

INNOVATIONS

Teachers' Perception and Use of Context Clue Strategies in Vocabulary Instruction: The Case of Ginchi Grade Ten Secondary School Students, West Shoa, Oromia

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Abstract

The purpose of this study is to investigate how teachers perceive and practice vocabulary teaching based on context clues. This study employed a descriptive survey design that includes both quantitative and qualitative Methods. Taro Yemane (1967) formula was used to determine the sample size. Thus, by using simple random sampling selection process, 120 students and ten teachers were chosen based on the available sampling method. The data collected via questionnaire were filled into SPSS and then, different statistical analyses such as frequency and percentage were computed from the data in the SPSS. The results of statistical analysis were presented in tables. Besides, data obtained from interview were transcribed and categorized according to related themes. Accordingly, the research revealed that vocabulary is not given enough attention, and teachers are not thoroughly practicing context clue strategies, which are utilized to find out the meaning of unknown terms. Furthermore, the study discovered a mismatch between teachers' perceptions and practice of the disparity between the teachers' beliefs and their actions. Despite teachers' belief that vocabulary is the most important component of a language and a strong desire to assist their students in expanding their vocabulary, their practice did not support this belief. The finding of the study also revealed lack of sufficient training for teachers in colleges, as well as the way textbooks are Prepared, have been recognized as contributing causes to the occurrence of the disparity between teacher belief and practice.

Key words: 1. Vocabulary 2. Context Clue Strategies 3.Vocabulary instruction

1. Introduction

1.1. Background of the study

It is undeniable that vocabulary is an essential component of every language, and its training necessitates significant attention and knowledge. Experts in the field of EFL also agree that vocabulary is a crucial part of language that requires a lot of attention. According to Richards and Renandya (2002), vocabulary is a basic component of language competency, and it provides much of the foundation for how effectively learners speak, listen, read, and write. They argue that learners who lack a broad vocabulary and tools for learning new words typically fall short of their potential. It is critical for both

receptive and productive abilities, without which conversation and reading comprehension would be impossible. Hence, it is better to improve the reading comprehension and overall academic achievement of students. This is why academics argue that vocabulary training should be prioritized. When it comes to teaching vocabulary, there are a variety of approaches. Using context clues is one of them. Mastering the appropriate use of context clues, which can be used everywhere and at any time, is critical for figuring out unknown terms in reading comprehension in EFL classrooms as well as in students' regular academic studies.

Scholars in the field of FL argue that this strategy of vocabulary instruction should be explicitly taught to students in order for them to be effective in dealing with the problem of comprehension break caused by unfamiliar words encountered in any reading text, whether in English or in other subjects. Using a meta-analysis of instructional treatments aimed at improving the skill of deriving word meaning from context during reading, Fukkink and De Glopper (1998) discovered that deliberately deriving word meaning from context is amenable to instruction and that the effect of even relatively brief instruction is rewarding. Contextual clue instruction seems to be more effective than other forms of instruction.

Thornbury (2002) further claims that guessing from context is one of the most useful abilities learners can learn and apply both inside and outside the classroom, and that it is also reasonably easy to teach and practice. "Use the context clues" may be one of the most frequently used statements by teachers when assisting pupils in determining the meaning of an unknown word. However, the fundamental concern that this exercise raises is whether we've really taught pupils how to use context cues to figure out what an unknown word means (Moore, 1989). This leads to the conclusion that teachers frequently urge their students to deduce the meaning of new terms from context clues, but they do not educate them on how to recognize and apply context clues. As a result, the primary goal of this research is to look into how teachers teach vocabulary using context clues and how much emphasis they place on the value of vocabularies in enhancing students' overall linguistic and academic development.

1.2. Statement of the Problem

Observing students struggle to transmit messages during interactions with classmates and teachers in the classroom has long been a typical occurrence. Students also find it challenging to understand even simple English texts since there are so many new vocabularies. Rather than attempting to deduce the meaning of new terms through context clues, they usually ask their teachers to explain them or look them up in dictionaries. This, without a doubt, demonstrates that the learners lack the techniques necessary to determine the meaning of new words encountered in reading texts. As a result, teachers must place a strong focus on vocabulary instruction in order to assist their students in developing their word power. Grade ten students, in particular, who are entering a completely new learning situation (in the Ethiopian context) as they transition from learning in their mother tongue to learning in English in elementary school (grades 1–8), desperately need this strategy for figuring out unfamiliar words because they frequently encounter a large number of new vocabularies in their academic subjects. To overcome this obstacle, vocabularies must be given special attention, since their function is critical in learners' understanding and overall academic accomplishment, which is the ultimate purpose of language instruction. Despite their importance, Moore claims that vocabulary instruction receives very little attention in class. Researchers such as Durkin (1979), Scott and Nagy (1997), and Biemiller (2005), according to him, have demonstrated the minimal percentage of instructional time devoted to vocabulary teaching and the overall lack of organised vocabulary learning. Gersten & Baker (2000), citing Dutro & Moran (2003), imply that the similar problem obtains in surveys of English language learners.

