EFFECT OF CONTENT AND TASK BASED APPROACHES ON VOCABULARY DEVELOPMENT: A STUDY OF JUNIOR SECONDARY SCHOOL 2 STUDENTS IN ZARIA LOCAL GOVERNMENT

BY

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DECLARATION

I declare that this research work titled "Effect of Content and Task Based Approaches on Vocabulary Development a study of Junior Secondary School 2 students in Zaria Local Government" was written by me 'Akume Alfred (MED/EDUC/4506/2009-2010)' under the supervision of Professor I. A Olaofe and Dr. R. J Daura, and has not been presented elsewhere for the award of any degree or certificate. All citations has been acknowledged by means of reference.

_____ _____

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CERTIFICATION

This research titled "Effect of Content and Task Based approaches on vocabulary development a study of Junior Secondary School 2 students in Zaria Local Government" Akume Alfred has been read and approved in partial fulfillment for the award of Master's Degree in Teaching English as a Second Language (TESL), Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria, for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is wholeheartedly dedicated to my brother Dr. Andrew Aondona Akume, a genius and prince among lawyers, who taught and inculcated in me the love for God and education and late Mrs Elizabeth Akume (a dear mother so missed), who before she passed told me that her joy will only be complete when I obtain a masters degree.

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ABSTRACT

This study entitled "Effect of Content and Task Based approaches on vocabulary development at JSS2 level of Zaria Local Government" was conducted to find out the effect of Content Based Language Teaching (CBLT) and Task Based Language Teaching (TBLT) approaches on vocabulary development of JSS2 students. Four specific objectives, research questions and hypotheses were formulated. Mixed method comprising quasi experimental pre-test and post-test design and questionnaire was adopted for the study. The population for the study was the 2 secondary schools in Zaria Local Government (Government Junior Secondary School Tudun Wada, and Government Secondary School, Kofa Jatu). A sample of 120 males and female students of were selected from both schools using the stratified random sampling method. The students were given a pre-test before they were taught using CBLT and TBLT approaches after which a post-test was administered. The data collected were analyzed using inferential statistics and was used to answer research questions while paired t-test statistics was used to test the hypotheses. Research question one showed that CBLT was effective for vocabulary development students, research question two showed that TBLT also had effect on students' vocabulary development. Research question three proved that CBLT was more effective for vocabulary development than TBLT, while research question four showed huge difference in the vocabulary development of students exposed to CBLT and TBLT (experimental group) than those in the controlled group. The study concluded that students taught using CBLT and TBLT can better learn new words and apply same in appropriate contexts. The researcher recommended, among others, that English language teachers should take advantage of the CBLT and TBLT approaches for vocabulary development of students at the JSS level of education.

Definition of Operational Terms

CBLT- Content Based Language Teaching is an approach which uses contents of intellectual substance drawn not only from English but from other fields like Government, Social Studies, Home Economics to teach and further contribute to the students' understanding of language and development of words in the target language in particular.

C1- Student's own culture.

C2- Second culture or the culture of the native speakers of the target language.

EAP- English for Academic Purpose.

LI- First language of a language learner. It could be his mother tongue or language of immediate environment.

L2- Target language which the learner aims to acquire.

NECO- National Examination Council.

TBLT- Task Based Language Teaching. A language approach that deals with using language to perform task by assigning roles or duties to students to perform during language lessons

WAEC - The West African Examinations Council.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Communication Language Teaching (CLT) gave birth to content based language teaching (CBLT), a language teaching approach which combines lessons with teaching conditions similar to real situations for easy understanding, and task based language teaching (TBLT), a language approach that deals with using language to perform task. CLT has its roots in the same movement that gave rise to the functional notional approach of teaching. The field of vocabulary in second or world language teaching has undergone many shifts and trends over the last few decades. Numerous methods have come and gone. For instance, the audio lingual method, cognitive based approaches, the total physical response (TPR), the natural approach and many others studied vocabulary at different levels. Harper, Lively, and Williams (2006) believe that vocabulary instruction has finally come of age. Others refer to it as the post-method area (Richards and Rodgers 2001:90). It is also generally believed that there is no single method that meets the goals and needs of all learners and programs. What has emerged from this time is a variety of communicative language teaching (CLT) methodologies. Such methodologies encompass eclectic ways of teaching that are borrowed from myriad methods. Furthermore, they are rooted not only in one, but a range of theories and are motivated by research findings in second language acquisition (SLA) as well as cognitive and educational psychology.

The communicative approach to language teaching pays more attention to the learner. The learners talk more, while the teachers talk less in the language class (Nunan, 1983:136-145). However, it has been noticed that many schools pay only lip service to the study of English vocabulary. For instance, hardly can one find in schools, programmes and activities designed to make students love learning the language. Apart from badly arranged time-table and tutors with mostly only paper qualifications, the curricula activities arranged

to promote the subject hardly scratch the surface of the objectives. The goal of the 9- Year Basic Educational Curriculum is for the " purpose of producing the best textual materials, the best in teaching performance and the best learning outcome" English Language for SS 1-3, the 9- Year Basic Educational Curriculum (2007:ii). In most schools, there are little or no emphasis on the vocabulary aspects of the language or a simple corner created for pasting English words to stir up the interest of students in the subject. The 9- Year Basic Educational Curriculum clearly states that "teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment". It further states that "this new language curriculum strives to equip the students with adequate number of words… that could enable the students to communicate effectively in the context of the different kinds of everyday situations, which the student is likely to come across at home, in the school and the larger society" English Language for JSS 1-3, the 9- Year Basic Educational Curriculum (2007:iv). Similarly, Olaofe and Connie (2006: vii) suggested the "need for such teaching-learning approach that offers practical classroom resources". Yet, many schools do not have enough English learning materials to build up orientation or a culture of good English. What exists in most schools is the over-flogging of schemes of work and past examination question papers. There is nothing to aid students in the practical application of the subject from the perspective of being a contributory factor for all round education, which grossly negates the provisions of The 9- Year Basic Education Curriculum that states "the main thrust of the effort at this stage is communicative competence through intensive practice sessions and as much as possible, the activities are expected to be interactive" English language for SS 1-3, the 9- Year Basic Education Curriculum (2007: iv).

English is a living subject which reflects the quality of education a student has received at any point in life. The quality of vocabulary items students possess ensures their proper use of the language. Since English language teaching and learning has great implication of use in the society. Good English teachers must appreciate the need to update

their methods for motivating the students to learn the language. This research, therefore, seeks to investigate the effect of Content Based Language Teaching (CBLT) approach, a method in language teaching which blends language lessons with simulating content for easy assimilation, and Task Based Language Teaching (TBLT) approach, a language approach that deals with using language to perform task, on the vocabulary development of students with the view of improving their English language use. The rate of English language failure in external examination (for example WAEC and NECO) is very disheartening. According to Daniel (2013), the result released by WAEC shows that nearly 60 percent or more of the students who sat for the May/June examination failed English. This work attempts to find workable approaches to reducing this rate of failure by using CBLT and TBLT as experimental yardstick to test their effectiveness on vocabulary development of students from the JSS2 level. It is hoped that a rich vocabulary base from the JSS level of education would culminate into better performance in English at external examination like WAEC and NECO. English language candidates with rich vocabulary may most likely not find it difficult tackling questions. Daniel (2013), while trying to find possible solutions to English failure stated that many of the candidates (generally) over 40 percent of any typical sample demonstrates vocabulary related weakness. Many authors have worked and written so much on vocabulary using varying methods and approaches. For instance, Edwards, Font, Baumann and Boland (2004:88), used Best Practice approach to study vocabulary in meaningful context in relation to students' own experiences and discovered that it proved successful in vocabulary development of elementary and middle grades readers. Not only that, Concept Cards Strategy was also discovered to be useful for students to use for learning technical vocabulary by Nist and Simpson (2001:108).

A rich vocabulary store could help the learner in all subject especially English language. It is believed that when appropriate methods of teaching are used, these objectives could be achieved. There is no one "right method for teaching a particular lesson, but there

are some criteria that pertain to each that can help a teacher make the best decision possible (Nippold, 2004:1-8). English language education is a multivariate discipline and practically oriented in some areas like phonology. Therefore, it requires a combination of teaching methods or approaches to help increase students' vocabulary, which gives rise to better understanding and performance as opposed to the over concentration on the traditional lecture method.

Two aspects of communicative language teaching relevant to this study are: content based language teaching (CBLT) and task based language teaching (TBLT). CBLT can be defined as an approach which focuses on information that students will acquire through the medium of content rather than concentrating on language learning itself. It is focused on meaning with fluency being more important than accuracy (Ballman, 2008:173-180 and Chadran 2008:219-235). Content can be thought of as "subject matter from outside the domain of language" (Richards and Rodgers, 2001:204).The focus of a CBLT lesson is on the topic or subject matter. During the lesson, students are focused on learning something new from a content material. This could be a passage from a textbook or an article from a magazine or newspaper. This could be anything that interests them from a science subject or a topical news story or film. By so doing, they develop their vocabulary in the target language. Supporting students' success by engaging them in challenging and informative activity helps them learn and master new words. The students learn language automatically (Loschky 2004; Ellis et al., 1994), (Markee 2004, Firth and Wagner 2005).

TBLT, on the other hand, focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on

accuracy of language forms. This makes TBLT especially popular for developing target vocabulary for language fluency and student confidence.

In TBLT, language is used to perform a task. Willis (1996:88), while talking about TBLT, stated that "the focus is on providing communicative activities needed for English language learning, performing task via the target language and the use of English language in other ways for learning task". The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake (Richards, Platt and Weber 2010: 289).

According to Richards and Rodgers (2001:200), CBLT and TBLT are both characterized by the following: learner-centered, learner-active, leader-passive and content emphasis. These methods of instruction offer learners the opportunity to explore and discover learning by doing. This enhances their overall perception, at the same time broadens their horizon. It also stimulates the nature of real working conditions and is potent enough to boost vocabulary development. CBLT and TBLT provide a shift from the traditional lecture method, which transforms the learners from playing the passive observer into an active participant in the course of learning. These approaches create an enabling atmosphere for students' speedy learning because they learn by participation and doing.

The importance of vocabulary in second language (L2) teaching cannot be over emphasized. Although it is true that vocabulary is indirectly acquired through the teaching of other skills and aspects of language, indirect acquisition can, to some extent, be planned to fit into the demands of a formal classroom. Vocabulary is vital for easy and fluent conversation. For the L2 learners, vocabulary acquisition should not be treated with kid gloves, because the student's level of understanding or comprehension of the language will determine how

coherent and articulate they will be in discourse. It is in respect of the aforementioned concerns that this study embarked on.

1.2 Statement of the Problem

The degree of variation in teaching methods used in secondary schools for English in Zaria, Kaduna State could lead to the limited vocabulary development of students. Over concentration by some secondary school teachers in Zaria on using lecture teaching method to teach vocabulary of English, which does not allow students the opportunity to practically discover knowledge, may rob them of the needed knowledge in the subject. According to Udofia (2001) "most teachers do not teach vocabulary, what exist in most schools is mere memorization of words". Similary, Hulit (2006:67), Keren-Portroy, Majorano and Vihman (2009:235-267) and Tabors, Beals and Weizman (2009: 106) stated that "the traditional approach to word learning is based on lists of L2 words presented together with their L1 translations that learners have to memorize". No deliberate attempt to immerse the learner into the language through activities that lead to understanding and mastery of the word for daily use. This scenario can be detrimental to JSS students' vocabulary development, hence the need for the teacher to diversify the teaching methods. Since it is usually hard to find in majority of secondary schools, any programme deliberately designed to make students appreciate the learning of vocabulary, mass failure in external exams at the JSS level still abounds. The belief that inappropriate use of teaching methods contributes to poor vocabulary development of students, forms the basis for this study. Although many people have worked on vocabulary in a quest to finding workable methods for its teaching, they are yet to agree on a particular method. This study will, therefore, investigate the effects of CBLT and TBLT on vocabulary development of JSS2 students, with the hope of improving the students' performance in English language.

1.3 Objectives of the Study

The main objective of this is to find out the effect of using CBLT and TBLT on the vocabulary development of students at the JSS level of education. The specific objectives are to:

(I) Investigate the effect of the use of CBLT on student's vocabulary development at the JSS2 level.

(II) Find out the effect of the use of TBLT on student's vocabulary development at JSS2 level.

(III) Find out if there is any significant difference between students exposed to CBLT and Student's exposed to TBLT for vocabulary development.

(IV) Determine which of the two (CBLT and TBLT) is more effective for vocabulary development of JSS2 students.

1.4 Research Questions

This study seeks to find answers to the following research questions:

(I) What is the effect of CBLT on student's vocabulary development at JSS2 level?

(II) What is the effect of TBLT on students' vocabulary development at JSS2 level?

(III) Which one is the more effective for vocabulary development of students, CBLT or TBLT?

(IV) What is the difference between the vocabulary development of the experimental group (CBLT/TBLT) and the control group?

1.5 Research Hypotheses

In line with the research questions, the following null hypotheses were formulated for the study:

(I) There is no significant effect in the use of CBLT on student's vocabulary development at JSS2 level.

(II) There is no significant effect in the use of TBLT on student's vocabulary development at JSS2 level.

(III) There is no significant difference in the vocabulary development of students exposed to CBLT and those exposed to TBLT at JSS2 level.

(IV) There is no significant difference between the vocabulary development of the experimental groups (CBLT/TBLT) and the control group.

1.6 Significance of the Study

The result of this study is expected to be a useful input for the English language teachers to improve students' vocabulary by studying carefully the procedure adopted for this study and applying same in vocabulary class. Curriculum planners and designers also stand to benefit from the findings of this research if they will adopt and incorporate the result of the study in the English vocabulary curriculum planning process for use by language teachers. This will guide them to make polices related to the English language teaching and learning process especially areas that can increase student's vocabulary knowledge. More so, English language textbook writers also stand to benefit from this study if the follow carefully the procedures outlined in this study for use in CBLT and TBLT.

1.7 Purpose of the Study

The state of English language teaching and learning especially vocabulary today leaves much to be desired. For instance, the Registrar of NECO, Professor Promise Okpalla, was quoted by Hameed in Information Nigeria Newspaper of March 17, 2010 that '98 percent out of the 234,682 candidates that sat for the November/December Senior School Certificate Examinations, failed to clinch 5 credits including English language. Only 4,223

candidates (1.80%) got 5 credits. A scenario where most students at the JSS level in schools are usually faced with the problem of fluent communication and expression of ideas in the target language may result to this rate of failure. This may be so largely because they lack enough vocabulary items in the target language to cope with the demands of language use. In stating the objectives of the Senior Secondary Educational Curriculum, it is written that "any student or person for that matter who needs to communicate effectively in English language is expected to possess adequate vocabulary, without which ability to communicate will be hampered" (2007:v). However, despite the importance of English to students, a significant number of them cannot cope up with the challenges of skills and technicalities in English as a result of inadequate vocabulary. This may affect students' interest and performance at the JSS level. An imperative question is; what could be responsible for this failure? One pronged answer could surface; the methodology of teaching the subject. Students' lack of interest and low performance is mostly attributed to the wrong teaching methods adopted by the teachers in teaching the subject especially vocabulary. An attempt is made in this research to see how CBLT and TBLT, can aid and improve vocabulary development at the JSS level especially JSS2 students.

