# Effect of Collaborative Strategic Reading on Learners use of Contextual Clues in a literary text in co-educational secondary schools in Ugenya Sub-county,Kenya.

## Ms. Emily Adhiambo Baraza[1], Dr. Dorine Lugendo[2], Dr. Maurine kanga'hi[3]

[1]Teacher, Educational Communication,Technology and Curriculum studies, Maseno University

[2,3]Lecturer, Department of Educational Communication, Technology and Curriculum S, School of Education, Maseno University, Kenya.

**Abstract**

This study investigated the effect of using Collaborative Strategic Reading (CSR) on learners' ability to use contextual clues in a literary text. Employing the Solomon IV Quasi-experimental design, the research utilized the multi-stage sampling technique, where simple stratified sampling selected one school from each zone in Ugenya sub-county. Subsequently, simple random sampling was used to select one intact classroom and two teachers of English per school, resulting in a total sample of 169 Form three students and 8 teachers. Four intact classrooms were randomly assigned, with two placed in the experimental group and two in the control group. The Learners' English Reading Skills Achievement Test served as both the pre-test and post-test to evaluate the effect of CSR on learners' use of contextual clues. Additionally, the document analysis guide was used to examine the teachers' lesson plans for CSR integration while the observation checklist monitored the actual application of CSR components in the classroom. Quantitative data from the tests, document analysis and observations were analyzed using paired t-test and Independent Samples t-test while qualitative data were transcribed and analyzed thematically. Findings revealed that CSR was not commonly evident in English reading instruction; however, the experimental group demonstrated a significant improvement in performance on the use of contextual clues, with a t value of 18.8 ($p < .05$).These results highlight the potential benefits of CSR in enhancing reading comprehension and suggest that curriculum developers, teachers and students could leverage CSR strategies to improve the acquisition of critical reading skills.

**Keywords:** CSR, contextual clues, Reading skills, literary texts

**Introduction**

Collaborative Strategic Reading, according to Boardman and Buckley, (2014), is an approach to reading comprehension combined with cooperative learning where teachers provide students with the knowledge of reading strategies through explicit instruction. Studies have proved the effectiveness of CSR in the improvement of achievement in reading with Lee (2016), Yusuf and Suniani

(2016),Khonamiri(2015),Susanti,Petrianingolya ,Ayu and Trisusana (2020) and Ying&Veerapan(2021) all confirming that students taught using the CSR strategy do not only post better scores in reading but also produce positive outcomes in their social relationships and interaction in the English language classroom.

The specific reading strategies of the CSR pedagogy include previewing the text, monitoring comprehension, getting the gist and wrapping up.Boardman,Roberts,Vaughn&Swanson (2013). Comprehension monitoring involves the use of contextual clues printed in the clunk cards embedded within the CSR strategies to help students check their understanding of a text. Context clues, according to Ilalude, Fatsah ,Lumili &Otoluwa (2020),are bits of information from the text that when combined with prior knowledge, allow the readers to decipher the meaning of unknown words in a text. These clues can be found in the same sentence as the vocabulary word or elsewhere in the passage. Terigan and Stevani, (2022) explain that context clues may help the students to find out the main idea of a passage or struggling readers to make inferences about meaning due to unknown words.

In the CSR pedagogy, students click and clunk while reading each section of the passage in small cooperative groups. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding (Abuhasnah, 2015). According to Abidin (2012) Clicks refer to portions of the text that make sense to the reader while clunks refer to when a student comes to a word, concept, or idea that does not make sense. When students do not know the meaning of a word, it is a clunk.

Contextual clues are hints pedagogically or naturally put in to the texts to support learners to understand the meaning of novel words. Nagy and Scott (2000), explain that students use contextual clues to infer the meaning of a word by looking closely at surrounding text. This means that the meaning of unfamiliar words can be guessed through the reading context where these words exist. This therefore implies that contextual clues provide information about how a word fits in a sentence and with the ideas discussed in it.

According to Blakeley (2020), many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking within the CSR pedagogy is designed to teach students to pay attention to when they are understanding or failing to understand what they are reading or what is being read to them.Boardman et al,(2013).The teacher at this point should facilitate students learning by asking if everyone is understanding their reading. The students should be made aware that they will be asked this question so that they are alert to identify clunks during reading. Abidin( 2012)

In this study students used clunk cards, each printed with a different strategy for figuring out a clunk word, concept, or idea. Such strategies included; reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word, reread the sentence with the clunk and the sentences before or after the clunk looking for clues, Look for a prefix or suffix in the word.(Boadman and Buckeley (2014). Further, Riyantika and Puteri (2023) assert that the use of contextual approach is able to improve the quality of reading in the English language classroom.

