and Lockhart's (1972) cognitive theory of depth processing focuses on the depth of processing involved in the memory, and predicts the deeper information is processed, the longer the memory trace will last. The theory states that the level of processing hinges on the idea that the way information is encoded affects how well it is remembered. The deeper the level of processing, the easier the information is to recall. Craik and Lockhart present two major ways of processing information, namely: shallow processing and deep processing.

Shallow processing takes two forms which are structural and phonemic processing. Structural processing has to do with the form or the appearance of the word, that is when the physical qualities or properties of a word is encoded, e.g. how the letters look, while the phonemic processing has to do with encoding of its sound. Shallow processing concerns with maintenance rehearsal (repetition) which actually leads to fairly short-term retention of information.

Deep processing involves semantic processing which takes place when the meaning of a word is encoded and such is related to similar words with similar meaning. Deep processing involves elaboration rehearsal that has to do with a more meaning analysis such as image making, thinking, associating words with meaning, etc. for better recall. Craik and Lockhart claim that at the deep processing level, the depth at which information is processed during encoding affects its subsequent recall; information processed at this level is more likely to be remembered.

In vocabulary teaching, this implies that words learned in rich, meaningful contexts such as stories, dialogues, tasks, real-life situations are remembered than words learned in isolation. When learners encounter a new word in context, they must analyse



meaning, infer, connect to surrounding text, and relate it to their background knowledge. Context helps learners understand semantic nuances, collocations, register and pragmatic meanings of words.

Using Contexts in the teaching and Learning of Vocabulary

The use of contexts in the teaching and learning of English vocabulary cannot be carried out in isolation of registers. Registers in language teaching and learning involve the different styles, levels of formality and the varieties of language used in various social, professional and cultural contexts. For effective teaching of vocabulary using contexts, teachers should focus on teaching the appropriate language to use in different socio-cultural and professional contexts. Understanding how language is used based on topic, communicative purpose, audience and location is central to vocabulary teaching. By exposing students to different contexts, they can learn the basic terms of each context, internalise and adapt such for various situations, thereby improving their overall language proficiency. The procedural steps:

- i. The teacher should first of all introduce the concept of register to the students by explaining to them that register is the variety of language used in different situations.
- ii. Give examples of how language changes in various contexts e.g. Formal contexts-classroom, court session, job interview and so on, informal contexts. e.g., casual greetings or conversations with friends, text messaging and so on.
- iii. Explain to students that there are registers related to specific fields or professions. e.g, education, medicine, engineering, technology, informal situations and so on.
- iv. Identify the two broad types of registers, namely; formal and informal registers. Formal: Static registers, e.g. prayers, legal documents; academic settings or documents, professional situations, official documents; Consultative registers. e.g. interactions with therapists, doctors, counselors and so on.



Informal registers: Casual or intimate talks with family, friends, clients, associates, etc.

Furthermore, one could establish that beyond the theoretical debate, the use of contexts in vocabulary instruction has real-world applications for routine classroom activities in secondary schools in Nigeria. Because of Nigeria's multilingual and multicultural reality, using contexts in instruction enables students to interact with English terminology in meaningful and familiar circumstances. This can be accomplished in a number of ways as discussed below:

i. Contextual Vocabulary Learning

Teaching the vocabulary of trade (wholesale, retail, bargaining) resonates with students who participate in or observe local markets. This allows students to connect new words with lived experiences by introducing them within the framework of familiar registers, such as religion, sports, or the marketplace.

ii. Organisation of Thematic Vocabulary Lessons

Registers can serve as the basis for a thematic organisation of vocabulary education. While a unit on agriculture introduces fertilizer, irrigation, and harvest, a unit on health and medicine may cover symptoms, diagnosis, dose, and prescription. This organisation promotes cross-disciplinary learning and reflects the topic matter found in secondary school curricula.

iii. Simulation and role-playing

Role-plays that immerse students in particular registers can be created by teachers. Students are forced to employ the vocabulary of such disciplines, for instance, when a judicial setting or a football commentary is simulated. These interactive exercises encourage vocabulary retention and active learning (Obanya, 2004).

iv. Combining Reading Materials

Rich supplies of vocabulary peculiar to a given register can be found in authentic publications like newspapers, scientific articles,



and literary masterpieces. By helping students recognise, categorise, and practise vocabulary words they come across in these materials, teachers may link what they learn in the classroom to practical application (Igboanusi, 2006).

v. Contrastive Analysis

Because Nigeria is a multilingual country, students may contrast English registers with their native language counterparts. Comparing Yoruba and English agricultural terms, for example, improves cultural relevance while expanding vocabulary knowledge in English.