1.8 Basic Assumptions

For the purpose of this study, the following basic assumptions are made.

(I) All the students to be used for this study have a homogenous English language background. As such, they are useful for this research.

(II) The schools involved have similar study environmental conditions. Both methods can fit perfectly for the purpose of this research.

(III) All students to be used have potentials to actively understand lesson taught using CBLT and TBLT.

(IV) CBLT and TBLT will be effective for development of student's vocabulary.

1.9 Delimitation of the Study

This study only covered vocabularies related to: administrative setting, government and politics, tiers of government, maintaining law and order, mass media and petroleum and mining, as they could be affected by CBLT and TBLT, as contained in the JSS2 scheme of work.

1.10 Summary

Chapter one presented the background of the study. It discussed the Communicative Language Approach from which CBLT and TBLT sprang. Four specific objectives, four research questions and four corresponding hypothesis were stated. Problems such as ineffectiveness of methods, teacher's inability to teach vocabulary, mass failure of students in external examination and poor communication in English as a result of dart of words were raised for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature on communicative language teaching, vocabulary development, register, content based approach, task based approach, empirical studies in CBLT and TBLT. The chapter ends with the theoretical framework on which the study is based.

2.2 Vocabulary Development: Theoretical Framework

This study is explorative in nature. The purpose of this study was to explore whether Content-based and Task-Based instructional approach will be effective in developing student's vocabulary at the JSS level. At the fundamental level, a curriculum should have a coherent instructional framework in line with the intention of the curriculum to ensure effective implementation. Without alignment as such, the expected instructional outcomes might not materialized. Therefore, this study provides insights for vocabulary curriculum developers into the importance of developing a coherent curriculum in terms of approach and design in relation to the selected instructional framework. Such alignment will enable appropriate materials development and classroom implementation with regards to the selected instructional method. In this study, the method and procedure of analyzing and use of Content and Task Based Instruction approach on vocabulary topics as reflected in the JSS vocabulary curriculum was substantially influenced by the language teaching model of Richards and Rodgers (2001). This model presents a conceptual framework for language instruction proposing that at the fundamental level, language instruction can be analyzed in terms of Approach (foundational theory for instance, CBLT and TBLT), Design (for example, selected language skills, learning tasks), and Procedure (example; classroom procedures which involves well arranged steps for language lessons cum well structured corresponding classroom activities, and classroom observation, interviewing teachers). Nonetheless, the study did not use the entire original framework for this research because some of the components in the framework are not relevant to the current study. For example, Richards and Rodgers's (2001) grammatical level was excluded because the current study does not involve grammatical analysis. Since the purpose of this study was to find the effect of Content/Task Based Language Teaching on the vocabulary development of JSS students, only elements at the Approach and Design level of Richards and Rodgers' (2001) language

instruction conceptual frameworks are applicable to the study, although with modifications. This is a study in the area of language education which is an attempt at identifying the effects of Content and Task Based language approach on the vocabulary development of students in JSS2. The study therefore has a pedagogic dimension.

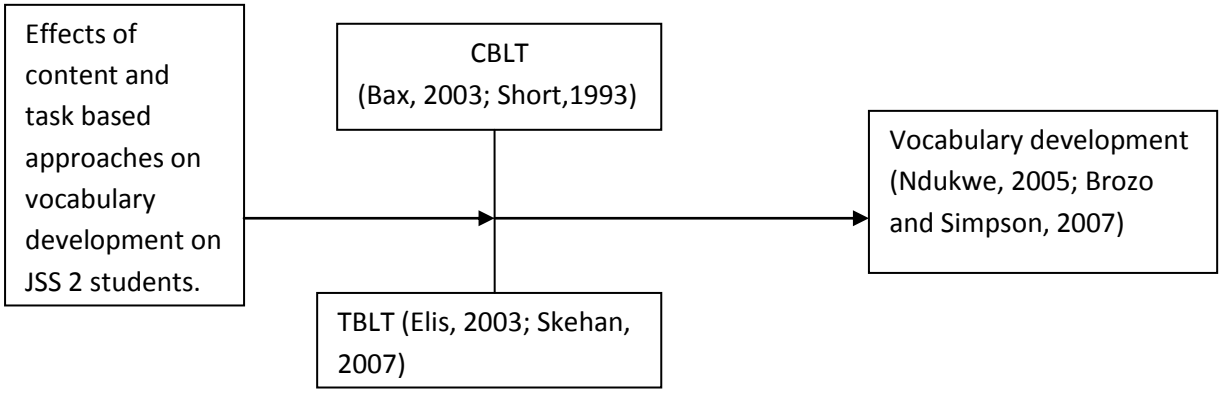


Figure 1: Diagrammatic Representation of the Theoretical Framework

The above diagram shows how Richards and Rodgers (2001) model influences the current study. In the above diagram, CBLT and TBLT represent approach. The vocabulary skills to be developed, represents design (Richards and Rodgers, 2001). It presents the central concept that concerns this work. This research focuses on vocabulary development of JSS2 using CBLT and TBLT. The blade of arrows indicates the flow of attention. The arrow from "effect of content and task based approaches on vocabulary development" to the two approaches (CBLT and TBLT) suggest that the study is grounded on them. The proponents of both approaches like Bax (2003), Skehan (1998) believe they are effective for vocabulary development and that explains why arrows from the point to vocabulary development. In each box, scholars that propounded these approaches and those who worked extensively on vocabulary are presented for clarification and further study.

2.3 Communicative language teaching

Communicative language teaching (CLT) is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach" (Brown, Sagers, and LaPorte 2004).

Like the functional/notional method, the communicative approach is eclectic in its approach to language teaching and learning. Both are more recent and their techniques still enjoy currency. The proponents of the communicative approach hold that the purpose of ELT is to achieve communicative competence in the language (Loschky, 2004). According to communicative principles, attaining communicative competence that would allow learners to operate effectively in the new language was set as the main goal of instruction. At the same time, using the language to communicate was seen as the best way to learn it. Under this, meaningful communication became both the target to reach and the medium to do so: CLT, therefore, came to refer to both aims and processes in language teaching and learning, (Ellis 1994). In highly broad terms, the major purpose of the communicative proposal has been "the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events" (Savignon, 2005: 10). This means that there has never existed single communicative method, standardized system with a fixed arrangement of techniques and procedures that would naively guarantee immediate success in language education. (Brown, 2002: 11)

The present day applicability of CLT is perceived with a two-fold projection. On the one hand, the basic CLT framework with the natural adaptation to contemporary trends still shapes curricular planning, syllabus design, methodological guidelines and material writing. On the other hand, as Rodgers points out, "Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, philosophical details or instructional practices in somewhat diverse ways. These CLT spin-off approaches include:

the Natural Approach, Cooperative Language Learning, Content Based Teaching, and Task Based Teaching, Rodgers (2001: 32). The underlying principles of Communicative Language Teaching are stated below:

1. Communication is language in action so teaching it should be task-oriented by getting learners to do things in the class like labeling, drawing or carry out different instructions.
2. Communication involves authentic language therefore language teaching should not break the language down to discrete units but be presented in complete and meaningful sentences offered in realistic context or situations Non-verbal signals like gestures and facial expressions are important in conveying feelings and attitudes, so language should take into account the role of non-verbal signals in total communication.
3. Since communication has a purpose, each language lesson must be geared towards some functional objectives, via learning new words that will facilitate the achievement of these objectives.
4. Since communication is a form of social interaction, methods and materials for language teaching ought to be socially relevant and appropriate. Words appropriate to context will help actualize this (Richards and Rodgers 2001).

The current study hopes to adopt communication using vocabulary outlined for this study as it is pivotal to learning new words. It will also outline standardized procedures and depend on socially relevant topics adopted from the JSS2 English language curriculum.

2.4 Vocabulary Development

Olugbodi (2006:69) sees vocabulary as "words and their meaning". In contrast to Olugbodi, Ndukwe (2005:49) opines that it is "the total number of words available in a language or the total number of words available to the users of a particular language". Vocabulary is the word power that an individual is capable of manipulating at a given time via productive and receptive (spoken and written) words. The study and development of vocabulary should not be treated with kid gloves (Ndukwe, 2005:60). It therefore implies that vocabulary is the number of words an individual is empowered and capable of using conveniently either by speaking or writing. Williams (1990:36) in Ndukwe (2005:49), expands the scope of vocabulary for teaching purpose to include: dictionary headword, idioms and collocation.

One of the primary goals of vocabulary development at the JSS level is not just to increase the breadth of students' vocabularies (the number of words for which students have definitions, Fagan, 2009:495), but also to increase the depth of their word knowledge that is, develop a complete understanding of words (Patibakht, 2004:132; Brouwer 2003: 536; Dörnyei and Scott, 1997:89 and Huckin and Coady, 2009:90). Therefore, vocabulary instruction should ensure that students have a deep level of word understanding that permits them to apply this knowledge to real life situations,(Bloom and Markson, 1998:67-69; Barner, Zapf and Lui 2012:10-12). However, teachers need to know a variety of approaches (strategies) for the teaching of general and technical vocabulary words in their content area.

Word learning strategies require students to combine new text information with their prior knowledge to yield conceptual understanding of words. Stahl (1983:45-50), Stahl and Stahl (2004:201-217), Garza (2008), and Genesee (1987) made the distinction between definitional and contextual word knowledge. Definitional knowledge is when the student knows a dictionary meaning of the word. Contextual knowledge is when the student gains

meaning from the context, whether it is from a picture or graph, an example, and explanatory paragraph, or student's background knowledge about the topic (Ellis 1994 and Lorraine, 2008; Masih 2008).

It is generally agreed by professionals that no single method, material, or strategy will consistently guarantee that students will improve their word knowledge. Thus teachers need to know a variety of approaches for the general and technical vocabulary words in their content area (Rupley 2005). Brozo and Simpson (2007) proposed seven guidelines, gleaned from research studies that should be considered when planning vocabulary lessons:

1. Teach vocabulary in context. That is, as the word occur in a passage;
2. Emphasize students' active and informed role in the learning process;
3. Give students tools (instructional materials like diagrams, picture, chats) to expand word knowledge independently;
4. Reinforce word learning with repeated exposures to content materials like passages in textbooks, newspapers or articles;
5. Stimulate students' awareness and interest in words through reading of passages so as to grasp meaning of words as used in context;
6. Build a language-rich environment to support word learning;
7. Encourage students to read widely.

While items one (1), four (4), five (5), and seven (7) belong to CBLT since they emphasis the use of content materials like passages, items two (2), 3(three) and six (6), belong to TBLT because they are activity centered.

If students are taught some words, they will recognize and add those particular words to their repertoire; but if the language teacher teach students some independent word-learning strategies, they will expand their vocabulary continually and understand many more texts once they leave the classrooms (Edwards, Font, Baumann, and Boland 2004:52 and Graves 2004:22). TBLT and CBLT approaches provide classroom teachers with strategies that will prove successful in vocabulary development for JSS student. The approach targets vocabulary in meaningful contexts, to other words, and students' own experiences. Vocabulary development is "arguably central to language acquisition and use" (Zimmerman 2004: 127; Hatch 2006 and Hymes 1964), so educators need to use an effective approach in promoting L2 vocabulary development. Searching for the prospect of an effective approach to vocabulary learning, a deeper knowledge about how people learn words needs to be sought. Therefore, in what follows, what vocabulary learning involves is described. Learning a subject through the medium of the L2 seems to be an approach satisfying the aforementioned learning conditions (Nist and Simpson 2005:112).

The traditional approach to word learning favors systematic vocabulary development which is based on lists of L2 words presented together with their L1 translations that learners have to memorize. (Hulit 2006, Keren-Portroy, Majorano and Vihman 2009:235-267 and Tabors, Beals and Weizman 2001: 106). The majority of word pairs are not wholly synonymous in terms of cultural or grammatical aspects. Connotation between the synonymous pairs may differ as well as collocation or register. Therefore, presenting words in isolation does not provide adequate information, raising the risk of misunderstandings. (Craig and Tulving 2004: 268-284). From the foregoing, the present study hopes to ensure that JSS2 students have a deep level of word understanding in registers of administrative setting, government and politics, tiers of government, maintaining law and order, mass media

and petroleum and mining, that will permit them to apply this knowledge to real life situations.

2.4.1 Ways by which Vocabulary are Acquired

Second language vocabulary acquisition research demonstrates the importance of activating prior knowledge. Schmitt and Schmitt (2007:39), and Faerch and Kasper (2005:12) stress that an essential principle which needs to be considered when designing vocabulary programmes is to incorporate target L2 words into language that is already known. This is due to the formation of a rich network of interwoven associations around old-established words. These associations enable their recall. This issue of connecting new and known information is also stressed by Martin, Martin and Ying (2006:87), Stahl (2009:44), and Stoller (2006:37) who support that connecting the target words to students' already known words and concepts enables new vocabulary learning. Therefore, the primary goal of vocabulary instruction should be to present new concepts that can be applied to the student's already existing knowledge. Learning vocabulary in context according to Nation and Coady (2001:102) exposes the learner to the total linguistic environment in which a word is encountered and facilitates full understanding of a word. Mezynski (2007) identified active processing as an important factor associated with effective vocabulary acquisition. When students learn by doing something involving target words in contexts, this makes the process of learning active. CBLT and TBLT seem to provide them with opportunities to become actively involved with new L2 words through class discussions and other content- and language-related activities. McKeown and Curtis (2007:8), Nwton, Padak andRasinski (2008: 42) and Schmitt and Schmitt (2007:22) pointed out that another important principle that has to be taken into account when designing vocabulary programmes is that of allowing opportunities to the learner to recall the new words. CLIL allows this through various activities, such as comprehension tasks and memory games which require learners to produce the target words.

Providing several exposures to new words enables knowledge of the words to grow. Nation (1990:77), Hwang (2010:76) Loschky (1994:122), Nagata, Aline, and Ellis (1994:55) reviewed several studies which found that learners need to be exposed to five to sixteen repetitions in order to learn a new word. Rott (2009:109) examined the effect of exposure frequency on intermediate learners' incidental vocabulary acquisition. Results showed that six exposures produced significantly more vocabulary knowledge than two or four exposures. CLIL allows dealing with a particular topic for a sustained period of time providing recurring exposure to new vocabulary through clarifications, justifications etc, with possible positive outcomes. Robinson (2005: 429) conducted a study in order to identify the processes involved while developing L2 word knowledge in subject-matter classrooms. Observation revealed frequent repetition of the key vocabulary by the teachers. Learners are able to understand and use a new word when they acquire the word's correct pronunciation, morphology, syntactic functions, meanings, collocations or association with specific words, and the particular context in which the word may be used (Nagata, Aline, and Ellis 2004; Newton 1995; Long 1985 and Nation 2005:90).