Vocabulary instruction in the past was frequently unplanned and accidental, driven mostly by student queries and instructive situations. When students came across an unknown term, they were given a rapid oral definition or led to a glossary or dictionary. This little, on-the-fly exposure did not result in long-term word learning, which is unsurprising. Students must be exposed to a variety of situations before they can comprehend, recall, and apply them (Nagy, 2005). This holds true in our situation as well. Vocabulary education in both elementary and secondary schools has been shown to be inadequate. Tesfaye (1990:57) highlighted the language teaching and learning settings in primary schools as "extremely depressing," as recounted by Minda (2003). Similarly, Alemu (1994: 46) in Minda (2003) suggests that the most often used vocabulary techniques in high schools are techniques that often test learners' achievements of vocabulary learning rather than techniques that enable learners to use every opportunity for vocabulary expansion.

The researcher also knows from his experience as a student and a schoolteacher that most teachers do not pay much attention to vocabulary instruction and do not plan for it as a result; instead, they merely deliver unstructured definitions when students ask for them. If the students do not inquire, they are unconcerned. Researchers, on the other hand, say that language teachers must prepare for vocabulary education and educate their students how to use multiple context clues to figure out new terms they encounter when reading. Many studies have been conducted on generic vocabulary education methodologies with minimal regard to context clues. For example, despite the fact that Gashaw (2008), Mebratu (2011), Ayalew (2009), and Mamo (2006) conducted studies on the effectiveness of teaching learning vocabulary, the practise of communicative approach in teaching vocabulary, vocabulary testing techniques strategies, and the effectiveness of vocabulary teaching techniques in facilitating production, they did not focus on vocabulary instruction using context clues. This research project, therefore, made an in depth exploration exclusively on the role of context clues in combating the struggle with unfamiliar words in comprehension activities in both EFL classes as well as in studies of general academic purposes by clearly defining the types of existing context clues and by providing examples which help the learners practice the ways the contexts could be used.

1.2. Objective of the study

1.3.1. General Objective

The primary objective of this study is to look into teachers' actual beliefs and practices regarding vocabulary instruction, with a focus on assisting students in figuring out the meaning of unfamiliar words they come across in reading passages in English textbooks and other academic books using context clues, which will help them succeed in other academic subjects.

1.3.2. Specific Objectives

- To examine how much time teachers invest in making their students practice figuring out the meaning of unfamiliar words using context clues
- To identify if there is any mismatch between teachers' perceptions and their actual practice.
- To identify the challenges that contribute to the mismatch between teachers' belief and practice regarding vocabulary instruction if any.

1.4. Research Questions

This research project is expected to successfully answer the following questions:

- Do teachers give sufficient vocabulary exercise for students from which they practice to determine the meaning of unfamiliar words from existing context clues?
- Do teachers teach the types of context clues available explicitly and the way they are used to figure out the new words in the reading text?
- What are some of the challenges that contributes to the mismatch between teachers' belief and practice regarding vocabulary instruction?

2. Review of Related Literature

2.1. Theoretical Framework about vocabulary

One of the five components of the reading process is vocabulary. Bromley (2000), referenced in Hibbard (2009), claims that vocabulary is a major factor in understanding, fluency, and accomplishment. Vocabulary growth is both a result of and a prelude to comprehension, with word meanings accounting for as much as 70–80% of comprehension. Researchers have described the important association between vocabulary and understanding. Children who understand the meanings of the majority of the words they hear and read understand more than those who do not (Freebody and Anderson, 1983). Students who already know the majority of the words they are exposed to will not only be able to comprehend more, but they will also be able to apply their understanding to gain new knowledge and the vocabulary to describe it (Spencer & Guillaume, 2006).