A Typical Context-Based Medical Vocabulary

Topic: At a Clinic

Vocabulary focus: symptom, diagnosis, prescription, dosage, appointment, examination, allergic, side effects, treatment, pharmacy

1. Warm-Up (Context Activation)

Activity: “What’s wrong?”

Show a short scenario: A group of people with a person enters a clinic holding their stomach.

Ask:

“Where are they?”

“Why are they there?”

“What do you usually hear or say at a clinic?”

Goal: Activate their prior knowledge and establish the context of a medical visit.

2. Context Presentation

Present a short dialogue in context:

Doctor: “What symptoms do you have / how do you feel?”

Patient: “I have a headache and feel dizzy.”

Doctor: “I’ll give you a diagnosis after a thorough examination of your condition. You may need a prescription.”

Patient: “will there be any side effects?”



Doctor: “Just mild drowsiness. Follow the dosage on the prescription on the bottle. Pick up the medicine at the pharmacy.”

Vocabulary naturally appears in realistic situations.

3. Guided Vocabulary Discovery

Students are grouped or in paired up to underline words related to medicine.

Teacher guides learners to infer meaning from context:

symptoms → things that show you are sick

diagnosis → the doctor’s conclusion

prescription → a paper/order for medicine

dosage → how much medicine to take

side effects → extra, sometimes unwanted, reactions

examination → check-up by the doctor

pharmacy → place to get medicine

treatment → steps to make a person healthy

Goal: Students learn vocabulary through contextual clues, not simple memorization.

4. Practice in Context

A. Role-Play (Student-Centered)

Pairs act out a “doctor–patient” situation using vocabulary from the text.

Prompts:

Doctor asks about symptoms

Patient describes their condition

Doctor gives a diagnosis and prescription

Patient asks about side effects or dosage

B. Fill-the-Gap (Meaning Reinforcement)

Short paragraph:

“Jane was on an appointment with a doctor in a private hospital because she had several symptoms. After the examination, the doctor asked her to relax on a stretcher, after which he gave her a diagnosis and wrote a prescription. This was handed over to her



after the Doctor was sure she had gained stamina. She went to the pharmacy to get her medicine and followed the dosage carefully.”
Students fill in missing words.

5. Production (Context Creation)

Students write a brief story:

“You wake up feeling dizzy and weak. Describe other symptoms, what the doctor tells you, and your treatment plan.”

They must use at least eight vocabulary words.

6. Assessment

Ask students to answer one quick question:

“What is the difference between a sickness and a symptom?”

or

“Explain what is meant by diagnosis”

Ask them to submit their responses before you exit the class.

Further Tips for Vocabulary Teaching / Learning Activities

a. The teacher can present passages in students’ reading comprehension texts that demonstrate different contexts, ask them to identify specific terms and features that make each distinct as a register.

b. Engage students in role playing activities to give them opportunities of using different contexts.

c. Engage them in lexis and structural exercises (cloze passages) where they will need to choose or supply the appropriate lexis to fill the blank.

d. Give them texts or dialogues in different registers to rewrite and observe their use of punctuation marks as this could affect or distort the overall meaning of text.

e. Ask them to write an essay on a topic in a particular register, examine their choice of words and discuss how inappropriate choice of words can impair communication.

f. Lead them in the practical analysis of different registers in literature, media and other forms of communication, using the three distinguishing elements of register.



g. Give them different registers to contrast by examining how specialised terms can change based on the audience, location and purpose.