The various aspects of word knowledge are acquired throughout repeated exposures to the word. On first exposure to the word, which could be an oral encounter, the learner is likely to remember the sound or an aspect of the sound, such as the number of syllables. When seeing the word in written form, the learner is likely to remember the number of the word's letters. Further exposures and use of the target word can help building up and consolidating the word's essential formal and semantic features (Schmitt 2000). Robinson (2005: 441) and Vidal (2006), observed that the use of "linguistic frameworks" allows incremental building of words. Since L2 vocabulary acquisition research supports the importance of activating prior knowledge, this current study will connect the target words to students' already known words and concepts which will enables new vocabulary learning.

Therefore, the primary goal of this work in relation to vocabulary instruction would be to present new concepts that can be applied to the student's already existing knowledge. It is also hoped that while students learn the target registers, perform certain task and repetition of key vocabulary is emphasized, learning vocabulary in this context will expose the learners in this study to the total linguistic environment in which these words are encountered.

2.4.2 Means for Vocabulary Development

Physical context involves the presence of an object or action that is also the topic of study. With the use of physical context as obtainable in CBLT and TBLT, the student is exposed to both the words and a visual reference of the word. This is very beneficial for students, especially when learning rare or infrequently used words, (Chapell and DeCourcy 2005:332; Tabors, Beals and Weizman 2001:97 and Teinonen, Aslin, Alku and Csibra 2008:850-855). Physical context may include items such as diagram of a law court in session or a refinery plant. When engaging in conversation with one another, their vocabulary is developed through discussion these diagrams, naming the objects and persons (example., Judge, Barrister, gas) or labeling them with the use of a rare word (example., cracking, crust, adjundicate), Tabors, Beals and Weizman (2009:105). These sorts of interactions done through role play expose the students to words they may not otherwise encounter in day-to-day conversation.

Other means of vocabulary development includes prior knowledge which has to do with recalling past experiences developed over time via involvement in task or reading content materials. It allows the students to call upon their own visual, tactical, oral and/or auditory references (Tardif, Flecther, Liang and Kaciroti 2009:1115-1144; Vihman 2010:61-82; Waxman and Booth 2007:33-43; McKewon and Curtis 2007:8; Dobinson 2010:66, and Newton, Padak and Rasinski 2008:42), and social context which involves pointing out social

norms, taboos while carrying out roles/task or discussing contents. (Beals and Weizman 2009:106 and Bryant 2009:339-357).

2.4.3 Registers

Register is "a form of language used for a particular purpose or in a particular social setting"(McGunnesa and Diane 2004). Abboh (2004:241) sees it as "a variety of a language used for a particular purpose or in a particular social setting". As with other types of language variation, Ahmed and Keston (2004) observed that, there tends to be a spectrum of registers rather than a discrete set of obviously distinct varieties. Numerous registers could be identified with no clear boundaries between them. Larke (2007) sees it as "language variation defined by use not user". As a result of this complexity, scholarly consensus has not been reached for the definition of the term register. Among many others, it is used to cover the same or similar ground. Some prefer to restrict the domain of the term to a specific vocabulary (Wardhaugh, 2010), while others argue against the use of them altogether. These various fields with their registers fall under headings such as registers of building, education, hospital, law and a host of many others. These fields use words which denote a certain style of speaking or writing in a given context that would be inappropriate or confusing in another. For example, drill in mining and drill in sports or physical fitness. Hui (2009) observed that, at times, students would speak in one register to each other and to a teacher in another but the same context, targeted at the same meaning. Granger and Meunier (2008) stated that, "readers and listeners do not necessary have to understand a language register in order to recognize it", such as with registers of law and order (restricted to words used in the court of law and personnel in this study), mining and petroleum(restricted to words used during extraction, processing of crude oil and solid minerals), media, tiers of government (for the purpose of this study is restricted to words used in governance and personnel), government and politics (for the purpose of this study are restricted to electioneering process) and administrative setting.

Registers was first used by Thomas Bertram Reed in 1956, and brought into general currency in the 1960s by a group of linguists who wanted to distinguish among variations in language according to the user (defined by variables such as social background, geography, sex and age), and variation according to use, "in the sense that each speaker has a range of varieties and choices between them at different times", (Halliday and Hassan, 1976:89). The focus is on the way words are used in particular situations, such as words used in petroleum and mining, media, tiers of government. Halliday and Hassan (1976), interpret register as "the linguistic features which are typically associated with particular values of the field, mode and tenor…." Field for them is "the total event in which the text is functioning" together with the purposive activity of the speaker or writer, which includes subject matter as one of the elements". While mode to them is "the function of the text in the event, including both the channel taken by language spoken or written", tenor refers to "the type of role interaction, the set of relevant social relations among the participants involved" (Halliday and Hassan, 1976, and DeMarco, 2011*).* For the purpose of this study, register refers to a set of vocabulary that serves as identifying makers of a particular context or situation in discourse. For instance, *thumb print, ballot, democratic, vote, ward, rigging, party, posters, electorate, free, fair,* are used in registers of government and politics. Theoretical and practical approaches to teaching language registers, solidifies understanding and use.

2.5 Content Based Language Teaching (CBLT) and Vocabulary Development

The term content based instruction is commonly used to describe approaches to integrating language and content instruction, but it is not always used in the same way. For example, Chapple and Curtis (2000:419-421), Crandall and Tucker (1990:187) see it as "...an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (example Maths, Social studies, Geography, Government) within the context of teaching a second or foreign language". The students are exposed to a number of

specialized vocabularies used in these fields. Curtain and Pesola (1994:8) and Clark (1993:62) use the term in a more restricted way, limiting it to only those "...curriculum concepts being taught through the foreign language ... appropriate to the grade level of the students...." Krueger and Ryan (1993:5), Met (1999:90), Pica (2000:65) and Bax (2003:75) distinguish between content based and form based instruction, and noted that the term discipline-based captures more appropriately the integration of language learning with different academic disciplines and contents which place the learner on a better and wider platform for word development. It is viewed as an immersion into the target language via the door way of content learning targeting specially word acquisition. Many different yet compatible definitions have been provided. According to Brinton et al., CBLT is the integration of particular content with language teaching aims and the concurrent teaching of subject matter and second language skills (Brinton et al, 1989: 123; Dupuy 2000:211-231; Gaffield 1996:108 and Fruhauf and Coyle 1996). Bax (2003:278) defined CBLT as an instructional approach in which "language proficiency is achieved by shifting the focus of the course from the learning of language per se to the learning of subject matter". Proponents like Short (1993:629), Met (1999), Gaffield (1996), Bax (2003) Klahn (1997) are of the view that in content based instruction, language teachers use content topics, vocabulary lists, rather than grammar rules as the scaffolding for instruction in a small group of not more than seven to ten students.

For the purpose of this work, CBLT is an approach which uses contents of intellectual substance drawn not only from English but from other fields like Government, Social Studies, Home Economics to teach and further contributes to the students' understanding of language and development of words in the target language. It presents materials such as passages, short stories that are cognitively engaging and demanding for the learner. As asserted by Ryding and Stowasser 1997:107-117, Snow 1998:10-31, Dörnyei and Scott,

1997; in content based language teaching, teachers use content topics, contextual situations rather than grammar rules, or operative functions as the framework for instruction. Stryker (1997: 200-218), in a previous work, agreed that CBLT proposals are bound to meet four basic characteristics:

(1) subject matter core: the fundamental organization of the topics should be derived from the subject matter, rather than from forms, functions or situations;

(2) use of authentic texts: the core materials (texts, video tapes, audio recordings, visual aids, etc.) should be selected primarily (though not exclusively) from those produced for native speakers of the language;

(3) learning of new information: students should use the second/foreign language to learn new information and to evaluate that information, based on knowledge of their own culture (C1) and their own emerging cultural literacy in the second culture (C2);

(4) appropriate to the specific needs of students: the topics, content, materials, and learning activities should correspond to the cognitive and affective needs of the students and should be appropriate to the proficiency level of the class.(Raphan and Moser 1994)

Stoller (2006: 107) points out that, "Through content based language teaching, learners develop words and language skills while becoming more knowledgeable citizens of the world though specialized content".

Thus, the principles on which CBLT is based are:

1. Students are exposed to a considerable amount of vocabulary items while learning content. This incidental language should be comprehensible, linked to their immediate prior learning and relevant to their vocabulary needs. In content-based classrooms, teachers and students explore interesting content while students are engaged in

appropriate vocabulary-dependent activities. The resultant vocabulary learning activities, therefore, are not artificial or meaningless exercises.

2. Students are taught useful vocabulary that is embedded within relevant discourse contexts rather than as isolated language fragments. Thus, CBLT allows for explicit word instruction, integrated with content instruction, in a relevant and purposeful context.
3. The use of coherently developed content sources allows students to call on their own prior knowledge to learn additional vocabulary and content material.
4. Learners are exposed to rare words and are involved in demanding activities which can lead to intrinsic motivation.
5. Lends itself well to words instruction and practice through reading of passages, discussion of word meaning in context, use of dictionaries.

Richards and Rodgers state that "CBLT is in learning by doing school of pedagogy". Learners are expected to be active interpreters of input, willing to tolerate uncertainty along the path of learning, explore alternative learning strategies, and seek multiple interpretations of oral and written texts" (Richards and Rodgers, 2000: 213). Learners are responsible for their own language learning in the content classroom, and often collaborate with each other to reinforce learning (Holten, 1997:377-387). Additionally, learners can sometimes be sources of the content itself, and student interests can direct the selection of discussion content. Learners who expect a teacher-directed or independent model for learning may be uncomfortable with the active and/or collaborative role they are expected to play in the classroom. Students lacking appropriate language proficiency can be overwhelmed by the immersive content learning experience.

Depending upon the exact approach chosen, teachers might be required not only to be language teachers but, also content experts David and Govindasamy (2003). All CBLT

teachers, regardless of specialty, must be aware of the linguistic proficiency of their students and use the appropriate simplification techniques in the delivery of classroom content. Teachers must be aware of their students' needs, and be willing to build a truly learner-centered classroom. Richards and Rodgers (2001:76) cite the list of essential skills for CBLT teachers given by Stryker and Leaver (1993:216): CBLT can be a very challenging approach for teachers which requires an enormous amount of time, creativity, and flexibility with student needs, and requires much more adaptation and depth of expertise than either a normal content class or a straightforward language class.

In accordance with the philosophy that language learning is incidental to content learning, materials in CBLT courses are normally used to teach the subject matter itself. Some proponents like Stoller (2006), Pica (2000), Klee and Teddick (1997 and Bax (2003) Snow (1998) are of the view that authentic materials like diagrams, pictures and realia need not to be emphasized, and instructors are especially discouraged from using multiple sources of different types but to restrict themselves to print content only. For instance, textbooks, newspapers, magazines should be used to reinforce both language and content learning. Language textbooks are generally welcomed; in fact, Klee and Teddick (1997:141-143), Lewis (1993), assert that "textbooks are cardinal to the very concept of CBLT, good language teaching in general and word development in particular". Materials taken from real life may need to be modified to ensure comprehensibility to language learners, through simplification or information redundancy (Strole 1997:114-116 and Stryker 1997:200-218). For the purpose of this study, the principles on which CBLT is based (page 15), the roles of the learners, teachers and materials will be adopted since the researcher and the learners will handle the materials prepared to be used for the study.

2.5.1 Advantages of CBLT

1. Students can develop a much wider knowledge of the world through CBLT which can serve as feedback for improving and supporting their general language needs.
2. CBLT is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.
3. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can be transferred to other subjects.
4. Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content and are engaged in appropriate language-dependant activities. Learning language becomes automatic.
5. CBLT supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language and what they already know. This enhances the practical usability for the learners.
6. In CBLT information is reiterated by strategically delivering information at right time and situation compelling the students to learn out of passion. The above will guide the present study in careful selection of content materials, development of teaching aids, overall delivery of lessons and learning in particular.

2.5.2 Disadvantages of CBLT

1. Because CBLT is not explicitly focused on language learning, some students may feel confused or may even feel that they are not improving their language skills. This can

be dealt with by including some form of language focused follow-up exercises to help draw attention to vocabulary features within the materials and consolidate any difficult vocabulary points.

2. Particularly in monolingual classes, the overuse of L1 by some students during parts of the lesson can be a problem. This can be taken care of by sharing your rationale with students and explaining the benefits of using the target language rather than their mother tongue.
3. It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at JSS levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. These options should reduce the level of challenge.
4. Some students may copy directly from the source texts they use to get their information. This can be avoided by designing tasks that demand students to evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe. Since possible solutions are outlined after each shortcoming, it justifies the adoption of CBLT approach for this study.

Despite these disadvantages, CBLT is chosen for this study because it can make learning topics selected for this study very interesting, allow for greater flexibility and adaptability in the curriculum which can be deployed to suit students' interest, stimulate their thinking and formation of concepts and generalization (Marsh and Lange, 1999 and Murphey,

1997:117-131). The inclusion of group work element can also help students to develop their collaborative skills. Another strong reason for adopting this approach despite the shortcomings is that, complex information will be delivered through "real life context" (Nagy, Herman and Anderson 1985:233-253) for the students to grasp well which will lead intrinsic motivation and the students can also develop a much wider knowledge of the world through CBLT which can serve as feedback for improving and supporting their vocabulary needs.

2.5.3 CBLT and Vocabulary Development at JSS Level

The aim of teaching vocabulary in JSS is to help students acquire new words. This is important because language competence depends largely on it. The JSS vocabulary teacher depends so much on worthwhile activities in the class that will trigger the learning of new words and arouse interest in the student. CBLT which embraces diverse sets of language teaching principles could be used to support a wide variety of the vocabulary teaching procedures at the JSS level of education. This teaching approach can be employed in teaching English language vocabulary at the JSS level. Vocabulary cannot be mastered by mere memorization of basic rules. It requires total involvement of the learners in the learning process, and intensive practice in application of basic principles. Therefore, to make vocabulary learning more pleasant and approachable by JSS2 students, teachers at this level have to move from the traditional teachers centered approach to the modern student centered approaches. Klahn (1997:202-218) defined learner-centered approaches as those where the teacher guides and facilitates the learner rather than asserting control towards targeted learning goals. It is also student participation in the learning and teaching process, where students themselves engage with and to an extent, create their own learning experience.