Reading and writing skills are essential for learning. Literacy is largely a human activity that takes place in the area between ideas and text. Literacy isn't just a set of abilities to be learnt in people's brains, and it isn't just a collection of texts to be evaluated on paper. Literacy, like other human activities, is fundamentally social, and it is rooted in human contact (Barton & Hamilton, 1998; taken from Larson & Marsh, 2005, p. 10). Literacy is a trait that permeates all parts of one's life since it is socially acceptable throughout cultures. The socio-cultural theory is one of the literacy theories linked with contextual analysis. The socio-cultural theory, according to Larson and Marsh (2005), is "learning via involvement in social, cultural, and historical settings that are mediated through interaction." As a result, children learn by participation in both official and informal socio-cultural activities. Social connections allow children to acquire higher order functions. Students learn how to collaborate with one another as well as communicate and discuss their work by using context cues. This allows kids the opportunity to express themselves and act as word investigators.

The student or learner takes on the role of scientist as one of the four characteristics of literacy. When the learner is a scientist, data gathering, rule development, rule testing, and rule revision are all part of the language learning process (Kucer, 2005). Discovery is an important component that occurs as a result of linguistic exploration. Active interaction within the school environment is required to help build a basic framework for understanding language (Dyson, 1998). When a child learns a language through a recursive development process, he or she learns through making mistakes, gaining understanding over time, and interaction development (Dyson, 1998). Performance improvements may be shown at both the individual and group assessment levels when students are taught to work together utilising effective learning practises (Jones, Levin, &Beitzel, 2000).Having students working collectively to figure out an unknown word could be beneficial for their learning process.

2.2. Place and Role of Vocabulary in Language Learning

The researcher believes that vocabulary must be given the first place in language learning and teaching because neither learning nor teaching takes place without it. And linguists are in agreement with this idea. For instance the National Reading Technical Assistance Centre (NRTAC)(2010) witnesses that the National Reading Panel (NRP, 2000) identified vocabulary as one of the five major components of reading. Baker, Simmons, & Kame'enui (1998), Anderson & Nagy (1991) as cited in the NRTAC also suggest that the importance of vocabulary to overall school success and more specifically to reading comprehension is widely documented. Besides, the National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. —Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure (Biemiller, 2005). Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). It is something that expands and deepens over time. Don Dunmore (1989) argues that there is a close link between the learners' reading ability and vocabulary: reading expands vocabulary and this expansion improves reading ability.

2.3. Context clue strategy

Context clue approach is one of the most effective vocabulary teachings, according to decades of study. Yang Fengning, an associate professor at Tianjin University's Foreign Language Department, claims that after several years of teaching, he has discovered that using context clues to infer or deduce the meaning of unfamiliar words is an effective way to expand students' vocabulary and reading comprehension. The National Reading Panel (2000) determined that there is no one ideal strategy for vocabulary training and that vocabulary should be taught both directly and indirectly in its review of the literature on the subject. Teaching particular terms, such as pre-teaching vocabulary before reading a selection, is referred to as direct instruction. It is believed that 400 words may be formally taught to pupils every year in school (Beck, McKeown & Kucan, 2002). The examination of word roots and affixes is another form of direct instruction (suffixes and prefixes). However, it is impossible to teach pupils all of the vocabulary they will need to know. As a result, indirect techniques of vocabulary training must be used, such as introducing pupils to a large number of new terms and having them read extensively. Baumann, Kame'enui, and Ash (2003) define indirect instruction as "helping students develop an appreciation for words and experience enjoyment and satisfaction in their use." In its executive summary, the National Reading Panel summed up its conclusions as follows: —The research evaluated imply that vocabulary education does lead to advances in understanding, but that the approaches must be suited to the age and aptitude of the reader. In a few studies, it was discovered that using computers to teach vocabulary is more successful than using traditional approaches. It's becoming evident that it might be a useful tool for vocabulary teachers in the classroom. In the context of reading a storybook or listening to others, vocabulary can also be picked up on the go. It is also beneficial to learn terms prior to reading a text. Task restructuring and repeated exposure (in which the learner encounters words in a variety of settings) appears to help students increase their vocabulary. Low-achieving kids might also benefit from exchanging simple terms with more challenging words.

2.4. The role of Instruction in Context Guessing Strategy

Shokouhi's and Askari's experimental studies on pre-university students at ShahidChamran University and Payame-Nour University, respectively, convincingly shown that context subjects could properly discern word meanings from written contexts when specifically taught how to employ contextual signals. Those with a limited vocabulary may not be able to infer the meanings of new words from context naturally, but they may be taught to do so. However, new-word acquisition may require a lot of reinforcement, such as enough contextual support and exposures. These researchers assert that, in the current experiment, there are a variety of probable explanations for the increased efficiency of contextual hint training over straight vocabulary learning.