According to Vygotsy (1986) socio-cultural theory of the mind which underpins this study, the social interaction that takes place as students work in small groups discussing the text, clarifying their misunderstanding and supporting each other helps them achieve a higher level of understanding than they could individually, confirming that language can be used as a tool for cognitive development. The group provides support and guidance, helping students overcome their challenges and reach their full potential, in line with Vygotsky's construct of the zone of proximal development. A learner's zone of proximal

development according to Vygotsky is the distance between what a learner can achieve independently and what they can accomplish with the guidance of a more knowledgeable individuals such as a peer or a teacher. Vygotsky, (1986).

Whereas there are limited studies on the effectiveness of CSR on the use of contextual clues in a literary text, Norhayati and Elmayantie (2023) confirmed that the use of contextual clues can help students either in secondary school or in higher education to develop their reading skills. Contrary to these findings, Giang(2021) noted that even though the use of context to infer meaning of challenging words is a common strategy, it lacked formal implementation in the English and literature classroom and its effectiveness in helping students make connections was often overlooked. In their evaluation of the student's perspectives on the use of contextual clues, Terigan and Stevani (2022) concluded that the use of contextual clues was more effective with higher level learners whose vocabulary, grammar and decoding skills are advanced, and that its usage was not effective among high school learners. This created a need for research into the effectiveness of the use of the contextual clues embedded in the CSR pedagogy on the comprehension of a literary text in public co-educational schools to establish whether the use of CSR could facilitate better usage of contextual clues of a literary text among high school learners, leading to deeper comprehension. Furthermore, Fudhla,Solusia and Oktoviandry (2019),on their review of the implementation of the use of contextual clues on English language learners ability on a basic reading course in tertiary education discovered that the contextual clue strategy favored learners with advanced language proficiency, and that it was too challenging for students at lower levels of vocabulary acquisition. A similar finding was replicated by Ebrahiman and Nabifar (2015) who reported that learning outcomes did not improve significantly after implementing the contextual clue strategy since not all language learners could use the contextual clue strategy to infer the meaning of words. This was especially true in cases where the students' language ability was too basic, such that the learners did not know the meaning of the words which were intended to be clues to inferring the meaning of the vocabulary words. According to Ebrahiman and Nabifar (2015) this situation led to the students with good English language skills dominating the class while their counterparts with poor L2 skills feeling frustrated and afraid to ask questions when they met difficulties. This situation called for the implementation of pair or group work with the contextual clues strategy so that learners could learn from the peers. In this study, the students studied the novel in groups, with the guidance of their teachers. There was scaffolding that took place in the structured steps of the CSR pedagogy to establish whether this would improve the students ability to infer word meanings from context as Beck et al (2008) assert that it is very significant for students to learn new words from a given context to improve their vocabulary and for them to understand the message in the text.

According to Mohamad (2023), the use of contextual strategy in reading comprehension improves the students' ability to infer word meaning from the context given. Ilhan (2019) in his study on the effectiveness of contextual cues on vocabulary knowledge discovered that students taught using the context clue strategy demonstrated higher levels of improvement in their vocabulary knowledge. According to Ilhan (2019), a reading intervention focused on using contextual clues can have a positive effect on comprehension and vocabulary knowledge. However, despite the fact that the significance of contextual clues has been recognized by several linguists, Beck, McKeown&Kucan (2008) discovered teachers have not taken the teaching of contextual clues seriously since the context which mostly contributes to vocabulary learning has intuitively made sense to students.

In the Kenyan context, The Ministry of Education M.O.E, (2002) Secondary School English language syllabus proposes the use of Communicative Language Teaching methods such as previewing the text, role–play, pair and group work,oral presentations, dramatization. However, Mohammad (2013) realized that in many English Language classrooms in Kenya, the teaching of literature has remained unchanged with emphasis on teacher - centered and text directed activities such as lectures, period and genre survey, biographical summaries, teacher's explanations and stereotyped exam questions and stereotype answers. This could suggest that the teachers of English language in Kenya have not yet adopted the communicative approach for the teaching of reading in secondary schools in Kenya as suggested by the M.O.E (2002) English Language syllabus.This situation may have led to poor vocabulary learning and comprehension among learners as demonstrated by poor learning outcomes in cloze tests among learners. According to the Kenya Certificate of Secondary Education (KCSE)exam of the year 2022 Kenya National Exam Council (KNEC) report, most candidates had consistently performed poorly in cloze tests over the last 5 years. According to the report, the cloze test assesses the students' ability to read with understanding, predicting the missing words using contextual and discourse clues provided within the text. In the report, teachers are advised to use a variety of texts and contexts to guide learners to use the available clues to figure out the missing words.