2.5.4 Procedure for Using CBLT

- Selecting contents based on the scheme of work for JSS2. For instance, a passage on registers of petroleum. The contents are further synthesized into workable units. The class activities that will be applied are related to the specific type of content instruction that the instructor uses (Richards and Rodgers, 2001:245).
- Reading of the passage by the participant. Appropriate instructional materials will be developed for each passage. For example pictures of instrument use for mining gotten from newspaper and magazines and carefully placed on cardboard paper using gum will be displayed for the students. As they read they will relate ideas and word to the pictures
- Identifying and bringing out of words associated with the register from the passage or article. Before the lesson, the researcher read the passage and brings out the words to be used for the lesson.
- Providing the meaning of words in relation to the context in which the words are used in the passage by the participants. They will also look for the meaning of the words from dictionaries. The researcher will explain some of the words and make adjustments and modification as the need arise.
- Some sentences are written on the board. The participants will be randomly selected to read and bring out words related to the register being learnt.
- Displaying instructional materials like diagrams, pictures (where applicable) for the participants to see and give further explanation.

  Evaluating the participants.

  The above stated procedure will be adopted for this study because it is learners centered, activities oriented, meets the demands of CBLT classroom teaching and learning situation as seen from the literatures reviewed and above all culminate in word development which is the objective of this study.

2.6 Task Based Language Teaching (TBLT) and Vocabulary Development

When tasks are transformed from the real world to the classroom, tasks become pedagogical in nature. Pedagogically, task, according to Breen (1987: 23), Donato (2000), Newton (2001:30-37), and Newton (1995:159) is any structured language learning endeavour which has a particular objective, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is a range of work-plans which have the overall purposes of facilitating vocabulary learning from the simple and brief exercise type, to more complex and lengthy activities such as simulations and decision-making. This is very broad implying that anything the learner does in a language classroom qualifies as a task. More circumscribed is the following from Willis (1996: 20) cited in Willis and Willis (2001: 33), it is a classroom undertaking "…where the target language is used by the learner for a communicative purpose (goal) in order to achieve the overall goal of word development. Here the notion of meaning is subsumed in 'outcome'. Task is seen as bringing about an outcome through the exchange of meanings. Skehan (1998:89) drawing on a number of other writers, puts forward five key characteristics of a task:

1. Meaning is primary
2. Learners are not given other people's meaning to regurgitate
3. There is some sort of relationship to comparable real-world activities
4. Completion has some priority
5. Assessment of the task is in terms of outcome.

It is of cardinal relevance to note that Bygate, Skehan, Swain (2001:75), and Ellis (2003:76) defines task in the following way. Task is a work-plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic

resources, although the design of the task may predispose them to choose particular forms. Task is intended to result in word use that bears a resemblance, direct or indirect, to the way words are used in the communication. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

While these definitions vary somewhat, they all emphasize the fact that tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. Meaning and form which are highly interrelated, and vocabulary, exist to enable the student to express different communicative meaning. However, Willis and Willis (2001:22), Long (1985:80), Williams (1990), Wilkins (1976) pointed out that, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes. The forms are not specified in advance. To them examples of tasks include: filling out a form, making an airline reservation, borrowing a library book, making a hotel reservation, finding a street destination and helping someone across the road. Task like filling in blank space in sentences, matching words with pictures or diagrams in a language class are not are not task. But proponents like Nunan (1989), considers task as any classroom work which involves learners in handling and manipulating materials, producing materials (drawing, colouring and tracing of pictures from other materials), or interacting in the target language while their attention is principally focused on vocabulary development. More recently, Skehan (1998:74) summarizes the parameters for a task activity in the following way: "(a) meaning is primary, (b) learners are not given other people's meanings to regurgitate, (c) there is some sort of relationship to comparable real world activities, (d) task completion has a priority, and (e) the assessment of tasks are done in terms of outcome" Long (1985:21) and Skehan's (1998:54) definitions emphasize the use of real-world tasks or activities that are comparable to authentic word development. Breen (1987: 23), Donato (2000), Newton (2001:30-37), Newton (1995:159) Skehan (1998) and Tomasello (2002)

further suggests that task performance often involves achieving a goal or an objective (word development), or arriving at an outcome or an end product and concluded that the gains of task based oriented learning for vocabulary development are far more than those of mere emphasizing content through a lengthy lecture. One of the benefits of task based learning and instruction is that engaging students in a variety of tasks is necessary to promote acquisition. They stated further that this approach is best and effective for small group of four to eight students for ease controlling and coordinating them. In contrast to real life tasks, pedagogical tasks are intended to act as a bridge between the classroom and the real world in that they serve to prepare students for real life language usage (Long, 1998). Such tasks are often referred to as "preparation" or "assimilation" tasks (Duenas, 2002:482). They are designed to promote the vocabulary acquisition process by taking into account a teacher's pedagogical goal, the learner's vocabulary developmental stage and skill level, and the social contexts of the second-language learning environment. In addition, they focus on skills in isolation and within a narrow context. Pedagogical tasks do not necessarily reflect real-world task.

2.6.1 Teacher and Learner's Roles in Task Based Learning

Teacher Roles:

1. Selector and sequencer of tasks: the central role of the teacher is in selecting vocabulary topics, for instance, registers of petroleum and mining and making sure they are in line with student's needs, interests, and language skill level.

2. Preparing learners for tasks: Some sort of pre-task preparation or cuing is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedure.

3. Consciousness-raising: The teacher employs a variety of form-focusing techniques, including attention-focusing pre-task activities, text exploration to help facilitate the teaching of the vocabulary topic selected, guided exposure to parallel tasks, and use of highlighted material.

Learner Roles:

1. Group Participants: Many tasks are done in pairs or small groups. For students more accustomed to whole-class and/or individual work, this may require some adaptation, so as to effectively learn the vocabulary topic selected.

2. Monitor: In TBLT, tasks are employed as a means of facilitating learning. In this study, class activities will be designed in such a way that students have the opportunity to notice how registers are used in communication. Learners themselves need to attend not only to the message in task work, but also to the form in which such messages typically come packed.

3. Risk-taker and innovator: The vocabulary topic selected will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may need to be developed (Richards and Rodgers 2001).

2.6.2 Principles of TBLT

Jude (2008:110) postulated the following principles:

1. A needs-based approach to content selection
2. An emphasis on learning to communicate through interaction in the target language.
3. The introduction of authentic texts into the learning situation.
4. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
5. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

These principles will guide the researcher in selection of materials and implementation. Students engagement in classroom tasks for instance, role plays, explaining pictures, completion of sentences and other activities makes this study communication and student centered. The students would be expected to work as a team, required to create and interpret messages from the lessons for which they lack full linguistic resources and prior experience.

2.6.3 TBLT and Vocabulary Development at the JSS level

The place of practical activities in a vocabulary class to the growth of words at the JSS level, cannot be over stressed. Performing of task by students (for example pointing at an object on an instructional material) or playing a role in brief classroom discourse (for instance, playing the role of a receptionist in a hotel), has great potential of helping student become familiar with words and use these words in the right context (Graves 2004:71). The principle of performing task to learn in TBLT is cardinal at JSS level. This principle, if careful adopted and utilized by the Vocabulary teacher, has potentials to effectively produce huge results. Molka-Danielsen and Deutschmann (2009:11) defined methodological

principles as a list of design features that can be generally regarded as being facilitative to second language acquisition. For decades traditional methods of language teaching have used texts (example, dialogues, short stories) as a basis for organizing vocabulary syllabus in JSS. With TBLT methodologies, this approach has changed; the development of vocabulary for communicative skills is placed at the forefront, while grammar is now introduced only as much as needed to support the development of these skills. This raises questions on how to organize the JSS vocabulary syllabus. Some proponents (Orteg 2009; Long 1985; Thomas and Reinders 2010 and Prabhu 1987) suggest using tasks as central units that form the basis of daily and long-term vocabulary lesson plans. Such an approach to syllabus design is known as task-based language teaching. The rationale for the employment of vocabulary tasks is based on contemporary theories of language learning and acquisition, which claim that language use is the driving force for language development (Prabhu, 1987). For example, advocates of such theories (Pica, Kanagy, and Falodun 1993:31) suggest that, the best way to learn a language is through social interactions which allow students manipulate and use vocabularies, work toward clear goal, share information and opinions, negotiate meaning, get the interlocutor's help in comprehending input, and receive feedback on their language production. In the process, learners not only use their interlanguage, but also modify it, which in turn promotes acquisition. In other words, it is not the text one reads or the grammar one studies but the tasks that are presented that provide learners a purpose to use the grammar in a meaningful context. This gives task design and its use a pivotal role in shaping the vocabulary learning process at the JSS2 level.

2.6.4 Advantages of TBLT

1. TBLT is advantageous because it is student centered.

2. Allows for more meaningful communication, and often provides for practical extra-linguistic skill building.

3. As the tasks are likely to be familiar to the students for instance, registers of tiers of government, they are more likely to be engaged, which may further motivate them in their language learning.

4. Additionally, tasks promote language acquisition through the types of language and interaction they require. Although the teacher may present language in the pre-task, the students are ultimately free to use the vocabulary they want. This allows them to use all the language they know and are learning, rather than just the target language of the lesson.

5. On the other hand, tasks can also be designed to make certain target forms 'task-essential,' thus making it communicatively necessary for students to practice using them. In terms of interaction and information gap, tasks in particular have been shown to promote negotiation of meaning and output modification.

2.6.5 Disadvantages of TBLT

1. The risk that students will stay within the narrow confines of the new words learnt, and fear of error that may accompany stretching to learn and use new words. .

2. As with all group work, in group tasks, some students can hide and rely on others to do the bulk of the work and learning.

3. Another challenge is that the new learning elicited by the task based lesson may be lost if the lesson did not include sufficient planning, and time new words to be captured and reinforced while it is still fresh.

4. The last challenge, is one applying to many otherwise valuable language teaching methods, is the difficulty of implementing task-based teaching where classes are large and space limited and/or inflexible. These shortcomings will be catered for in this work by: selecting a controllable population, lessons well planned in such a way that no student can hide or rely on others and finally, the students will be encouraged to expand their coverage to include words in other registers that are part of this study.

2.6.6 Procedures for using TBLT

- Selection of tasks based on the scheme of work. For instance registers of tiers of government
- Appropriate instructional materials are developed for each task. For example organizational chart , instrument used for refining petrol gotten from newspapers and magazine and carefully placed on cardboard paper using gum were display before the class
- Listing words to be used for task, explanation of their meaning and definition where necessary
- Pictures of *drill, satellite dish, television, bedrock, refinery plant, mining plant, courtroom, portal*(surface entrance to a tunnel), *tram*(light rail car), *hoist, radio, news room, news paper, pipelines,* and *fissure*(an extensive crack in rocks), gotten from magazines and news papers are provided. Participants will write the names of these objects/instruments on pieces of papers using permanent makers. The students will place these pictures on cardboard papers using liquid gum. This will be followed by careful placement of the names they wrote on the pieces of paper on the objects/instruments. They are expected to match the words to the right objects/instruments.

- Other objects will be display on 2 cardboard papers. Another cardboard paper containing the names of objects on the first cardboard paper will also be displayed. The third one contained objects without names.
- Participants will match the names on the second cardboard paper with objects on the first cardboard paper
- Objects on the third cardboard paper are pointed at and participants are randomly selected to say their names
- A mini court room in session will be staged will be staged during lesson on law and order register. A participant will play the role of a judge, two as barristers (counsel for defense and prosecution). Another participant will play the role of a governor arraigned before the court for embezzlement of public funds. Four will play the role of witnesses and one will serve as police constable. The researcher corrects and makes modifications.

These steps were repeated during evaluation. In TBLT class, the researcher was responsible for finding appropriate, authentic or realistic materials for the learning task. The researcher assigned appropriate work or roles, and acted as language model and content consultant for students' work (Kamil and Hiebert, 2005:21). It adopted for this study because of it's students centeredness, activities oriented nature and the potentials it has for vocabulary development.

2.7 Empirical Studies

There are few closely related studies in the areas of this research. However, the following works are found related to the study.

Sule (2006) conducted his research by comparing the performance of students in content based language teaching (CBLT), total physical response (TPR) and Role play methods of teaching English on the development of collocation clusters. The study was carried out using questionnaire. One hundred and eight (108) form I students of Government College, Kano, Nigeria were used for the study. The students were randomly assigned into three groups using the admission system of the College. These groups consisted of the control group taught using TPR, while the experimental groups I was taught using CBLT method and the experimental group II were taught using Role Approach teaching method. The study concluded that the three teaching methods were equally effective in producing cognitive achievement gains in general English classes.

Similarities between his study and the current study include: they both used English language teaching approaches, although he used three approaches, both adopted control and experimental group. Their differences are the level of education involved and the location. While this study is an experimental research with both experimental and control groups while Sule's study was built around questionnaire with three groups. Statistical tool adopted by Sule was simple percentage analysis. The current study adopted t-test. The sample used in both studies also differed. His work compared performance of students in three approaches. The current study seeks to find out the effects of two approaches (CBLT and TBLT), on vocabulary development of students.

McDonad (2008)investigated relevance of learning gains in the content areas as well as those in general reading of English, this is vocational, conventional vocational vocabulary and conventional. The study used both a pre-test and a post-test. Vocational and conventional vocational vocabularies were measured by a test developed by three electronics technology teachers while the conventional vocabulary was measured by the Adult Basic Learning Exam (ABLE).

Following this procedure, the vocational vocabulary gain for the VESL program was 3.45, for the conventional vocational course was 10.22, and for conventional ESOL, 10.8. This indicates that the rate of improvement in vocational vocabulary was greater than that in either of the other two programs.

Similarities between his study and the current study includes: they used approaches of teaching English language targeted at students' vocabulary development. The differences include: the level of education involved and the location. While his study sought for relevance of content in general English, the current study investigates the effect of task/content on vocabulary development. Statistical tool adopted by McDonad was Spearman' ranked correlation whereas the current study adopted t-test. The sample used in both studies also differed. Not only that, this study is mixed method comprising quasi-experimental and questionnaire with both experimental and control groups while McDonad's study was just quasi-experimental with three experimental groups only.

Miller (2008) studied the relationship between best practice strategy (BPS), task based strategy (TBS) and content based strategy (CBS) on the vocabulary development of elementary education and middle grades. The study was carried out using questionnaire. The samples were made up of three Schools. The result of the study showed that best practice strategy and task based strategy has close relationship than concept card strategy and that it was more effective for vocabulary development than content based strategy (CBS). As a result, it was recommended that the use of BPS and TBS strategies should be adopted.

Similarities between Miller's (2008) study and the current study include, they both use approaches of teaching English. The differences between the two studies are: Miller adopted simple mean deviation as statistical tools for analyzing the data collected from the questionnaire from both teachers of English in the three schools, while the current study

adopted independent sample t-test. His study was to find out relationship between BPS, TBS and CBS, using questionnaire, while the current study, explores the effects of content and task based approaches on vocabulary development using experimental research/questionnaire. This study has a control group while his study accommodated experimental groups only. The level of education involved the location and the duration of the experiment, also differs. Also the pilot study of Miller's study was carried out within the study area, while the current will be carried out outside the study area. The teaching strategies investigated also differ. Though, both study used TBLT.