The first is that seeing a word in a written context can offer more syntactic, semantic, and pragmatic information that can help create a well-defined semantic representation. According to semantic network theory, a word's meaning is determined by its position in a network of other words, the overt semantic mapping may have aided in the placement of the semantic representation within the network. Theoretical evidence for the positive impact of meaningful linkages in vocabulary learning comes from cognitive linguistics combined with Anderson's (1983, 1990, referenced in Verspoor and Lowie, 2003, pp. 551-552) theory on semantic networks. Verspoor and Lowie condensed the process of vocabulary acquisition into two recursive steps, semanticization and consolidation (2003, p. 550). The first stage involves matching a word's formal features to its semantic content.

The assimilation of a newly learnt word into the learner's permanent memory occurs in the second stage. Consolidation cannot take place until a term is properly semanticized. According to Shokouhi and Askari's research, the context technique was more participatory, and context-group participants were more engaged with the information, resulting in better learning than the non-context method, which was more didactic. According to these researchers, a third hypothesis is that in the context group, information concerning word meaning was delivered in a more accessible style than in the other way. The context technique in this study included suggestions for concept development since it has been shown that a familiar context enhances vocabulary acquisition and retention (Wittrock et al., 1975, p. 487). According to Greenwood and Flanigan (2007), youngsters learn about 4,000 words each year.

Context hints may be beneficial in boosting word identification and sustaining word meaning if frequent meaningful encounters are required. According to Rhoder and Huerster (2002), children may acquire word meanings by accident by observing the surrounding context or by employing a word learning approach that has been expressly taught to them. Students might benefit from using context clues as a way to help them recognise unknown words in phrases or lengthier texts. Although the research reveals that context cue teaching is required, there are particular requirements that must be met. Students should be required to create hypotheses about what a word means based on what they currently know and the context in which the word is discovered during context training. After that, students should be able to cross-check their ideas with additional data (Blachowicz, 1993). It's critical to teach pupils how to deduce word meaning from context (Goerss et al, 1999).

When considering whether or not to employ context clues, there are various aspects to consider. It relies on how many times the word is given in the context, whether the context is oral or written, the reader's capacity to apply context clues, and if the context is adequate for a reader to figure out an unknown term (Rhoder and Huerster, 2002). It is simpler for a pupil to acquire an unfamiliar term when the reader has common knowledge and background information about the context. When contemplating the usage of context clues, it must be important to account the reader's abilities and

previous information. Greenwood and Flanigan (2007) emphasized how students need to witness and participate in discussions on context explicitness in order to assess how helpful a setting is in the future. The goal is to turn children become readers who can figure out what a word means depending on the context in which it appears, rather than vice versa. Finally, pupils should be taught how to use context to recognize unfamiliar terms (Goerss et al., 1999). According to Baumann et al. (2002), the concept of context hints is widely utilised, but the research to back it up is sparse. However, according to Rhoder and Huerster (2002), teaching context clues might have beneficial effects if it is supported and promoted by the majority of instructors.

3. Methodology

The main objective of this study was to look into teachers' actual beliefs and practices regarding vocabulary instruction, with a focus on assisting students in figuring out the meaning of unfamiliar words they come across in reading passages in English textbooks and other academic books using context clues, which will help them succeed in other academic subjects in Ginchisecondary School grade 10 in focus. This research was designed to describe, analyse and interpret the conditions that exist in relation to teachers' use context clues. Hence, a descriptive survey design that includes both quantitative and qualitative was employed on the assumption that it helps to reveal the current issues of teachers' classroom practices to develop learners' vocabulary skills. According to Best and Kahn (2003) descriptive research design enables the researcher to examine the present situation and identify some of the major problems in the area of the study. The study was carried out in one government school in West Shoa Zone, Oromia Regional State in Ginchi town, Ginchi secondary School. This school was selected through purposive sampling based on its convenience. According to the data available, there were thirteen sections with the total number of 1210 students (418 females and 792 males) and there were ten English teachers (eight males and 2 female teachers) in the academic year of 2021.

3.1. Participants of the study

This study was intended to investigate teachers' perception and use of context clue strategies in vocabulary instruction. Thus, English language teachers and students were selected as the major participants of this study. This is because it was one school (Ginchi secondary school, grade ten). In this school, there were 10 English language teachers who were teaching grade 10 students. The target populations of this study are grade ten Ginchi secondary school students and English language teachers of 2021 academic year. Accordingly, there were 1210 students in Ginchi Secondary School. Only grade ten students were taken as the participants of the study because it is believed that they can provide the data needed for the study. Samples were selected from the target population using different sampling techniques described in the next subsection.