In this study, a compulsory set text; 'Blossoms of the Savannah' by Henry Ole Kulet was used since it was one of the compulsory set texts that are examined in KCSE exam. This implied that the novels content was already vetted and approved by the Kenya Institute for Curriculum Development (KICD) for its appropriateness in terms of language, themes and relevance for students at this level. The text was accessible to all students both in the control and experimental group since the government had made it available for all the form three students. According to the Ministry of Education syllabus (2002), form three students of English language and literature are expected to learn to analyze critically prescribed novels, plays and short stories drawn from Kenya, Africa and the rest of the world. This study therefore used a literary text to establish the effectiveness of CSR on the use of contextual clues of a literary text.

Literary texts have their own uniqueness because they present a variety of vocabulary used in day to day interactions and conversations. In a novel, readers are exposed to cultural contexts, everyday conversations, and expressions that can enrich their vocabulary. (Ying and Veerapan, 2021)Reading English novels can be an interesting and enjoyable experience for students, which in turn can motivate them to continue improving their English language and literature skills.(Ray ,Arina&Erna.I, 2021).A study by Kiasi and Kabir (2015) on the effectiveness of CSR on learners comprehension and vocabulary knowledge indicated a positive effect on both comprehension and vocabulary. However, they noted that for a student to construct meaning out of a text, they  need to know most of the vocabulary and contextual meanings used in the text. This study therefore sought to use the CSR strategy in the study of a literary text  to establish whether the cooperative learning groups in CSR, along with the context clues embedded in the clunk cards and the cue cards that the teacher makes with instructions on how to conduct group work to ensure students are reminded of the group rules, CSR roles of each students and the steps that are supposed to be followed, and with the form three students who were at the same level of education, whose environment was assumed to be homogeneous, could register significant learning outcomes on the acquisition of contextual clues of literary text in co-educational  secondary schools in Ugenya sub-county.

## Methodology

This section presents the methodology that guided the study. It includes the research design, population

and sampling, instruments, treatment of data and ethical considerations.

## Design

The study employed the Solomon IV quasi- experimental research design(Gall,Borg&Gall,2003).The design was preferred because the form three classes involved in the study remained intact as the school authorities did not allow randomization process by reconstituting and disrupting classes during the administration of the treatment.

## Population and sampling

The multi-stage sampling technique was used in this study.First, Purposive sampling was used to pick all mixed secondary schools in Ugenya sub-county. Stratified random sampling technique was then used to randomly pick 4 schools from 4 zones in Ugenya sub-county. Simple random sampling was applied in selecting the Four form Three Streams in schools which had more one stream. The streams consisted of a total of 169 form Three English students that was the sample of the study as Kathuri and Pals (1993) recommends 100 subjects as ideal for a research in social sciences as long as none of the sub - groups in the sample is less than 20. Two randomly selected intact classrooms formed the control group while the other two were involved in the experimental group. In addition, two teachers of English in each of the experimental groups and another two from each of the control groups were purposively selected and observed in each of the sampled schools.

## Statistical treatment of Data

Quantitative data obtained from the Learners English Reading Skills Achievement Test (LERSAT) was analyzed using independent samples t-tests and paired samples t-test to test the mean performance differences in the experimental and control groups in order to examine the effect of CSR pedagogy on the use of contextual clues among the learners, and check upon the effect of causality, sensitization and randomization.

## Ethical considerations

This study entailed working with teachers and secondary school students so as to obtain data on the effect of CSR on the learners use of contextual clues in a literary text. Prior to collecting data from the named sources, a number of considerations were taken into account in adherence to ethics in research. Ethical approval for this study was obtained from Maseno University Scientific and Ethics Review Committee (MUSERC). The principles of informed and voluntary consent of participants was used to design letters explaining the research purpose and methods and consent forms for the students and teachers of English who were involved in this study . Importantly for classroom observations, permission to record the students during the lessons was obtained from their principals who gave consent on behalf of the participating students. All adult participants were briefed on the purposes of the study and the procedures to be used in data collection then asked to voluntarily consent. The participants were informed of the right to withdraw from the study at any point without any conditions or penalties. The identity of the participants was kept anonymous by the use of codes to refer to students and schools.