Jude. (2008) conducted a study quasi-experimental comparative analysis of two methods in mathematics Education. The study utilized a quasi-experimental comparative analysis to measure relative weaknesses and strength of task based approach (TBA) and activity based approach (ABA) on student's pronunciation. The study sample was selected using a convenience sampling method from JSS3 students of Government secondary School, Jalingo.

The sample size for the experimental group (TBA) was 99, while that of the control group (ABA) was (135). The results indicated that there were no significant differences in each one way analysis of covariance that was ran for each of the five research questions in the study. It was concluded that (TBA) did not improve pronunciation. Due to major limitations in the study statistical significance was not achieved on any of the research questions. However a number of side effects revealed findings of education significance. The research question comparing the methods of instruction overall or for each group had effects on 0.41(ABA), 0.44(TBA), respectively.

Similarities between Jude's (2008) study and the current study include: they are both approaches used for teaching English language. The differences include the level of education involved and the location. Jude studied to find out weaknesses and strength of TBA

and ABA on pronunciation. Statistical tool adopted by Jude was Freidman's (Jude 2008) two way analysis of variance whereas the current study adopted independent sample t-test. The sample used in both studies also differed. The current study has a control group while his study accommodated experimental groups only.

2.8 Summary

Chapter two reviewed related literature. It briefly discussed communicative language teaching approach, vocabulary, ways by which vocabulary are acquired and registers. Content based language teaching and its potentials for vocabulary development at JSS level and task based language teaching were discussed. This chapter concluded with the theoretical frame work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the general strategy and logistic that was employed in the conduct of this study. Yakeen (2006) defined research methodology as the "detailed plan of what the research is and how it is to be conducted. This chapter is discussed under the following sub-headings: research design, population for the study, sample size, sampling procedure, instrument for data collection, procedure for data collection, procedure for data analysis, validity of research instrument, pilot study and reliability of instrument.

3.2 Research Design

In this study, the quasi experimental pre-test and post-test design and was adopted. In this type of design, students are given test items to answer before they are taught what they were tested on. The lesson taught is known as treatment. After the treatment, the students are given the same questions they answered before the treatment to answer again but this time, the question order is changed. For instance, question 3, may become question 24. This is known as post test. Aggarwal (2009) saw experimental design as aiming at demonstrating a relationship, hopefully, causal, between an independent and dependent variable.



Figure 2: diagrammatic representation of the research design

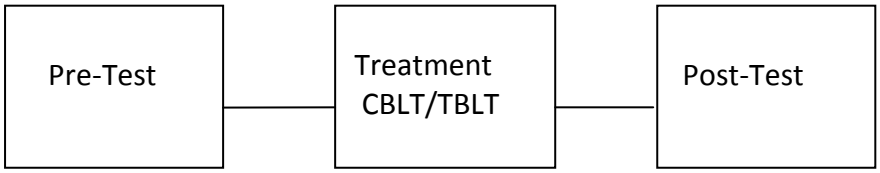


Figure 3: diagrammatic representation of the research design

The above illustrates the research design. The arrows in figure 2, shows how the approaches (CBLT and TBLT) will influence vocabulary development. Figure 3 presents a diagrammatic representation of the research process. The students are given a pre test before the experimental groups are taught using the approaches (treatment), while the control groups are taught using conventional methods. The post test was given after the treatment to both experimental and control groups

3.3 Population for the Study

The population for the study is one hundred and eighty (180) JSS2 English Language students of the twenty one (2) public schools in Zaria Local Government. Two out of twenty one secondary schools in Zaria were selected for the study. They were selected since the study involves teaching, close observation, monitoring, modifying student's classroom activities and analysis of data. They are considered for this study because they share a close homogenous English language background with all other JSS2 students in Zaria Local Government. The details of the target population from both schools are presented in Table 3.1.

Table 3.1 population used for the Study

S/no	Name of Schools	Gender	No. of Male	No. of female
1.	Junior Government Secondary School, Kofa Jatu	Mixed	33	67
2.	Government Junior Secondary School, Tudun Wada	Mixed	30	50
	TOTAL		63	117
	GRAND TOTAL		180	

Source: Ministry of Education, Zaria Inspectorate Division

3.4 Sample Size and Sampling Procedure

The sample size used for the study was one hundred and twenty (Krecjie and Morgan, 1970), JSS 2 male and female students of English Language from the two schools selected (Government Junior Secondary School, Tudun Wada and Government Secondary School, Kofa Jatu). This schools and sample size were selected because the research which cannot be done successfully and in indepth manner without teaching, development of teaching aids (like chats and diagrams), observation, monitoring, modifying student's classroom activities and analysis of data (Aggarwal, 2009). For the purpose of uniformity, sixty (60) students out of 61 JSS2 students in Government Junior Secondary School, Tudun Wada and sixty (60) in Government Secondary School, Kofa Jatu. The participants were divided into three (3) equal groups of forty (20) students per group in each school. Stratified random sampling method was adopted in selecting the sixty (60) students of JSS 2 that participated in the study from each of the schools. A sample lottery in form of folded pieces of papers with a word 'IN' and 'OUT' were given to students to pick. The 'IN' papers were numbered between 1and 60. Students that picked between 1-20 'IN' fell into group 'A' and belong to CBLT method. Those between 21-40 'IN' fell into group 'B' and belong to TBLT method group, while those who picked between 41-60, belonged to group C, the control group.

Table 3.2: Sample for the Study

S/No	NAME FO SCHOOLS	CBLT	TBLT	CONTROL	TOTAL
1.	Government Junior Sec School, Tudun/Wada	20	20	20	60
2.	Government Secondary School,Kofa Jatu	20	20	20	60
	Total	40	40	40	120

The above table shows the schools and sample size used for the study. Each group had 20 students in each school which totaled 120.

3.5 Research Instruments

The instruments that were used for this study were two test items for pre-test and post-test. They were designed to test the students' knowledge of the vocabularies they were taught. Both tests were designed by the researcher. The instruments were thoroughly scrutinized by two lecturers who are experts in English, in the Department of English Federal College of Education, Zaria. The test materials consisted of 66 multiple choice (A-D) questions. The test was scored over 66. Test items were distributed as follows: administrative setting had 11 items, government and politics had 11, tiers of government had 11, law and order had 11, mass media had11 and petroleum and mining had 11. The test which the researcher administered to each of the groups lasted for forty (40) minutes. This was aimed at determining the differences in performance in the test, between the experimental and control groups before and after the treatment. The scripts were marked by the researcher.

3.6 Reliability of Instrument

The test-retest reliability was used to determine the internal consistency of the achievement of the students at the beginning of the study. In this method, a test is administered to a group. After sometimes, the same test is re-administered to the same group. Then, the first and the second scores are correlated Olaofe (2010:93). A test was administered to a group of JSS2 students in Government Junior Secondary School, Gyelesu, and after six weeks, it was re-administered to the same group. The reliability estimate of the pilot study produced a reliability coefficient of 0.75 when the score of the

first (28.62) and second (29.38) test were correlated. Since there was no significant difference, it was concluded that instrument is reliable and will yield the desired result (Bello and Ajayi, 2000).

3.7 Validity of Research Instrument

In order to ensure the content validity of the instrument used for this study, two experts in English, in the Department of English Federal College of Education, Zaria, were given the students achievement test to scrutinize. The instrument was restructured in line with their suggestions.

3.8 Pilot Study

All components of the treatment conditions were piloted several weeks before the experiment at Government Secondary School, Gyelesu, Zaria. A total number of nine (9) students were used for the study. The students were divided into three equal groups and were randomly allocated into CBLT, TBLT and control groups. The three groups were taught the same topics. They were given pre-test and post-test. The simple mean deviation was used to test the result of the pilot study. The total score of the first test was 229. The total score was divided by the total number of students and the average mean of 28.62 was arrived at. The total score of the second test was 235. When divided by the total number of students, 29.38 was arrived at as average mean. Since the degree of variation of the first and second test is low, the test was considered reliable and was therefore adopted for the study.

3.9 Procedure for Data Collection

Since the research involved three main stages: pre-test, treatments and post-test that contain same questions arranged in different order, a lesson plan was designed for each topic as contained in JSS2 scheme of work. The lesson lasted for forty (40) minutes each. The study was conducted within six weeks. Within this period, the topics planned (for example, registers of mass media, administrative setting) were covered. The pre-test was administered in the first

week for all the participants before the treatment. Pre-test was done to establish the homogeneity of the participants. The post-test was administered at the end of the treatment.

Both the experimental and the control were taught by the researcher. After the treatment, the students of groups A, B and C were be given the second test. The test was scored over 66. Participant's script for both pre-test and post-test were marked by the researcher. The scores of the students in both pre-test and post-test formed the primary data for the study.

Treatment Procedure followed in the CBLT Group

- Selecting contents based on the scheme of work for JSS2. For instance, a passage on registers of petroleum. The contents were further synthesized into workable units. The class activities that were applied were related to the specific type of content instruction that the instructor used (Richards and Rodgers, 2001:245).
- Reading of the passage by the participants. Appropriate instructional materials were developed for each passage. For example pictures of instrument use for mining gotten from newspaper and magazines and carefully placed on cardboard paper using gum were displayed for the students. As they read the passage, they were asked to relate ideas and words to the pictures
- Identifying and bringing out of words associated with the register from the passage or article. Before the lesson, the researcher read the passage and brought out the words to be used for the lesson.
- Providing the meaning of words in relation to the context in which the words are used in the passage by the students. They also searched for the meaning of the words from dictionaries. The researcher explained some of the words and made adjustments and modification as the need arose.

- Some sentences were written on the board. The participants were randomly selected to read and bring out words related to the register being learnt. Some sentences with blank space were written as well. The participants also provided the missing words
- Displaying instructional materials like diagrams, pictures (where applicable) for the students to either match them with words provided on sheets of papers or and give further explanation.

  Evaluating the participants by asking them to say the meaning of words learnt or explain what they mean.

Treatment Procedure followed in the TBLT Group

- Selecting tasks based on the scheme of work. For instance, chosing registers of law and order
- Developing appropriate instructional materials for each task. For example organizational chart, instruments used for refining petrol gotten from newspapers and magazine were carefully placed on cardboard paper using gum were displayed before the class
- Listing of words to be used during task cum explaining their meaning and defining them where necessary
- Providing for instance pictures of *drill, satellite dish, television, bedrock, refinery plant, mining plant, courtroom, portal*(surface entrance to a tunnel), *tram*(light rail car), *hoist, radio, news room, news paper, pipelines*, and *fissure*(an extensive crack in rocks), gotten from magazines and news papers are provided. Students wrote the names of these objects/instruments on pieces of papers using permanent makers. They also placed these pictures on cardboard papers using liquid gum. This was followed by careful placement of the names they wrote on the pieces of paper on the objects/instruments. They matched the words to the right objects/instruments.

- Displaying of other objects on 2 cardboard papers. Another cardboard paper containing the names of objects on the first cardboard paper was also displayed. The third one contained objects without names.
- Matching names on the second cardboard paper with objects on the first cardboard paper
- Pointing at on the third cardboard paper. Students were randomly selected to say their names
- Playing roles in short plays. For instance, a mini court room in session in which a participant played the role of a judge, two as barristers (counsel for defense and prosecution). Another participant played the role of a governor arraigned before the court for embezzlement of public funds. Four played the role of witnesses and one served as police constable. The researcher corrects and makes modifications as the need arose.

These steps were repeated during evaluation. In TBLT class, the researcher was responsible for finding appropriate, authentic or realistic materials for the learning task. The researcher assigned appropriate work or roles, and acted as language model and content consultant for participants' work (Kamil and Hiebert, 2005:21). The above procedure will be adopted for this study.

3.10 Procedures for Data Analysis

The independent sample t-test statistics was used to measure pre and post events. The statistical procedure was preferred because of its suitability to test null hypotheses and to test the difference between the two methods of teaching using the means of pre-test and post-test results. Further analysis was made based on high, moderate and low performance using 22 as rang. 22 was used as rang to ensure uniformity in the cause of analysis. As such,

students who scored between 0-22 fell into low performers, 23-44 moderate performers and 45 and above high performers.

3.11 Summary

Chapter three discussed the general strategy and logistic used for the study. Experimental research design was adopted. The total population for the study was 207 out of which a120 was taken using stratified sampling procedure. It also discussed instrument for data collection, procedure for data collection, procedure for data analysis, validity of research instrument, reliability of instrument, and pilot study.

CHAPTER FOUR

PRESENTATION, DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented data analyzed for the study under the following sub-headings: analyses of Research Questions, testing of Null Hypotheses, analyses of Questionnaire, discussion of Findings and summary

4.2 Data Presentation

Before the analysis of research questions, here is an analysis of the controlled and experimental group pre-test mean score. This helped in further analysis of data in this chapter.

Table 4.1: Pre-test Mean Performance of the Three Groups

Variable	TBLT	CBLT	Control
Mean	24.7250	24.5500	25.1000
Std D	12.77013	10.52457	11.4596
Std error	2.01914	1.66408	1.81193

The table above shows the pre-test mean performance of the three groups. At the beginning of the study before treatment, the mean score of the three groups were 24.725 for TBLT, 24.55 for CBLT while controlled group had 25.1. The difference between the mean score of controlled group 25.1 and the mean score of CBLT mean score 24.55 is 0.55. The difference between the mean score of controlled group and TBLT is 0.375, while the difference between the mean score of TBLT and CBLT is 0.175. From the above it is clear that there were difference between the three groups at the beginning of the study.

Table 4.2: Pre-test and Post-test Mean Performance of TBLT and control Group at Three Performance Level

Performance level	Pre test means score		Post test means score	
	TBLT	CONTROL	TBLT	CONTROL
High performers	47.8	47	53.6	60
Moderate performers	32.71429	30.764706	33.34782	30.23076
Low performers	15.45455	15.42106	14.71429	21.375

Table 4.2 illustrates the pre-test and post-test mean score at three performance level, high, moderate and low of TBLT and controlled groups. Five students had high performance in the pre-test with mean score of 47.8 for TBLT, while ten students in the TBLT group, had high performance with a mean score of 53.6. Four had high performance in pre-test for control group, while just one student had high performance with mean score of 47 and 60 respectively in the post-test. Twenty two students had low performance in TBLT group with mean score of 15.45455 in the pre-test, while seven (7) students in TBLT performed low with mean score of 14.71429. Nineteen students had low performance in the pre-test with mean score of 15.42106, while sixteen (16) students in the controlled group had low performance with 21.375 mean score.

In order to further buttress the results analyzed above, Table 4.3 shows the actual words gained before and after treatment by the groups.