3.2. Sample Size and Sampling Techniques

There were 1210 students attending their class in 13 sections based on the information obtained from the record office of the schools. Considering each section with an assumption that may have a different learning experience, the researcher selected 120 students by using Taro Yemane's (1967) sample size determination formula, which is calculated to be 120, at 95 % confidence level. The sample size is calculated based on the formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where, n = is the sample size
N= is the population size, and

e = is the level of precision or sampling error

$$n = \frac{1210}{1 + 1210(0.05)^2} = 120$$

Finally, 120 students were selected as a sample population the study by using simple random sampling technique. Besides, to select the teacher participants, available sampling method was employed because all the available English teachers for grade ten at Ginchi secondary school were taken as the participants.

3.3. Data collection

Questionnaires, interviews, and classroom observations were used to collect data. An addition, the tools were pilot tested in an Ambo secondary school to ensure that the questions to the respondents were clear. It was also aimed to see if the instruments were appropriate and relevant for the research's objectives. Based on the findings of the pilot project, required adjustments and modifications to the data collecting tools were produced, and the tools were then utilised to gather data for the full study. A questionnaire allows a researcher to obtain data from a large number of people in a short amount of time (Kothari, 2004). It was created using the fundamental questions as well as the information that was accessible. The survey includes both closed-ended and open-ended questions. It was utilised to collect data from children who were randomly selected, as well as to triangulate the information collected from the interview and classroom observation. The questionnaire contains four subparts. The first sub part is intended to collect the background information of the participants. The second subsection was used to identify the extent to which teachers devoted in making their students practice figuring out the meaning of unfamiliar words using context clues. Further, the third sub section is meant to look into teachers' actual beliefs and practices regarding vocabulary instruction. The last subpart is used to examine the challenges that contribute to the mismatch between teachers' belief and practice regarding vocabulary instruction if any.

The researchers also employed interviews as a common method of gathering qualitative data since it allows them to get firsthand knowledge from individuals (Burns 1999). In addition, semi-structured interviews were performed to gain firsthand knowledge from a few individuals (Kumar, 2005). The researcher utilised a semi-structured interview to get personal knowledge from some of the participants (Kumar, 2005). As a result, a semi-structured interview was used to gather information from the English language instructors who were sampled. The results from the questionnaire and classroom observation were triangulated using the interview. The researchers created four primary elements that corresponded to the study's stated aims.

Based on a literature review, the interview items were developed. As a result, ten English teachers were interviewed. Face-to-face interviews were conducted, and just one interview appointment with a single instructor was held. During information extraction, the exchanges were tape-recorded and replayed. The captured material was then transcribed and analysed. Finally, a classroom observation was conducted to see what was going on in the real classroom (Kumar, 2005). Observation in the classroom may also be a useful strategy for gaining insight into circumstances (Kothari, 2004). Merriam (1998) stated that classroom observation is a form of data triangulation in this case in order to confirm the findings. Classroom observation allows the researcher to see what is going on in a real-life classroom environment (Kumar, 2005).

Observation in the classroom is also a useful strategy for gaining insight into situations (Kothari, 2004). As a result, classroom observation was employed in this study to see if instructors and students have favourable opinions in real-life classroom circumstances. Data from classroom observation was collected over a four-month period, beginning with three classroom observations of 10 teachers and their lessons. The purpose of the classroom observation was to see if English language teachers have their students practise figuring out the meaning of new terms using context clues in a real-world setting. The observation was taken using a notepad that had been prepared beforehand. The observer's notebook was created in accordance with the study goals and the literature review. The self-prepared observer's notebook evaluates issues such as how often teachers need students to try figuring out the meaning of unfamiliar words using context clues. Furthermore, data was acquired in the form of note taking to observe English language instructors' practise of vocabulary education utilising context clues to improve students' skills. To perform the classroom observation, the researcher first obtained permission and learned the instructors' schedules. The researcher then looked at the general state of the classes.

3.4. Methods of Data Analysis

The information acquired through questionnaires, interviews, and classroom observations was examined in a variety of ways utilising qualitative and quantitative methodologies. Data from interviews, for example, was transcribed and turned into textual data. The transcribed data was examined several times to ensure a thorough comprehension of the study's topics and aims. For analysis, only the data that were relevant to the study's goal were chosen. The data was organised into categories based on common themes. Finally, the thematic groupings were described using words and then descriptively summarised and paraphrased. Furthermore, the theme analysis was bolstered by direct quotations from respondents' comments. The data from the interviews was then backed up with questionnaires and classroom observations. The questionnaires were initially reviewed for consistency and completeness before being used to gather data. The questions were coded and entered into SPSS in a consistent and thorough manner. The SPSS data was then subjected to various statistical analyses such as frequency and percentage. Tables were used to display the results of the statistical analysis. Finally, the interview and questionnaire were validated and substantiated using it. The raw data obtained from classroom observation was tallied when it came to the data acquired through classroom observation. The collected results were then utilised to expose instructors' classroom methods in measuring students' speaking abilities. The information was also utilised to verify and confirm the results of the questionnaire and interview. During the analysis, findings from surveys, interviews, and classroom observations were presented interactively in a way that they could complement and confirm one another.