## Results and Discussion

This study sought to establish the impact of CSR pedagogy on learners' use of contextual clues in a literary

text in co-educational secondary schools in Ugenya Sub-county, Siaya County, Kenya. Contextual clues are pieces of information within a text that help readers understand the meaning of unfamiliar words or phrases. These clues can come from the surrounding sentences, paragraphs, or even the broader context of the text.

According to the MOE (2002) syllabus, the teacher is expected to teach the learners how to figure out meaning from various contexts in the reading lessons, to enable them monitor their learning and better comprehend the text. Thus, the learners were to be equipped with basic knowledge on the use of the context to figure out the meaning of a word.

In order to realize the impact of CSR pedagogy on the use of contextual clues in a literary text, The Learners English Reading Achievement Test (LERSAT) was administered to the learners as pretest and posttest in both the control and experimental group. The performance of learners in the questions requiring the use of contextual clues from experimental and control groups was analyzed using paired *t* test and independent samples *t* test and the result presented in the table below.

### Table 4.2: Impact of CSR pedagogy on Learners' use of Contextual Clues

|   | Test | Group | Mean Mark | *SD* | Mean Difference | t- test | Remark |
|---|------|-------|-----------|------|-----------------|---------|--------|
| A | Paired *t* test | EX1pretest | 1.29 | .70 | 2.31 | t(44)= -18.8, p=.000 | S |
|   |  | EX1posttest | 3.60 | .69 |  |  |  |
| A1 | Paired *t* test | CG1pretest | 1.39 | .59 | 0.07 | t(40)= -.65, p=.519 | NS |
|   |  | CG1posttest | 1.46 | .55 |  |  |  |
| B | Independent *t* test | CG1pretest | 1.36 | .61 | 0.03 | t(84)= .27, p=.784 | NS |
|   |  | EX1pretest | 1.32 | .69 |  |  |  |
| C | Independent *t* test | CG1posttest | 1.46 | .55 | 2.14 | t(84)= -15.7, p=.000 | S |
|   |  | EX1posttest | 3.60 | .69 |  |  |  |
| D | Independent *t* test | CG2posttest | 1.47 | .55 | 2.09 | t(81)= -15.9, p=.000 | S |
|   |  | EX2posttest | 3.55 | .64 |  |  |  |
| E | Independent *t* test | CG1pretest | 1.32 | .69 | 0.15 | t(82)= -1.09, p=.280 | NS |
|   |  | CG2posttest | 1.47 | .55 |  |  |  |
| F | Independent *t* test | EX1posttest | 3.60 | .69 | 0.05 | t(83)= .35, p=.730 | NS |
|   |  | EX2posttest | 3.55 | .64 |  |  |  |
| G | Independent *t* test | CG1posttest | 1.46 | .55 | 0.01 | t(82)= -.01, p=.990 | NS |
|   |  | CG2posttest | 1.47 | .55 |  |  |  |

**Interpretation Key:**

p≤ .05 = Statistically significant difference          p>.05= No statistical significant difference

The paired samples t-test A in Table 4.2, between experimental group 1 pretest (M=1.26, SD= .70) and experimental group 1 posttest (M= 3.60, SD= .69), showed that there was statistical significant difference, *t* (44) = -18.8, p< .05, in the performance of learners on the use of contextual clues. On the other hand, comparison between control group 1 pretest (M=1.39, SD=.59) and control group 1 posttest (M=1.46,

SD=.55) using paired t-test A1, indicated that there was no significant difference, $t$ (40) = -.65, p> .05, in the performance of learners on use of contextual clues. This implied that providing CSR pedagogy had significant impact on learners' use of contextual clues in a literary text.

As regards to the independent samples t-test B in Table 4.2, comparison between control group 1 pretest (M=1.36, SD=.61) and experimental group 1 pretest (M=1.32, SD=.69), indicated that there was no significant difference, $t$ (84) = .27, p> .05, in the performance score of learners on the use of contextual clues. This means that randomization process was effectively applied in selection of the samples of the study.