Table 4.3: Vocabulary Gained by TBLT and control Group in Pre-test and Post-test at Three Performance level

Performance level	Group	Pre-Test Vocabulary Gained	Post-Test Vocabulary Gained
High	CONTROL	Judge , local government, edit, councilor, case, editor, refinery, circular, headlines	Ward, cracking, accused, cadre, pulp, periodicals, ballot, live, solicit, prosecution
	TOTAL	9	10
	TBLT	Circular, judge, editor, refinery, headlines, case, drill, press	Solicit, decomposition, pulp, bill, press, ore, amalgamation, arraigned, periodicals Bureaucracy, cabinet, cracking, manifesto, electioneering, ballot, Bedrock
	TOTAL	8	16
Moderate	CONTROL	case, circular, oath, editor, , local government, refinery, headlines, edit, judge	Cracking, cadre, pulp, live, manifesto, prosecution, solicit, ballot, periodicals, accused, ward
	TOTAL	10	11
	TBLT	Headlines, democracy, local government, refinery, judge, councilor, oath, party logo, live	ore, periodicals, agenda, Bureaucracy, crust, manifesto, ballot, prosecution, solicit, budget, minutes, coup de tat, invalid
	TOTAL	11	13
Low	CONTROL	Case, judge, editor, refinery, edit, councilor	Ballot, broadcast, news agency, oath, ward, live
	TOTAL	6	7
	TBLT	Edit, judge, editor, refinery, accused, councilor	Bail, quarry, cadre, pulp, solicit, crust, oath, arraigned, electioneering, amalgamation, Bureaucracy
	TOTAL	6	11

The table above shows the progress made in vocabulary development after treatment. The control group high performers gained ten (10) words in addition to the ten (10) words gained at pre-test. TBLT high performers gained 16 words after treatment in addition to the 8 words gained at pre-test. Moderate performers for control group gained 8 words after treatment, while TBLT moderate performers gained 13 words. TBLT Low performers gained 11 words while control group gained 7 after treatment.

Table 4.4: Pre-test and Post-test Mean Performance of CBLT and control Group at Three Performance Level

Performance level	Pre test means score		Post test means score	
	CBLT	CONTROL	CBLT	CONTROL
High performers	47	47	53.38709	60
Moderate performers	30	30.764706	35.33333	30.23076
Low performers	15.84211	15.42106	13.33333	21.375

The above table shows the pre-test and post-test mean scores at three performance level, high, moderate and low of CBLT and controlled groups. Three students had high performance in the pre-test with mean score of 47 for CBLT, while thirty one (31) students had high performance in the post-test with a mean score of 53.38709. Four(4) had high performance in pre-test for control group, while just one(1) student had high performance with mean score of 47 and 60 respectively in the post-test. Eighteen students had low performance in CBLT group with mean score of 15.45455 in the pre-test, while three (3) students in CBLT performed low with mean score of 14.71429 in the post-test. Nineteen students (19) had low performance in the pre-test with mean score of 15.42106, while sixteen (16) students in the controlled group had low performance with 21.375 mean score.

In order to further buttress the results analyzed above, Table 4.5 shows the actual words gained before and after treatment by the group

Table 4.5: Vocabulary Gained by CBLT and control Group in Pre-test and Post-test at Three Performance level

Performance level	Group	Pre-Test Vocabulary Gained	Post-Test Vocabulary Gained
High	CONTROL	Judge , local government, edit, councilor, case, editor, refinery, circular, headlines	Ward, cracking, accused, cadre, pulp, periodicals, ballot, live, solicit, prosecution
	TOTAL	9	10
	CBLT	Judge , local government, edit, councilor, case, editor, refinery, circular, headlines	Rig, thumbprint, decomposition, pulp, bill, press, amalgamation, memorandum, arraigned, press conference, bail, bureaucracy, cabinet, cracking, crust, quarry, broadcast, manifesto, bedrock electioneering, cadre, ballot, coup de tat,
	TOTAL	8	23
Moderate	CONTROL	case, circular, oath, editor, local government, refinery, headlines, edit, judge	Cracking, cadre, pulp, live, manifesto, prosecution, solicit, ballot, periodicals, accused, ward
	TOTAL	9	11
	CBLT	Case, editor, local government, refinery, judge, councilor, oath, edit, party logo, trail	Counsel, pulp, ballot, periodicals, crust, prosecution, solicit, budget, cabinet, oath, minutes, coup de tat, memorandum, live, ward, manifesto, ballot, electioneering
	TOTAL	10	18
Low	CONTROL	Case, judge, editor, refinery, edit, councilor	Ballot, broadcast, news agency, oath, ward, live
	TOTAL	6	6
	CBLT	Case, judge, editor, refinery, edit, councilor	Rig, thumbprint, cadre, pulp, solicit, ward, oath, arraigned, electioneering, accused, manifesto, Bureaucracy, prosecution
	TOTAL	5	13

Table 4.5 above shows the progress made in vocabulary development after treatment. The control group high performers gained nine (9) words in addition to the ten (10) words gained at pre-test. CBLT high performers gained 23 words after treatment in addition to the 8 words gained at pre-test. Moderate performers for control group gained 11 words after treatment, while CBLT moderate performers gained 18 words. TBLT Low performers gained 13 words while control group gained 6 after treatment

In order to answer the research question, mean and standard deviation were used to analyze the data collected.

4.2.1 Research Question One (1)

What is the effect of CBLT on students' vocabulary development at JSS2 level?

To answer research question one (1), Table 4.6, 4.7, 4.8 were used.

Table 4.6: Student's performance level for CBLT

Performance Level	CBLT Pre-Test	CBLT Post-Test
High	3	31
Moderate	17	6
Low	19	3

Table 4.6 shows the performance of students in CBLT group at the pre-test and post-test. Thirty-one students had high performance in the post-test as against three (3) in three in the pre-test. From the table, it is clear that the students performed better after the treatment.

Table 4.7: Mean Performance of Students at the Pre-Test and Post-Test of CBLT Teaching Method

Group / Test	N	Mean	Std D	Std Error
CBLT Pre-Test	40	24.5500	10.52457	1.66408
Post-Test	40	47.6750	13.48577	2.13229

Table 4.7 showed that the pre-test mean was 24.5500 and standard deviation was 10.52457. For the post-test, the mean was 47.6750 and standard deviation was 13.48577. The mean difference was 20.525, while the standard deviation difference was 2.9612. This showed an increase in students' performances. This implied that students performed better with the use of CBLT approach than when they were not taught using CBLT approach. The increase in mean value for CBLT might have been as a result of exposure and the level of contribution of students in the class

To further prove that CBLT has effect for vocabulary development of JSS2 students, table 4.8 is provided to show the actual words gained before and after treatment at three performance level.

Table 4.8: Vocabulary Gained Table for CBLT High, Moderate and Low

Performance level	Pre-Test Vocabulary Gained	Post-Test Vocabulary Gained
High	Judge , local government, edit, councilor, case, editor, refinery, circular, headlines TOTAL GAINED = 9	Rig, thumbprint, decomposition, pulp, bill, press, amalgamation, memorandum, arraigned, press conference, bail, Bureaucracy, cabinet, cracking, crust, quarry, broadcast, manifesto, electioneering, cadre, ballot, coup de tat, Bedrock TOTAL GAINED = 23
Moderate	Party logo, trail, judge , local government, edit, councilor, case, editor, refinery, circular, headlines TOTAL GAINED = 12	Counsel, pulp, ballot, periodicals, prosecution, solicit, budget, cabinet, minutes, coup de tat, memorandum, crust, manifest TOTAL GAINED = 13
Low	Judge , edit, councilor, case, editor, refinery TOTAL GAINED = 6	Rig, thumbprint, pulp, arraigned, Beaureucracy, oath, ward, solicit, manifesto, accused, prosecution, cadre, electioneering TOTAL GAINED = 13

The table above shows the progress made in vocabulary development after treatment by CBLT group. High performers gained 23 words after treatment in addition to the 8 words gained at pre-test. This reveals great improvement. Moderate performers on the other hand gained 13 words after treatment as against 12 gained at pre-test. Low performers gained 13 words after treatment but before treatment, they gained only 6 words.

4.2.2 Research Question Two (2)

What is the effect of TBLT on students' vocabulary development at JSS2 level?

To answer research question two (2), Table 4.9, 4.10, 4.11 were used.

Table 4:9: Student's performance level for TBLT

Performance Level	TBLT Pre-Test	TBLT Post-Test
High	5	10
Moderate	13	23
Low	22	7

Table 4.9 shows the performance of students in TBLT group at the pre-test and post-test. Ten (10) students had high performance in the post-test as against five (5) in three in the pre-test. Twenty-three (23) students had moderate performance in the post-test. This figure showed huge improvement from thirteen (13) in the pre-test. From the table, it is clear that the students performed better after the treatment.

Table 4.10: Mean Performance of Students at the Pre-Test and Post-Test of TBLT Teaching Method

Group / Test	N	Mean	Std D	Std Error
TBLT Pre-Test	40	24.7250	12.77013	2.01914
Post-Test	40	35.4000	14.24295	2.25201

Table 4.10 showed that, the independent sample test result for task based language teaching revealed pre-test score of 24.7250 and posttest score of 35.4000 and their standard deviation for both pre and post revealed 12.77013 and 14.24295 respectively. This signifies that the mean of the post for TBLT is greater than the mean of the pre for TBLT. This, therefore, implies that the higher the level of participation of students in the class, the better the academic performance of the students involved. The result revealed that TBLT had a higher level of effectiveness on vocabulary development after treatment. Based on the mean and standard deviation differences of the pre-test and post test, it was discovered that the use of TBLT improved the vocabulary of the students. This outcome is consistent or congruent with our apiori expectation.

To further prove that TBLT has effect for vocabulary development of JSS2 students, table 4.11 is provided to show the actual words gained before and after treatment at three performance level.

Table 4.11: Vocabulary Gained Table for TBLT High, Moderate and Low

Performance level	Pre-Test Vocabulary Gained	Post-Test Vocabulary Gained
High	Circular, judge, editor, refinery, headlines, case, drill, press TOTAL GAINED = 8	Solicit, decomposition, pulp, bill, press, ore, amalgamation, arraigned, periodicals Bureaucracy, cabinet, cracking, manifesto, electioneering, ballot, Bedrock TOTAL GAINED =16
Moderate	Headlines, democracy, local government, refinery, judge, councilor, oath, party logo, live TOTAL GAINED = 11	ore, periodicals, agenda, Bureaucracy, crust, manifesto, ballot, prosecution, solicit, budget, minutes, coup de tat, invalid TOTAL GAINED = 13
Low	Edit, judge, editor, refinery, accused, Councilor TOTAL GAINED= 6	Bail, quarry, cadre, pulp, solicit, crust, oath, arraigned, electioneering, amalgamation, Bureaucracy TOTAL GAINED = 11

The Table 4.11 shows the progress made in vocabulary development after treatment by TBLT group. High performers gained 16 words after treatment in addition to the 8 words gained at pre-test. This reveals great improvement. Moderate performers on the other hand performers gained 13 words after treatment as against 11 gained at pre-test. Low performers gained 11 words after treatment but before treatment, they gained only 6 words.

4.2.3 Research Question Three (3)

Which one is more effective for vocabulary development of students CBLT or TBLT?

To answer research question three (3), Table 4.4 were used.

Table 4.12: CBLT and TBLT Student's Performance Level

Performance Level	Pre-Test		Post-Test	
	CBLT	TBLT	CBLT	TBLT
High	3	5	31	10
Moderate	17	13	6	23
Low	19	22	3	7

Table 4.7 shows the pre-test and post-test performance of CBLT and TBLT. After the treatment, thirty-one (31) students had high performance for CBLT group. For TBLT, only ten (10) had high performance. Three students had low performance for CBLT while seven had low performance for TBLT. It is clear from the table that CBLT group performed better than TBLT group after treatment

Table 4.13 Mean Performance of Students in CBLT and TBLT approaches

Group	N	Mean	Std D	Std Error
CBLT	40	47.6750	13.48577	2.13229
TBLT	40	35.4000	14.24295	2.25201

The data in Table 4.4 showed a t-value for both CBLT and TBLT. The t-value for CBLT revealed a value of 7.936 and CBLT revealed a value of 6.782 both in absolute terms with significant value of 1%. CBLT had a mean of 47.6750 while TBLT had 35.4000. This implied that there was difference in the standard deviation of both approaches. It further proves that the higher the exposure of students to CBLT and TBLT, the better the academic performance in vocabulary development at JSS2 level. By implication, CBLT was more effective for vocabulary development than TBLT. Considering the mean of both CBLT and TBLT approaches, it was discovered that there were differences in the level of students' performances in both teaching approaches but CBLT proved to be more effective than TBLT. This implied that students taught using content based teaching method performed better after treatment than students taught with task based language teaching as revealed by mean values of the two variables in the table above. This may be as a result of social interaction and level

of exposure that CBLT provided for the students. CBLT enhances better performance than TBLT method of teaching.

To further prove that CBLT is more effective for vocabulary development of JSS2 students, table 4.14 is provided to show the actual words gained at three performance level.

Table 4.14: Vocabulary Gained Table for CBLT and TBLT

Performance level	Group	Pre-Test Vocabulary Gained	Post-Test Vocabulary Gained
High	CBLT	Judge , local government, edit, councilor, case, editor, refinery, circular, headlines	Rig, thumbprint, decomposition, pulp, bill, press, amalgamation, memorandum, arraigned, press conference, bail, bureaucracy, cabinet, cracking, crust, quarry, broadcast, manifesto, bedrock electioneering, cadre, ballot, coup
	TOTAL	8	23
	TBLT	Circular, judge, editor, refinery, headlines, case, drill, press	Solicit, decomposition, pulp, bill, press, ore, amalgamation, arraigned, periodicals, Bedrock Bureaucracy, cabinet, cracking, manifesto, electioneering, ballot,
	TOTAL	8	16
Moderate	CBLT	Case, editor, local government, refinery, judge, councilor, oath, edit, party logo, trail	Counsel, pulp, ballot, periodicals, crust, prosecution, solicit, budget, cabinet, oath, minutes, coup de tat, memorandum, live, ward, manifesto, ballot, electioneering
	TOTAL	10	18
	TBLT	Headlines, democracy, local government, refinery, judge, councilor, oath, party logo, live	ore, periodicals, agenda, Bureaucracy, crust, manifesto, ballot, prosecution, solicit, budget, minutes, coup de tat, invalid
	TOTAL	11	13
Low	CBLT	Case, judge, editor, refinery, edit, councilor	Rig, thumbprint, cadre, pulp, solicit, ward, oath, arraigned, electioneering, accused, manifesto, Bureaucracy, prosecution
	TOTAL	6	13
	TBLT	Edit, judge, editor, refinery, accused, councilor	Bail, quarry, cadre, pulp, solicit, crust, oath, arraigned, electioneering, amalgamation, Bureaucracy
	TOTAL	6	11

The Table 4.14 above shows the progress made in vocabulary development after treatment by CBLT and TBLT groups. CBLT high performers gained 23 words after treatment in addition to the 8 words gained at pre-test. It is clear that there was great

improvement. TBLT high performers gained 16 words after treatment in addition to the 8 words gained at pre-test. This is less when compared with the words gained by CBLT group after treatment. CBLT Low performers gained 13 words after treatment but before treatment, they gained only 6 words. TBLT Low performers gained 11 words after treatment but before treatment, they gained only 6 words.