3.5. Pilot study

A pilot study was conducted to evaluate the questionnaires and obtain feedback on how the instruments function and if they execute their intended task adequately. The pilot study assisted the researcher in making some feasible changes after the student respondents filled out the questionnaires. Double questionnaires, for example, were deleted, and unclear language was also addressed.

3.6. Ethical Consideration

In this study the researcher of this paper followed every procedure and steps necessary to gain entry to the educational institutions in this investigation and got permission from the authorities for the collection of data from both teachers and students. All parties engaged in this study, including school

management, including directors and unit leaders, students, and instructors, were made aware of the need of selecting such participants. The study's goals were explained in straightforward terms in a statement. The simple language statement detailed how the participants' classroom observation, questionnaire administration, and interview would be handled at those institutions with the coordination of the necessary parties. The researcher's agreement in those proposals emphasized how the participants' identities would be kept secret throughout interviews utilising an audio recorder or while video recordings were being taken in the classroom and no one would have access to them.

Accordingly, approval from the school in this research was obtained to conduct the empirical study. The gathering of the data and what would actually go on in the class observations were also discussed in those presentations. The researcher reassured the teachers that he would not share any information about their classroom practice with the management of their institutions and that the researcher would ensure anonymity as far as possible. All the research participants (i.e. students and teachers) were assured that their identities (e.g. names, class and age) would not be revealed and they would be anonymous in the research. Finally the information provided by the participants was confirmed to be used for academic purposes only; it would be subject to the exclusive access of the researcher and would be destroyed after a certain period after the completion of the research.

Results and Discussions

Students' perception about vocabulary and the way it must be taught

Table 1. Students' perception about vocabulary and the way it must be taught

S/N.	Perception	Degree of agreement and number of respondents											
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Vocabularies are the fundamental components of a language.	45	37.5	60	50	-	-	15	12.5	-	-	120	100
2	Unfamiliar words affect your comprehension.	25	20.8	85	70.8	-	-	-	-	-	-	120	100
3	You encounter a lot of unfamiliar words in reading passages	30	25	60	50	-	-	20	16.7	10	10.7	120	100
4	You encounter many new words in your readings of other academic subjects.	35	29.2	55	45.8	-	-	8	6.7	7	5.8	120	100
5	Context clue strategies that help the students to learn the meaning of unfamiliar words must be taught to students.	60	50	45	37.5	-	-	12	10	-	-	120	100

Students' beliefs regarding various facts concerning vocabulary and its influence on their reading comprehension and academic pursuits are illustrated in table 1 above. According to the statistics and percentages, 60 (50%) and 45 (37.5%) of respondents agree and strongly agree that vocabulary is a vital component of a language, respectively. Only 15 (12.5%) of the respondents disagreed with this statement. Similarly, 85 (70.8 percent) and 25 (20.8 percent) of respondents agree and strongly disagree that new terms influence their understanding, respectively, and no one contradicted this. Furthermore, 60 (50 percent) agree and 30 (25 percent) strongly disagree that they come across a lot of new vocabulary when reading English sections. Only 20 (16.7 percent) and 10 (10.7 percent) of respondents disagree and strongly disagree, respectively, that they come across a lot of new terms when reading texts. This means that the vast majority of pupils encounter new terms regularly while reading English literature for comprehension. When we compare the students' encounters with new terms during their study of other academic disciplines to that of reading English passages for comprehension, the difference is statistically negligible. One may understand how tough it is for most pupils to read in English based on this information. This means that teaching students context cue tactics to assist them figure out the meaning of unfamiliar words they meet in reading comprehension in English classes and other academic topics helps to reduce, but not completely eliminate, the problem. The pupils' answer to the requirement for context hint education backs up what has already been said. 45(37.5%) and 60 (50%) of the respondents respectively agreed and strongly agreed that context clue strategies that help the students determine the meaning of unfamiliar words must be taught to them. Only 18(10%) disagreed the importance of the instruction and this is statistically insignificant as compared to the number of the ones who agreed to the necessity of the instruction of the contextual redefinition.