Moreover, comparison between control group 1 posttest (M=1.46, SD=.55) and experimental group 1 posttest (M=3.60, SD=.69) using independent samples t-test C, shows that there was significant difference, $t$ (84) = -15.7, p< .05, in the performance score of learners on use of contextual clues. Similarly, Independent samples t-test D between control group 2 posttest (M=1.47, SD=.55) and experimental group 2 posttest (M=3.55, SD=.64) without pretest, indicates that there was significant difference, $t$ (81) = -15.9, p< .05, in the performance score of learners on use of contextual clues. The test results suggest that there is significant impact of CSR pedagogical intervention on learners' use of contextual clues in a literary text. Equally, independent samples t-test E, between control group 1 pretest (M=1.32, SD=.69) and control group 2 posttest (M=1.47, SD=.55), indicates that there was no significant difference, $t$ (82) = -1.09 p> .05, in the performance score of learners on use of contextual clues. Therefore, it implied that external factors have not caused any distortion in the impact of CSR intervention on learners' use of contextual clues.

Lastly, comparison between experimental group 1 posttest (M=3.60, SD=.69) and experimental group 2 posttest (M=3.55, SD=.64) using independent samples t-test F, reveals that there was no significant difference, $t$ (83) = .35, p> .05, in the performance score of learners on use of contextual clues. On the same note, independent samples t-test G, between control group 1 posttest (M=1.46, SD=.55) and control group 2 posttest (M=1.47, SD=.55), indicates that there was no significant difference, $t$ (82) = -.01, p> .05, in the performance score of learners on use of contextual clues. The result reveals that pretest has had no effect on impact of CSR intervention on learners' use of contextual clues in a literary text.

In overall, the Solomon four control group test results in table 1 indicates that CSR pedagogy effectively improves teaching and performance of learners' on use of contextual clues in a literary text.

The analysis of teachers' professional documents during lesson preparation revealed that all the 8 teachers involved in this study had the KICD syllabus which clearly outlined the interactive activities that learners should be engaged in during an intensive reading lesson. They all had their schemes of work which clearly indicated when they would have the lessons and the part of the novel they would cover during such lessons .They all had their lesson notes as well.

However, a closer analysis into their lesson plans revealed that only the 4 teachers who were exposed to the CSR strategies planned to useinteractive activities during the reading lesson. The analysis of documents at the interactive phase of the lesson revealed that the teachers who were exposed to the CSR Pedagogy planned for the use of the click and clunk strategies such as: re-reading the sentence with the clunk looking for key ideas to help figure out the word; Re-reading the sentences before and after the clunk looking for clues; looking for a prefix or suffix in the word that might help, and breaking the word apart, looking for the root word that might be familiar, to engage learners in monitoring their learning. According to Abidin(2012) ,clicking and clunking is designed to teach students to pay attention to when they understand or fail to understand what they are reading.

There were cooperative learning groups with each group having a clearly defined task and each individual member of the group having a specialized role to play. Moreover, they used the instructions in the CSR leader cue cards to monitor their learning as they worked towards understanding their reading. It was noted that where these strategies were evident, the students had a more focused discussion, leading to better comprehension and fluency.

These findings confirm those espoused in Vygotsky (1986) socio-cultural theory of the mind which states that external mediation in language development, such as that provided by fellow learners in the cooperative learning groups develops the zone of proximal development of the learners with weak language skills. The essence of sociocultural theory is that external mediation such as the verbal interactions between learners and the more knowledgeable others such as their peers and teachers in reading activities serves as a means by which Internal mediation is achieved; internalization takes place as learners move from being assisted to gaining independent control over a feature of language. In this case, the understanding of the literary text is not purely an individually based process but shared between the individual and other persons. In support of this, Hafis et al (2020) the interaction and practice that takes place as students get the gist of a text improves the students ability to summarize a text and overall text comprehension as well.

These findings provide strong evidence for the inclusion of well guided group tasks, such as those found in the CSR pedagogy in the reading of a literary text, since it has proven to enable students to have a richer discussion, in a stress free environment where they can clarify their understanding and hear different perspectives from their peers, encouraging better internalization of the text. According to Abidin (2012), the goal of CSR is to improve comprehension and increase conceptual learning in ways that maximize student's involvement.

On the other hand, teachers who were not exposed to the CSR strategy, failed to plan for the use of such strategies at the interactive phase of the lesson. The analysis of documents revealed that even though they planned for reading and discussion of the text at the interactive stage, there were no learner centered strategies imbedded in the plan, with the aim to engage all the learners in the discussion, there was no evidence of group specific questions and no individual tasks were planned for, except where the teacher indicated that the learners would take note of the themes and stylistic devices that would emerge from the reading and discussion.