4.2.4 Research Question Four (4)

What is difference between the experimental groups (CBLT and TBLT) and the controlled group?

To answer research question four (4), Table 4.5 were used.

Table 4.15: Number of Student's Performance Level for CBLT, TBLT and Control Group

Performance Level	Pre-Test CBLT	TBLT	Control	Post-Test CBLT	TBLT	Control
High	3	5	4	31	10	1
Moderate	17	13	17	6	23	13
Low	19	22	19	3	7	16

Table 4.15 shows the pre-test and post-test performance of CBLT, TBLT and control group. After the treatment, thirty one (31) students had high performance for CBLT group, ten (10) for TBLT group, and one (1) for control group. Three students had low performance for CBLT, seven had low performance for TBLT and sixteen (16) for control group. It is clear from the table that CBLT group performed better than TBLT group and control group after treatment

Table 4.16: Mean difference between the experimental groups (CBLT and TBLT) and the controlled group.

Group	N	Mean	Std D	Std Error
CBLT	40	47.6750	13.48577	2.13229
TBLT	40	35.4000	14.24295	2.25201
Control	40	19.8750	11.58068	1.83107

Table 4.16 shows the post-test mean results of the experimental (CBLT and TBLT) and control group. The posttest mean of CBLT was 47.6750. The post-test mean of TBLT was 35.4000, while the posttest mean of control groups was 19.8750. From the table, the mean difference between CBLT and control group is at 27.8, while the mean difference between TBLT and control group is at 15.525. The result showed that students taught using CBLT and TBLT which constitute the experimental group, performed better at the posttest than the control group. It can therefore be concluded that the rate of difference in the performance of the students exposed to CBLT and TBLT is higher than that of control group.

To further justify that the rate of difference in the performance of the students who belong to the experimental group (CBLT and TBLT) is higher than that of control group, table 4.14 is provided to show the actual words gained at three performance level.

Table 4.17: Vocabulary Gained Table for CBLT, TBLT and Control Group High, Moderate and Low

Performance level	Group	Pre-Test Vocabulary Gained	Post-Test Vocabulary Gained
HIGH	CBLT	Judge , local government, edit, councilor, case, editor, refinery, circular, headlines	Rig, thumbprint, decomposition, pulp, bill, press, amalgamation, memorandum, arraigned, press conference, bail, Bureaucracy, cabinet, cracking, crust, quarry, broadcast, manifesto, electioneering, cadre, ballot, coup de tat, Bedrock
	TOTAL	8	13
	TBLT	Circular, judge, editor, refinery, headlines, case, drill, press	Solicit, decomposition, pulp, bill, press, ore, amalgamation, arraigned, periodicals Bureaucracy, cabinet, cracking, manifesto, electioneering, ballot, Bedrock
	TOTAL	8	16
	CONTROL	Judge , local government, edit, oath, , case, editor, refinery, circular, headlines	Ward, cracking, accused, cadre, pulp, periodicals, ballot, live, solicit, prosecution
	TOTAL	9	10
MODERATE	CBLT	Case, editor, local government, refinery, judge, councilor, oath, edit, party logo, trail	Counsel, pulp, ballot, periodicals, crust, prosecution, solicit, budget, cabinet, oath, minutes, coup de tat, memorandum, live, ward, manifesto, ballot, electioneering
	TOTAL	10	18
	TBLT	Headlines, democracy, local government, refinery, judge, councilor, oath, party logo, live	ore, periodicals, agenda, Bureaucracy, crust, manifesto, ballot, prosecution, solicit, budget, minutes, coup de tat, invalid
	TOTAL	11	13
	CONTROL	case, circular, oath, editor, , local government, refinery, headlines, edit, judge	Cracking, cadre, pulp, live, manifesto, prosecution, solicit, ballot, periodicals, accused, ward
	TOTAL	9	11
LOW	CBLT	Case, judge, editor, refinery, edit, councilor	Rig, thumbprint, cadre, pulp, solicit, ward, oath, arraigned, electioneering, accused, manifesto, Bureaucracy, prosecution
	TOTAL	6	13
	TBLT	Edit, judge, editor, refinery, accused, councilor	Bail, quarry, cadre, pulp, solicit, crust, oath, arraigned, electioneering, amalgamation, bureaucracy
	TOTAL	6	11
	CONTROL	Judge, case, councilor, editor, edit, refinery	Ballot, broadcast, news agency, oath, ward, live
	TOTAL	6	6

The Table 4.17 above shows the progress made in vocabulary development after treatment by CBLT, TBLT and control groups. CBLT high performers gained 23 words after treatment in addition to the 8 words gained at pre-test. It is obvious that there was great improvement. TBLT high performers gained 16 words after treatment in addition to the 8

words gained at pre-test. The control group high performers gained ten (10) words. This is less when compared with the words gained by CBLT and TBLT groups after treatment. CBLT low performers gained 13 words after treatment but before treatment, they gained only 6 words, TBLT low performers gained 11 words after treatment but before treatment, they gained only 6 words.

4.3 Test of Null Hypotheses

Four null hypotheses were raised for this study in line with the objectives stated for this study. The null hypotheses were tested using t-test statistics at 0.05, level of significance. The results of achievement test administered to students as pre-test and post-test were used in testing null hypotheses one and two, while results of achievement test administered to students as post-test were used in testing null hypothesis three at 0.05, level of significance.

4.3.1 Null Hypothesis One

There is no significant effect in the use of CBLT on student's vocabulary development at JSS2 level.

Table 4.18 was used to test the Null hypothesis one.

Table 4.18: T-test analysis of the Pre-Test and Post-Test Performance of Students in CBLT

PRE/POST	N	Mean	Std- D	Std–Error	T-Value	Sig
CBLT 1.00	40	24.5500	10.52457	1.66408	-7.936	.000
2.00	40	47.6750	13.48577	2.13229	-7.936	.000

The mean value for both pre and post for content base language teaching show a value of 24.5500 and 47.675 with standard deviation of 10.52457 and 13.48577 respectively. This implied that the mean of pre is greater than the mean of the post. On the other hand, T Value

for CBLT revealed a score of -7.936 in absolute term which is therefore significant at 1% of level of significant. It means that the higher the exposure of students to CBLT, the better the performance in the vocabulary test. This result is cru gent with our apiori expectation. Based on the finding of this study, we therefore reject the first hypothesis of the study, which states that CBLT has no significant effect in the use of CBLT for vocabulary development of students at JSS2 level.

4.3.2 Null Hypothesis Two

There is no significant effect in the use of TBLT for vocabulary development of students at JSS2 level

Table 4.19 was used to test null hypothesis two.

Table 4.19: T-test analysis of the Pre-Test and Post-Test Performance of Students in TBLT

PRE/POST	N	Mean	Std- D	Std–Error	T-Value	Sig
TBLT 1.00	40	24.7250	12.77013	2.01914	-6.782	.000
2.00	40	35.4000	14.24295	2.25201	-6.782	.000

Table 4.19 revealed that the pre and post value for mean show a value of 24.7250 and 35.4000 with their standard deviation of 12.77013 and 14.24295 respectively. This signifies that the mean value after is greater than the mean value before. In a similar vein, the t-value for TBLT had a score of 6.78 with a significant value of .000. This means that the t-value is significant at 1%. As such, the method is effective for vocabulary development of students at JSS2 level. Teaching students using TBLT approach has a great influence on the students performance as it shown by our T-Value i.e. the higher the exposure of students to TBLT, the higher the academic performance of students concerned. We therefore reject the null hypothesis of the study which states that TBLT has no significant impact on the academic

performance if students. The result indicated that there was a significant effect in the use of TBLT and when students were not taught using TBLT.

4.3.3 Null Hypothesis Three

There is no significant difference in the vocabulary development of students exposed to CBLT and TBLT at JSS2 level.

Table 4.20 was used to test null hypothesis three (3).

Table 4.20: T-test Analysis of the Performance of Students in CBLT and TBLT

Group	N	Mean	Std- D	Std–Error	T-Value	Sig
CBLT	40	47.6750	13.48577	2.13229	-7.936	.000
TBLT	40	35.4000	14.24295	2.25201	-6.782	.000

From the table above, the post scores for both TBLT and CBLT shows a value of 47.67 and 35.40 with their standard deviation of 13.40 and 14.24 respectively. This implies that the mean value for CBLT is greater than the mean value for TBLT. Similarly, the variable CBLT had more impact on the vocabulary development of students and this is confirmed by both their mean and t-value. As show on the table above, the t-value for both CBLT and TBLT revealed 7.936 and 6.782 in an absolute term with a significant value of .000 which is significant at 1% level of significance. Going by this result, it means that the two approaches are effective for vocabulary development, but CBLT was more effective than TBLT due to an increase in t-value of CBLT. The study therefore rejects the third hypothesis which states that there is no significant difference in the vocabulary development of the students exposed to CBLT and TBLT at JSS2 level.

4.3.4 Null Hypothesis four

There is no significant difference between the experimental groups (CBLT and TBLT) and the controlled group.

Table 4.21 was used to test null hypothesis four (4).

Table 4.21: T-test Analysis of the Performance of Students in experimental group (CBLT and TBLT) and the controlled group

Group	N	Mean	Std- D	Std–Error	T-Value	Sig
Control	40	19.8750	11.58068	1.83107	-1.215	.228
TBLT	40	35.4000	14.24295	2.25201	-6.782	.000
CBLT	40	47.6750	13.48577	2.13229	-7.936	.000

The above table revealed post scores for both experimental group and control group. The post mean scores for CBLT was 47.6750, TBLT was 35.4000 and I9.8750 for controlled group, with their standard deviation of 13.48577, 14.24295 and 11.58068 respectively. This implies that the experimental group exerts positive influence on the vocabulary development of students under review because of the higher mean value of the experimental group. Similarly, the t-value for experimental group showed a value of -7.936(CBLT), and -6.782(TBLT) in absolute term and is significant at 1% level of significance. This implies that the performance of student in experimental group exert positive influence on the overall scores of the students concerned. We therefore reject the fourth null hypothesis for this study. On the other hand, the control group shows a t-value of 1.45 with a significant value of 22.8%. This implies that the approach is not suitable in teaching students as it did not fall within the range of 1%, 5% or 10%.

4.4 Major findings

The major findings in this study are as follows:

1. CBLT has significant effect on students' vocabulary development at JSS2 level of Zaria Local Government;
2. TBLT has significant effect on students' vocabulary development at JSS2 level of Zaria Local Government;
3. CBLT is more effective than TBLT for vocabulary development of JSS2 students;
4. There is significant difference between the vocabulary development of students in the experimental group and the control group.

4.5 Discussions

The analysis revealed that CBLT had significant effect on the vocabulary development of students than when students were not taught using CBLT in Zaria Local Government. This research agreed with the findings of Stoller (2004:271) who affirmed that CBLT is the most widely used instructional method for acquisition of new words and retention of the words. He also claimed that when a child learns by doing, he learns better and is able to subsequently recall and use the acquired words in proper contexts. proponents like Stoller (2006), Pica (2000), Klee and Teddick (1997 and Bax (2003) Snow (1998) are of the view that authentic materials like diagrams, pictures and realia need not to be emphasized, and instructors are especially discouraged from using multiple sources of different types but to limit themselves to print contents only. For instance, textbooks, newspapers, magazines should be used to reinforce both language and content learning. Language textbooks are generally welcomed. Klee and Teddick (1997:141-143), Lewis (1993), assert, "textbooks are cardinal to the very concept of CBLT, good language teaching in general and word

development in particular". However, this study worked with the suggestion made by Olaofe and Connie (2006:vii) "for such teaching-learning approach that offers practical classroom resources" and the position of the 9-year Basic Educational Curriculum (2007) on the use of teaching aids like diagrams, pictures, real life materials and other objects to supplement the contents (textbooks, magazines and newspapers) and found out that students benefited immensely when they had the opportunity to interact with materials, participate in activities and manipulate objects and equipment.

TBLT also had significant effect on students' vocabulary development than when they were not taught using TBLT in secondary schools in Zaria Local Government. This is in line with the findings of Yuan and Ellis (2003:20), Verhelst (2007:171), (Ushioda, 2009:222),Van den Brenden (2006:114) and Willis and Willis (2007:68) supported the view that TBLT substantially improved retention, deep understanding and the ability to extrapolate word knowledge to subsequent learning experiences and new situations. Proponents like Willis and Willis (2001:22), Long (1985:80), Williams (1990), Wilkins (1976) pointed out that, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes. The forms are not specified in advance. To them examples of tasks include: filling out a form, making an airline reservation, borrowing a library book, making a hotel reservation, finding a street destination and helping someone across the road. Task like filling in blank space in sentences, matching words with pictures or diagrams in a language class are not are not task. However, this study has proved that activities and task like filling blank space in sentences, matching words with pictures made lessons less theoretical leading to vocabulary development of students.

There were differences in the vocabulary development of students exposed to CBLT and students exposed to TBLT in secondary schools in Zaria. The analysis showed that CBLT was more effective than TBLT for students' vocabulary development. Thirty-one

students in CBLT performed high in the post test (as against three students in the pretest) with a mean score of 53.38709. Only Ten students in the TBLT group had high performance with a mean score of 53.6. This observation may due to the fact that CBLT group had access to sufficient content and instructional materials like diagrams, pictures and real objects like news papers, books magazines during the classes. These findings agreed with the claims of Skehan (1998:85) and Tomasello (2002:402), who concluded that CBLT was better than lecture and TBLT for student' vocabulary development. Proponents like Short (1993), Met (1999), Gaffield (1996), Bax (2003) Klahn (1997) claim that CBLT is best for instruction in a small group of not more than seven to ten students, while Skehan (1998) and Tomasello (2002)), Breen (1987: 23), Donato (2000), Newton (2001:30-37), Newton (1995:159) are of the opinion that TBLT is best and effective for only a small group of four to eight students. They may have a point. However, they do not consider adverse situations like in Government Secondary School, Kofa Jatu, where there are three (3) JSS2 classes with sixty (60) students per class. With these factors in mind, the current study extended these number to twenty (20), applied these approaches for vocabulary development and were very effective.

The analysis of post-test performance of the experimental and control showed that the experimental group performed far better than the control group. Thirty one students CBLT performed high in the post test as against three students in the pre test, with a mean score of 53.38709. Ten students in the TBLT group had high performance with a mean score of 53.6. Only one student had high performance in the controlled group. This simply means that CBLT and TBLT are very effective for vocabulary development. As such, students exposed to these approaches will learn and acquire new words better than those who are not exposed to these approaches. This strongly agrees with the findings of Vann den Brenden, Gorp and Verhelst (2007:171) who affirmed that the use of TBLT was very helpful in word learning of the students, and Stoller (2004) who proved in his work that CBLT is highly effective

because it involves active participation of the students thereby leading to increase in their word growth. It was discovered in this study that using these approaches makes teaching and learning very easy. In fact, the teacher talks less while the students talk more and carry out the roles, activities or tasks themselves culminating in vocabulary development unlike the conventional methods where the teacher does everything making the class boring and uninteresting.