Difficulties in the Use of Contexts in Nigerian Schools

While the integration of contexts into vocabulary instruction has significant pedagogical value, its effective implementation in Nigerian secondary schools is constrained by several difficulties.

i. Interactive exercises like role-playing are frequently challenging in large class groups.

ii. Insufficient training for teachers: A lot of educators still use antiquated techniques and might not have been exposed to functional linguistics.

iii. Rigidity of curriculum: Examination focused curricula place more emphasis on memorisation than on effective communication.

iv. Complexity of Multilingualism:

Although Nigeria's wide linguistic diversity is a resource, there are drawbacks as well. When learners' primary languages of engagement outside of school are indigenous languages, they may find it difficult to translate words from English registers into communicative use. Mother tongue interference can occasionally skew how English register-specific terminology is understood or used.

v. Limitations on resources: Exposure to genuine registers is limited by limited access to newspapers, journals, and multimedia.

vi. Motivational and Attitude Elements:

Vocabulary education may seem abstract or unimportant to certain students, especially if it is not directly related to their personal experiences. In a similar vein, educators used to traditional approaches could be reluctant to embrace context-based learning because they believe it to be time-consuming or unworkable in Nigerian classrooms.



Suggestions for Using a Context-Based Approach to Teach English Vocabulary

Context-based approach emphasises presenting vocabulary within real communication rather than as isolated word lists. When learners meet new words in meaningful situations, they understand deeper meanings, develop usage skills, and retain vocabulary more effectively. It is posited that incorporating contexts into vocabulary instructions can improve students' communication skills and ultimately improve their academic performances. It is therefore suggested that teachers of English should:

Introduce New Vocabulary Through Meaningful Contexts

Present new words through stories, classroom dialogues, real-life situations, or short reading passages. These materials enhance learners' understanding of the meaning of words from the situation rather than relying solely on dictionary definitions. For example, instead of teaching the word "*tasty*" directly, use a short story about food or a dialogue in a restaurant.

Use Visuals, Videos, and Real Objects

Use visual aids such as pictures, short video clips, charts, and real objects (realia) to make abstract words meaningful and memorable. When students can associate words with concrete images, gestures, and actions, they develop a clearer and faster understanding of vocabulary.

Encourage Students to Infer Meaning from Context

Teach learners how to use context clues such as surrounding sentences, tone of speech, pictures, and gestures to guess the meaning of unfamiliar words so as to build confidence in learners and help them develop independent vocabulary-learning skills that are useful outside the classroom.

Engage Students in Communicative Activities

Provide opportunities for learners to practise new vocabulary in authentic communication. By engaging learners in activities such



as role-plays, discussions, problem-solving tasks, pair dialogues, and simulations gives them the opportunity to use vocabulary naturally, thereby helping them move from passive recognition to active use.

Use Authentic Materials

Authentic sources like newspapers, menus, brochures, social media posts, short videos, songs, and podcasts expose learners to vocabulary as it is used in real-world situations. Authentic materials also help students learn idiomatic language, informal expressions, and cultural context.

Integrate Vocabulary into Content-Based Lessons

Vocabulary can be taught while exploring meaningful topics such as science, geography, daily routines, technology, or culture. When vocabulary is linked to real content, learners see how words function in specific contexts rather than as separate items. This approach also supports subject knowledge and critical thinking.

Provide Multiple Exposures across Different Contexts

Employ the same vocabulary in different activities—stories, listening tasks, classroom instructions, speaking activities, and writing exercises. Multiple encounters in varied contexts can assist students in understanding shades of meaning, collocations, and correct grammatical use.

Let Students Create Their Own Context

Encourage learners to produce sentences, short stories, dialogues, posters, or role-play scenarios using the new vocabulary. By generating their own contexts, it will help students to understand new vocabulary and promote creativity, accuracy, and deeper learning.

Use Collaborative Learning Techniques

Learners are to negotiate meaning, help one another, and confirm their understanding through pair and group work. Explaining a word to a classmate strengthens knowledge retention and builds communication skills.



Encourage Reflection through Vocabulary Notebooks

Encourage learners to keep a vocabulary notebook or digital word bank where they record new words, their meanings, sentences constructed on their own, and the context in which they could appear.

Conclusion

The study established the fact that there are a lot of advantages in using contexts for the teaching and learning of English vocabulary in secondary schools, thus, students in English-as-a Second-Language class will understand better how to modify their language to different contexts and audiences. Also, teaching vocabulary in context can improve retention and understanding, thereby giving the students confidence to use language appropriately in different situations.

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