During the classroom observation, the learners in the experimental group were mostly captured using the click and clunk strategies that were in the CSR clunk cards. They read: "1.Re-read the sentence with the clunk looking for key ideas to help you figure out the word; 2. Re-read the sentences before and after the clunk looking for clues; 3. Look for a prefix or suffix in the word that might help;4. Break the word apart, looking for the root word that you might know. Apart from these, they also had the leader cue cards which helped them monitor their learning as in the following script:

*Leader: Is there any other person with a clunk?*

*Student: In Ole Msanka's speech, the writer says he spoke candidly. May you help me figure out what this means?*

*Leader: clunk expert please help us figure out the meaning of this word*

*Clunk Expert: Let's read the sentence before and after it and see if we can figure it out*

*Leader: can someone read the sentence before and after*

*Student: before: Ole Kaelo is like a strand of hair that had been blown from the head, but now that its back, it must coil itself back.*

*After: Ole Kaelo must be told, home is not this house no matter how magnificent it might be…..*
*Clunk expert: He seems to be speaking very firmly*
*Student: I think he is only telling the truth.*
*Student: A house is not a home when you are living there all alone*
*Clunk expert: Has any one thought of a word that could carry both meanings*
*Leader: I thinks it means speaking straight*
*Clunk expert: So it's a serious, but honest talk*
*Student: so we could say firmly and honestly*
*Clunk expert: Yes*
*Student: Thanks*
*Encourager: Good job.*

The dialogic interaction in the excerpt above underscores the effectiveness of the click and clunk strategies in enabling learners to monitor their understanding of a text during reading.They are able to take more responsibility for their own learning. Abidin (2012) The click and clunk strategies empowered the learners to become more engaged readers since it helped them monitor their understanding, and support each other in the comprehension of the text, as they took charge of the learning process. According to Vygotskys (1986), these interactions develop the weak students' zone of proximal development since they learnt both the meaning of the vocabulary word and its effective usage in context, which lead to internalization of the word and its usage. Proving that language can be used as tool for cognitive development.

The first question in The Learners English Reading Achievement Test (LERSAT) was a cloze test, drawn from the first part of the text: The home coming ceremony', which was studied by students during the study.The cloze test comprised 10 blank spaces.5out of the10 blank spaces tested the student's ability to apply their basic knowledge on the use of contextual clues to figure out the most appropriate word to use to fill in the blank spaces. The remaining 5 blank places on the other hand required students to recall and use the vocabulary words learnt during the process of reading.

The questions that required the use of the contextual clues were questions 2,4,7,8 and 9respectively.The correct answer for question 2 for instance was the word 'home'. For a learner to come out with the most appropriate word for this blank space, he/she was expected to be familiar with the second strategy in the click and clunk strategies, which states: read the sentence before and after the clunk. In the cloze test given, the word home was repeated 4 times in the sentence after the blank space, It read;

*'Ole Kaelo must be told……2…..is not this house…The next sentence read, Home is Maa, home is Nasila, home is family and home is the children.*

The repetition of the word 'home' here gives a clue that emphasizes that this was about the home.

In blank space number8, the correct answer is 'wife'. To arrive at this answer, the student was to use the first strategy in the click and clunk strategies which states: 'Re-read the sentence with the clunk. At the beginning of this sentence, Olé Msanka asks:

*Where are the women of Maa? Embrace the … 8……of Ole Kaelo.*

Here, the word women should give the learner a clue that they are talking about Ole Kaelos wife being welcomed into the Nasila community. The same strategy was to be used to figure out the most appropriate word for blank space 9'men'.Here, again the old man, Olé Msanka asks:

*Where are the ……9….. of Nasila? There is your man, cut him loose from foreign cultures*

Here, a student applying the first of the clunk strategies, would re- read this sentence looking for clues, and would be able to figure out that they are talking about the men of Nasila to welcome Ole –Kaelo

back. For blank spaces 4 and 7, the words Children and magnificent were also mentioned in the sentences before the sentence with the blank spaces.

The fact that the learners in the experimental group outperformed their counterparts in the control groups could imply that the students who learnt to use the contextual clues to monitor their learning during their reading were mostly able to follow these clues and accurately get the most appropriate words. This can be attributed to the exposure to the contextual clues embedded in the CSR clunk cards that outlined various strategies for figuring out the meaning of a word. According to Stevani and Terigan (2022), students' comprehension ability is strongly correlated with the ability to infer word meaning from contextual clues. This implies that the use of the contextual clues embedded in the CSR pedagogy, if well taught to learners can not only encourage better understanding of the text, but also help learners figure out appropriate words in cloze tests.