Teachers' practice of vocabulary instruction

This part discusses teachers' practice of vocabulary instruction as witnessed by the students. The researcher preferred gathering information about the genuine teachers' practice of vocabulary instruction from students using questionnaire because he believes that students may provide true information in this regard than teachers without hiding the facts.

Table2. Teachers' practice of vocabulary instruction

S/N	Expected vocabulary practices	Number of respondents and frequency of teachers' activities in teaching vocabulary									
		Often		Sometimes		Rarely		Never		Total	
		No.	%	No.	%	No.	%	No.	%	NO.	%
1	Teaching about context clue strategies	-	-	39	32.5	56	46.7	25	20.8	120	100
2	Making students free to ask any unfamiliar words they encounter	9	7.5	60	50	41	34.1	10	8.3	120	100
3	Providing contexts for the words the student ask	5	4.1	25	20.8	69	57.5	21	17.5	120	100
4	Selecting new words from every part of the text book and making students practice guessing from context clues	-	-	-	-	97	80.8	23	19.2	120	100
5	Selecting unfamiliar words from reading passages and making students guess them	4	3.3	26	21.7	90	75	-	-	120	100
6	Advising students to pay due attention to vocabulary lesson	60	50	50	41.7	10	8.3	-	-	120	100
7	Making students do all vocabulary exercises presented in the text book	40	33.3	70	58.3	4	3.3	6	5	120	100

with special attention to CCG											
8	Giving vocabulary exercises out of the text book which help them practice guessing unfamiliar words from context	-	-	-	-	20	16.7	10	83.3	120	100
9	Giving vocabulary test related to the use of context clues	15	12.5	27	22.5	48	40	30	25	120	100

As shown in table 2, 39 of 120 respondents (32.5 percent) indicated that teachers give contextual hint teaching on occasion, 56 (46.7 percent) said that teachers provide contextual clue tactics very seldom, and 25 (20.8 percent) said that teachers barely do so. This demonstrates that the majority of teachers fail to deliver context hint instructions. Teachers often just tell students to apply context hint tactics to discover the meaning of new terms taken from reading passages as vocabulary assignments, which might explain the reality of the 39 (32.5%) of respondents who indicated that teachers teach context clue strategies. Because this is the most prevalent term and method employed by teachers when allowing pupils to figure out the meaning of unknown words, according to Moore (1989). The big question according to Moore however, is whether or not the teachers have ever really taught their students how to use the context clues to determine the meaning of unfamiliar words.

The table also reveals that teachers occasionally urge pupils to inquire about any new terms they come across throughout their reading session. This is supported by 60 (50%) of respondents who reported that teachers make pupils ask questions on occasion, and 41 (34.1%) of respondents who saw teachers do so only on rare occasions. This indicates that teachers care deeply about their pupils' word power growth. On the other side, this technique may encourage pupils to rely on others for their vocabulary development. Only 5 (4.1%) and 25 (20.8%) of respondents said that teachers give context hints for new phrases their students inquire about frequently and occasionally, respectively. And because the values are below average, this is statistically unimportant. On the other hand, the majority of them, 69 percent (57.5 percent) and 21 percent (17.5 percent), saw teachers do so only seldom and barely.

This clearly demonstrates that teachers provide absolutely no contextual hint method to assist pupils figure out unknown terms. It is also clear from the table that teachers seldom select words from all parts of the text book that they think to be novel and essential for students and deliver them to students with context clues so that they may practice using context clues tactics. This necessitates a significant investment of time and work, as well as language teachers paying closer attention to improving their students' vocabulary by going above and beyond what the curriculum and text book propose. And this is what the researcher suggests to achieve major increases in the learners' vocabulary growth and reading independence. The wish of teachers for their pupils' vocabulary improvement is also shown in this table. 60(50%), 50 (41.7%) and 100(8.3%) of the respondents disclosed that teachers advice their students to pay attention to vocabulary exercises often, some times and rarely respectively.

This indicates that teachers care deeply about their pupils' language development. It also indicates that teachers have a favorable attitude toward terminology. The fact that 40 (33.3%) and 70 (58.3%) of respondents said that professors have students practice all of the vocabulary exercises in the text book on a regular basis and on occasion, respectively, proves that the aforementioned premise is correct. Another crucial factor shown in the table above is that teachers seldom or never provide students vocabulary exercises from the text book to assist them practice guessing the meaning of new terms using context clues. Teachers seldom and barely do such, according to 20 (16.7 percent) and 100 (83.3 percent) of the respondents, respectively.