These findings, if implemented in the intensive reading lessons, could help education officials unravel the challenges experienced by learners in responding to questions that require the use of contextual clues. According to the KCSE 2022 report, most learners failed to use the contextual clues given within the cloze tests to figure out the most appropriate words, leading to dismal performance in cloze tests in English in KCSE exam.

On the other hand, those in the control group, whose teachers were not exposed to the CSR pedagogy, did not use the strategies during reading and mostly failed to figure out most of words accurately. During the classroom observation, the researcher noted that the vocabulary words were rarely discussed, and that the learners were rarely exposed to any strategies for monitoring their learning such as the use of the contextual clues. The following is part of that conversation;

*Student1: ( Reading from page 37,Loud reading, class following)*

*Paragraph 1:Parsimei Ole Kaelo planned his home coming ceremony* **meticulously**. *He had wanted the occasion to be remarkable, memorable…………*

*Paragraph 2: He recalled with amusement………..Ilmolelian was said to be made up of* **indecorously** *generous men*

*Teacher: Ludicrously…………… the word is ludicrously.*

*Student1: reading aloud (pages37-40 read without comment or discussion)*

*Teacher: Let us pause there for a while. I want us to imagine a traditional African set up home coming ceremony. In a traditional set-up. I happen to have attended one over the weekend, but,I want you to give me your own experiences there at home. Actually when you are relocating to a new home.He has built a nice home, nice house and everything is there.*

*What I want you to tell me is just what happens on the D-day, when people are now going to a new house in a village set –up. What are some of the things that the people do. Yes , These are the things I want you to tell me the preparations that people do, the order of the day, Preparation and the people do you know{silence}*

*Student 2 : A cow is usually slaughtered so that people can celebrate.*

*Teacher: Look at something else like that. The first thing that you do is to invite people. What are some of the people that are likely to be invited because you don't just invite any Tom Dick and Hurry.*

*Chorus: church members*

*Parents*

*Elders*

*Teacher: Yes, because you must be told to go and invite mzee so and so what do you think are the roles of those wazee?*

*Students: budget*

*Teacher: There's*

*a budget, budget, budget*

*You know this is an achievement and you know you will have to go the butchery, you know some hens must also die on that particular day. And then nowadays people must blend it with music. So some public address must be brought because it's a good thing you know, it's a good thing in life.And the mood. Actually the general feeling, look at the mood. Actually the general set up of people as they come to the ceremony. How do you describe the set up when people are coming to the ceremony? People are usually happy. People are usually in a celebratory mood/happy mood or which is the right word for it?*

*Chorus: Jovial*

From the excerpt above, it was observed at the beginning of the reading that two key vocabulary word; 'meticulous' and 'Ludicrous' which were key to the understanding of this text were not discussed. Further, the student read the second vocabulary word wrongly, suggesting that it was unfamiliar, yet the word was not discussed. This was followed by four pages of reading during which there was no discussion or comment on contextual clues or vocabulary or meaning. The discussion that followed focused not on the days reading, but on relating it to the learner's context, which the teacher failed to discuss at the beginning of the lesson. This proved that in the absence of a strategy to guide the reading and discussion of a set text during intensive reading, the teachers and learners lack a guide that would focus them on monitoring their reading, thus leading to digression and total disregard for interactive strategies that aid better understanding.

The results confirmed that students who were not exposed to the CSR pedagogy, mostly failed to figure out the most appropriate words, confirming the assertion that the teaching of the contextual clues which contributes to vocabulary learning have been taken for granted by educators since they have intuitively made sense to them.(Beck, McKeown & Kucan, 2008).

These findings underscore the need for the teachers of English to be exposed to the CSR pedagogy, and its use as intended in the syllabus, to enable them prepare learners to monitor their learning, especially by using the contextual clues, to figure out the meaning of unfamiliar words that might hinder better understanding of the literary texts.The study, therefore, concluded that CSR pedagogy improves the ability of learners to use of contextual clues in a literary text.

**Conclusions and Recommendations**

Collaborative Strategic Reading (CSR) pedagogy effectively improves both teaching and learner performance in using contextual clues to understand and select appropriate words or phrases in literary texts. This improvement is attributed to the use of "click and clunk" strategies, which encourage careful reading of sentences before and after unfamiliar words, enhancing learners' cognitive ability to infer the correct words. This study therefore recommends targeted in-service training for teachers of English in secondary schools on CSR pedagogy to promote its integration into the syllabus. Additionally, teachers to ensure lesson plans include explicit strategies to help learners infer meanings and identify correct words using contextual clues. Furthermore, teachers of English should apply "click and clunk" strategies to help learners recognize, spell, and correctly use words in various contexts. Finally, education stakeholders

should encourage collaborative learning through guided group activities to enhance student interaction with texts and deepen comprehension.

## References

1. Abidin (2012). Collaborative strategic reading within cognitive and metacognitive strategies perspectives: International Journal of Humanities and social sciences.
2. Abuhasnah, R. (2015). Collaborative strategic reading: a comprehensive strategy to enhance content area learning. Retrieved from www.edutopia,org on 10/7/2021
3. Bandari, P. (2021). Mulit-stage Sampling: An Introductory Guide with examples. Retrieved from https//www.scribbr.com on 4-14-2022.
4. Blakeley, S. (2020). What is reading? Definition and process-video and lesson transcript. Retrieved from www.study.com /academy /lesson on30/8/2021.
5. Boardman, A. &Buckley,P.(2014)The impact of collaborative strategic reading over time: American research association. Philadelphia.
6. Fudhla.N, Solusia.C, Oktoviandry .R (2019).context clues as a vocabulary learning Strategy:A view of its implementation in EFL classroom: Atlantic Press.
7. Giang (2021).The perception of Vietnamese university learners on the contextual clues strategy in reading. Masters Thesis.
8. Gall,M.D,Borg W.R&Gall J.P (1996). Educational research: An introduction. (6th Edition). New York: Longman Inc.
9. Hafis.M,Anita.F&Rahmavati.W (2020).Teaching students reading comprehension by using generating instruction between schemata and text(gist) strategy: Journal of English language Teaching and Education
10. Ilalude,F ,Fatsah.H, Lumili,S.R & Otulowa,M(2021)The influence of the use of context clues strategy on reading comprehension: International Journal of Education and Social Science Research.
11. Ilhan,I (2019) The efficacy of context clue strategy instruction on middle grade students vocabulary development.Research in MiddleLevel Education Vol.42,Number1
12. Kabir,F.M&Kiasi,A.G.(2015).The effects of CSRon EFL learners reading comprehension and vocabulary knowledge: European Journal of Foreign Language Teaching.
13. Kathuri, J.N. & Pals, D.A (1993). *Introduction to Education Research.* Njoro: Egerton University Press,Kenya
14. KICD (2017). Basic Education Curriculum Framework, Nairobi, Kenya.
15. KIE, (2002). Secondary Education syllabus volume three, Nairobi, Kenya
16. Knonamri, F. & Karimabadi, M. (2015). Collaborative strategic reading and critical reading ability of intermediate Iranian learners. *Theory and Practice in Language Study*, 5 (7): 1375-1382. (Online), DOI: http://dx.doi.org/10.17507/tpls.0507.09, retrieved October 18, 2016..
17. Lee, K. (2014). Using CSR with refugee English language learners in an academic bridging program, the Canada Journal vol.33, Special issue 10 2016.
18. Mohamad,N.B(2023) Effects of contextual clues on Incidental vocabulary learning: Journal of Applied Linguistics and Language Research Vo.10 Issue3.
19. *Norhayati.*N,Elmayantie(2023) Contextuak clues im reading text for improvningEFL student reading skills: ENLIT Journal.

20. Ray,R,Arrinas &Erna, I (2021)Novel improves students English skill: Bright Journal of English language Teaching, Linguistics and literature.

21. Riyantika,A & Puteri (2023)Developing quality reading instruction through a contextual approach in the English language education : University of Lampung Susanti,A,Petnaningdyah,P,Ayu,A.P,Trisusans,A( 2020). Improving ESL student higher order thinking skills through collaborative strategic reading in Indonesia: International Journal of Asia Education

22. Terigan,K& Stevani,M (2022). Evaluation of contextual clues:EFL proficiency in reading comprehension: English Review Journal of English Education.

23. Vygotsky, L. (1986). *Thought and language*. Cambridge, MS: The Massachusettes Institute of Technology

24. Ying,H.H& Veerappan (2021). The effect of collaborative strategic reading on ESL students reading comprehension through online teaching: International Journal of Academic Research in Progressive Education and Development

25. Yusuf, Y. & Susan .R. (2016). Progressive outcomes of collaborative strategic reading english as a foreign language learners: Journal of social sciences. Kasetsat September, 2016.