Finally, as seen in table 2, teachers rarely provide vocabulary assessments to their students. The largest number, as compared to the other frequency of the activities (often, sometimes and hardly), 48(40%) of the respondents reported that it was the case.

Whether or not teachers teach different context clue strategies

Table 3. Whether or not teachers teach different context clue strategies

S/N.	Context clue strategies	No. of respondents and responses in percentage					
		Yes		No		Total	
		No	%	No.	%	No.	%
1	Synonym clue	55	29.16	85	70.83	120	100%
2	Antonym clue	23	22.5	97	19.16	120	100%
3	Definition clue	26	21.6	94	78.3	120	100%
4	Description clue	15	12.5	105	87.5	120	100%
5	Prefix and suffix	10	8.3	110	91.6	120	100%
6	Examples	9	7.5	111	92.5	120	100%
7	Summary	12	10	108	95	120	100%
8	Compare and contrast	20	16.5	100	83.5	120	100%

As can be seen in the table 3 above the response of a much greater number of the respondents lied on no. For example 35 (29.16%) replied yes while 85 (70.83%) said No for synonym clue, 23 (22.5%) yes and 97 (19.16%) no for antonym clues, 26 (21.6) yes and 94 (78.3%) no for definition clue, 15 (12.5%) yes and 105 (87.5%) no for description clue, 10 (8.3) yes and 110 (91.6%) no for word structure analysis (prefixes and suffixes) 9(7.5%) yes and 110 (91.6) no for examples, 12 (10%) yes and 108(90) no for summary, 20 (16.6) yes and 100 (83.5%) no for compare and contrast. This implies that context clue strategies are almost not being taught at all regardless of their role in helping studies figure out unfamiliar words in any reading activities.

5. Summary, Conclusion and recommendations

5.1. Summary

This research paper entitled as “**Teachers' Perception and Practice of Context Clue Strategies in Vocabulary Instruction: The Case of Ginchi Grade Ten Secondary School in focus,**” West Shoa, Oromia was aimed at exploring teachers'belief and practice of vocabulary instruction. The researcher was initiated to do this research triggered by the students' frequent dependence on teachers and dictionary for the meaning of the unfamiliar words they encounter. The researcher, from his experience as an English teacher for several years deeply experienced that the problem is prevalent and serious. The researcher considers that students must be equipped with the strategy that would set them free from such dependence. And this, the researcher believes, it is possible through explicit instruction of context clue strategies in all grades, at least above grade six for they can at least have some vocabularies that enable them to use the clues which help them figure out the unfamiliar words. To serve this objective, the researcher employed questionnaires for both students and teachers and class room observations to collect reliable data. The findings of the research clearly showed that context clue

strategies are not well practiced in the school under the study, which implies that this is true in majority of the schools in the country.

5.2. Conclusion

Based on the findings and discussions made in this study, the following conclusions were made.

One of the strategies to be taught explicitly in context clue strategies because using context clues is a key reading strategy for students, especially as they develop their vocabulary. Making context clue instruction a regular and well-planned part of your classroom will lead to enhanced student mastery in reading. The study found out that vocabulary in general and context clue strategies that help the learners independently determine the meaning of unfamiliar words in particular are ignored. Though teachers expressed that they believe in the instrumental role of vocabulary as a language component and the context clues in determining the unfamiliar words, their practice was totally different. This shows that there is discrepancy between teachers' perception and practice. The factors which contributed for this discrepancy, as identified, by this finding were teachers' lack of proper training in the universities and the way the text book was prepared. Teachers had no sufficient skill to explicitly teach the context clue strategies. These strategies were not presented in the students' text book, either.

5.3. Recommendations

Finally, on the basis of the findings and the conclusions, the following recommendations were made:

- Teachers must pay attention to the words they guess to be unfamiliar in every part of the text book encountered in all exercises.
- Students must be encouraged to give special attention to vocabularies to develop their word power.
- Awareness raising and short term trainings must be given to teachers so as to encourage them to give attention to vocabulary lessons in special attention to context clue strategies that would help learners to determine the meaning of unfamiliar words they encounter without the help of somebody else or dictionary.
- Syllabus and curriculum designers need to incorporate context clue strategies in English text books in all grade levels in per to their level of understanding.
- Vocabulary worksheets that help learners practice the use of context clue strategies to figure out new words should be prepared and given to the students from time to time.
- Vocabulary tests must be given equal importance to other skills such as grammar and comprehension.
- Teachers must not always be dependent only on the text book and confined to what is in it for their instruction of vocabulary; they should go further for a better academic achievement their students' vocabulary development.

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