There was significant effect in the use of CBLT for vocabulary development of JSS2 students. The results of the t-test established that students performed better after they were taught using CBLT. This agreed with the findings of Klahn (1997:202-218), Marsh and Lang (1999) and Murphey (1997:117-131) who found out that CBLT stimulated learners thinking and formation of words and concepts and that is very potent for generalization research. They concluded that demonstration helped in fixing facts, ideas, knowledge, principles and words as well as fostering creative thinking in the learners which can lead to high academic performance of students.

The t-test statistical analysis for null hypothesis two (2) showed that there was significant effect in the use of TBLT for vocabulary development of JSS2 students. The result showed that students performed better when taught with the use of TBLT than when they were not taught using TBLT. This might be due to the social interaction possibilities and friendly atmosphere that TBLT provided for the students, as such, were motivated to learn. Team work brought about respect the opinion of others during discussion. This strongly agrees with the opinion of Otega (2005:77-109) who opined that the more the interactions among students, the better their performance.

There was significant difference in the vocabulary development of JSS2 exposed to CBLT and those exposed to TBLT as revealed by t-test statistical analysis of null hypothesis three (3) which led to the rejection of the null hypothesis. While the standard deviation of

both approaches were13.48577 (CBLT) and 14.24295(TBLT), their mean difference was 12.275. This showed huge significant difference between them but statistically, t-calculate was greater than t-tabulated, which signified that CBLT had a higher mean of 47.6750 was more effective than TBLT which had a lower mean of 35.4000. Thirty one students in CBLT performed high in the post test (as against three students in the pre test) with a mean score of 53.38709. Only Ten students in the TBLT group, had high performance with a mean score of 53.6This research finding is contradicts the findings of Miller (2008) who concluded that the TBLT enhanced better students' performance and was more effective for vocabulary development than CBS also known as CBLT.

Since the post mean scores for CBLT was 47.6750, TBLT was 35.4000 and 19.8750 for controlled group, with their standard deviation of 13.48577, 14.24295 and 11.58068 respectively, the fourth null hypothesis was rejected as well. The t-value of the experimental group was -7.936(CBLT) and -6.782(TBLT) and significant at 1percent level of significance, while the t-value of the controlled group was1.45 with significant value of 22.8percent. This proved that the CBLT and TBLT are more effective for vocabulary development.

4.6 Summary

This chapter analyzed and discussed research questions, null hypotheses and questionnaire raised for the study. It was discovered that the use of CBLT and TBLT were effective for students' vocabulary development, but CBLT was more effective than TBLT. There was difference in the vocabulary development of the experimental groups and the control group. The introduction of activities and materials and involvement of students in vocabulary lessons, culminates in better word learning, mastery and understanding

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter was presented under the following sub-headings: summary, conclusion, recommendations, limitation of the Study and suggestions for further studies

5.1 Summary

This study was set to find out the effect of content and task based teaching approaches on vocabulary development in Zaria metropolis. The research was guided by four specific objectives, four research questions and four null hypotheses. The experimental research design was adopted for the study. A total number of 120 were used from Basic Secondary School Tudun Wada, Zaria and Government Secondary School, Kwangila, Zaria. This sample was taken from the population using stratified random sampling technique. Inferential statistics (mean, standard deviation and t-test) were used to analyze the data and test the null hypotheses stated at 0.05 level of significance. From the analysis of research questions and null hypotheses, the use of CBLT was more effective for students' vocabulary development than TBLT and the conventional method, TBLT was more effective for vocabulary development than the traditional methods. There was difference in the vocabulary development of JSS2 students exposed to CBLT and those exposed to TBLT than those who were not exposed to these approaches and the introduction of activities like role play, instructional materials and student's involvement in vocabulary lessons, culminates in better word learning, mastery and understanding

5.2 Conclusion

Teaching is effective when the teacher is well informed about the subject matter and the appropriate approach for delivering his lesson. In general, findings substantiated the impact of CBLT and TBLT on vocabulary development. The two approaches provided

increased opportunities for exposing learners to L2 vocabulary knowledge in meaningful situations. They also seem to be authentic approach to language teaching especially word development (Celce-Murcia and Olshtein 2000). Their positive impact in the vocabulary test results demonstrate that by attaching words to their surroundings and practical resource materials, the likelihood of comprehension and retention is increased (Schmitt and Schmitt 1995). It could be concluded that participants taught vocabulary topics using CBLT performed better than those not taught using TBLT. The use of TBLT also had significant influence and effect on students' vocabulary development than when they were not taught using TBLT. Above all, the experimental group (CBLT and TBLT), performed better than the control group. The study revealed that the use of CBLT and TBLT had significant effect on the vocabulary development of students Zaria Local Government. It could be concluded that when students are taught vocabulary using CBLT and TBLT, they will learn better, grasp words easily and use these words in appropriate context.

5.3 Recommendations

Emanating from the findings of the study, the following recommendations are made:

1. English language teachers should make use of current teaching approaches like CBLT since it has potentialities for vocabulary development of students. In using this approach, the teacher should follow the following procedures:

- Selecting contents based on the scheme of work for JSS2. For instance, a passage on registers of petroleum. The contents were further synthesized into workable units. The class activities that were applied were related to the specific type of content instruction that the instructor used (Richards and Rodgers, 2001:245).
- Reading of the passage by the students. Appropriate instructional materials were developed for each passage. For example, pictures of instrument use for mining gotten from newspaper and magazines and carefully placed on cardboard paper using gum

were displayed for the students. As they read the passage, they were asked to relate ideas and words to the pictures

- Identifying and bringing out of words associated with the register from the passage or article. Before the lesson, the researcher read the passage and brought out the words to be used for the lesson.
- Providing the meaning of words in relation to the context in which the words are used in the passage by the students. They also searched for the meaning of the words from dictionaries. The researcher explained some of the words and made adjustments and modification as the need arose.
- Some sentences were written on the board. The students were randomly selected to read and bring out words related to the register being learnt. Some sentences with blank space were written as well. The students also provided the missing words
- Displaying instructional materials like diagrams, pictures (where applicable) for the students to either match them with words provided on sheets of papers or and give further explanation.

  Evaluating the students by asking them to say the meaning of words learnt or explain what they mean.

2. English language teachers should employ a variety of contemporary teaching approaches like TBLT in order to enhance students' interest in the learning situation since it has great potentiality of yielding results as proved in this study. The following procedures should be followed while using this approach:

- Selecting tasks based on the scheme of work. For instance registers of law and order
- Developing appropriate instructional materials for each task. For example organizational chart, instruments used for refining petrol gotten from newspapers and

magazine were carefully placed on cardboard paper using gum were displayed before the class

- Listing of words to be used during task cum explaining their meaning and defining them where necessary
- Providing for instance pictures of *drill, satellite dish, television, bedrock, refinery plant, mining plant, courtroom, portal*(surface entrance to a tunnel), *tram*(light rail car), *hoist, radio, news room, news paper, pipelines,* and *fissure* (an extensive crack in rocks), gotten from magazines and news papers are provided. Students wrote the names of these objects/instruments on pieces of papers using permanent makers. They also placed these pictures on cardboard papers using liquid gum. This was followed by careful placement of the names they wrote on the pieces of paper on the objects/instruments. They matched the words to the right objects/instruments.
- Displaying of other objects on 2 cardboard papers. Another cardboard paper containing the names of objects on the first cardboard paper was also displayed. The third one contained objects without names.
- Matching names on the second cardboard paper with objects on the first cardboard paper
- Pointing at on the third cardboard paper. Students were randomly selected to say their names
- Playing roles in short plays. For instance, a mini courtroom in session in which student a played the role of judge, two as barristers (counsel for defense and prosecution). Another student played the role of a governor arraigned before the court for embezzlement of public funds. Four played the role of witnesses and one served as police constable. The researcher corrects and makes modifications as the need arose.

These steps were repeated during evaluation. In TBLT class, the researcher was responsible for finding appropriate, authentic or realistic materials for the learning task. The researcher

assigned appropriate work or roles, and acted as language model and content consultant for students' work.

3. Curriculum planners of English language should emphasis the use of CBLT and TBLT approaches for English language teaching and learning in the minimum standard document. Two curriculums were designed to serve as guide for vocabulary Curriculum planners of English language. The curriculum has topic and objectives, content that is specific vocabularies to be learned, teacher's as well as students role, teaching and learning materials and provided for evaluation. Below are proposed vocabulary curriculums for CBLT and TBLT:

A SAMPLE OF TBLT CURRICULUM DESIGN FOR JSS2
THEME: VOCABULARY DEVELOPMENT

Topic	Objectives	Content	Activities		Teaching & learning material	Evaluation guide
			Teacher	Students		
Vocabulary associated with law court	Students should be able to: 1. Explain the terms law court 2. List words related to law court. 3. Discuss the meaning of the words and use dictionaries were necessary 4. Make sentences 5. Stage a court scene in the class	1. Meaning of law court. 2. Words related to law court prosecution, oath, arraigned, solicit, bail, accused counsel, judge	1. Presents a passage on the roles and activities of law court. 2. Leads students to identify words related to law court. 3. Guides Students to find the meaning of words in dictionaries. 4.Guide/regulate other class activities like: - making sentences - Matching words and objective or pictures - role playing a court	1. Read the passage. 2. Explain the term law court. 3. Identify words related to law court. 4. Discussion the meaning of the words and use dictionaries where necessary. 5. Make sentences using the words 6. Match words and objects. 7. Stage a court scene in the class.	1. Passage on law court. 2. Real objects. 3.Diagrams 4. Picture 5. Visit to a court where available.	Students to: 1.explain the term law 2. Identify or words related to law court. 3. Use 6 of the words in sentences.

A SAMPLE OF CBLT CURRICULUM DESIGN FOR JSS2

THEME: VOCABULARY DEVELOPMENT

Topic	Objectives	Content	Activities		Teaching & learning material	Evaluation guide
			Teacher	Students		
Vocabulary associated with mass media	Students should be able to: 1. Read a passage on mass media and explain the terms mass media. 2. Bring out words related to mass media from the passage. 3. Use dictionaries to find the meaning of these words. 4. Make sentences with the words. 5. Fill in blank spaces in sentences with the words and also complete sentences	1. Meaning of mass media. 2. Words related to mass media broadcast, news agency, reporter, Journalist, periodical, press, edit, live, editor headline, press conference.	1. The teacher directs student to read a passage on mass media and explain the meaning of mass media. Using diagrams/pictures. 2. List some words and leads them to identify more words. 3. Guides the student in using dictionaries to look for the words. 4. Give further meaning where necessary. 5. Co-ordinate other class activities like making sentences, filling in blank spaces.	1. Read a passage on mass media, listens and contribute to the meaning of mass media. 2. lists words related to mass media from the passage and explains them as used in context 3. Tell the meaning of some of the words and explains some picture on the diagram. 4. Use dictionaries to find meaning of words. 5. Make sentences; fill in blank space in sentence.	1. Real object like news paper. 2.Diagram 3. Picture 5. Visit to a media where available.	Students to: 1. Explain the meaning of mass media. 2. List four (4) words related to mass media. 3. Tell meaning of selected words related to mass media. 4. Make sentences with the following words: headlines, live, press conference, periodicals.

4. The inclusion of role play or short plays and activities into lessons by teachers that will make teaching and learning student centered and should reduce over-dependence on the use of traditional lecture method and adopt the contemporary approaches like CBLT and TBLT which make learning more realistic and effective for vocabulary development. See appendixes 2 for sample of role-play for lessons using CBLT and TBLT.

5.4 Limitations of the Study

This study had a number of limitations. For instance, student's general poor attitude to teaching and learning made their organization a bit difficult for the researcher and his assistants. Other variables such as habits, student motivation and personal exposure to other language learning environments and the influence of over reliance on the L1 or L2 during the period of this research were not controlled in the present study.

5.5 Suggestions for Further Studies

CBLT and TBLT could be implemented in other areas other than vocabulary. These include: CBLT and TBLT in reading comprehension, writing and grammar. Moreover, only the productive vocabulary knowledge of the students could be explored. A study to compare the productive and receptive vocabulary of the students will be of great benefit. Equally pressing is the need to conduct a similar study using the same variables used in this work to ascertain its consistency as supported by Crandall (2013). Although definitive conclusions cannot yet be reached regarding the exact value of CBLT and TBLT language learning, the results of the present study suggest that the issue of learning other aspects of language through CBLT and TBLT is a fertile ground for further research.

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APPENDIX 1

SAMPLE OF LESSON PLAN

Class: JSS2

Gender Mixed

Age: 11-14

Subject: English Language

Topic: Words Associated with Government and Politics

Subtopic: Words associated with politics and elections

Duration: 40 minutes

Instructional materials: Dictionaries, pictures of electorates on a queue, an woman voting, voters card, an invalid vote, ballot paper, ballot box, party flag, posters carefully placed on card board papers.

Teaching method: Task based Teaching approaches

Behavioural Objectives: By the end of the lesson, the students should be able to:

(i) Grasp words associated with politics and elections

(ii) Use dictionaries to check meaning of words associated with politics parties and elections

(iii) Perform task using words associated with political parties and elections

Previous knowledge: students have been taught campaign

Introduction: The teacher introduces the lesson by asking the student a student to her political manifesto.

Presentation

Step 1 - The teacher lists some words associated with politics and elections from intensive English for junior secondary school 2, on the chalkboard: ward, manifesto, voting, candidate, campaign, booth, ballot box, rig, cast, polling and thug.

Step 2 - The students are randomly selected by the teacher to provide the meaning of some of the word listed on the chalkboard based on their previous knowledge of the words not as used in the passage

Step 3 - The teacher guides the students to find the meaning of the words as used in the passage read using dictionary

Step 4- The teacher displays instructional material containing pictures of electorates and electoral materials. Some students are randomly selected to either point at, touch or identify the electorate or electoral materials.

Step 5- The teacher points at the correct items on the instructional materials which the students pointed at wrongly.

Evaluation - The teacher evaluates the students using the entry objectives

i. Mention some words associated with politics and election

ii. Point at the electoral officer

iii. Give the meaning of the following words and phrases: ward, voting, ballot, rigging, thug and manifesto

Conclusion- the teacher concludes by giving the students note to copy

APPENDIX 2

TRANSCRIPTION OF VIDEO ON

LAW COURT (TBLT)

Teacher_ Good Morning class

Students_ Good Morning Sir.

Teacher – Last week we studied registers of politics. How many of you still remember the words (Students raise their hands)

Teacher – You all remember the words

Students: yes sir

Teacher – I believe everybody here can present his or her political agenda or manifesto.

Teacher – Sadatu came and present your manifesto.

Sadatu – I am sadatu Abubakar. I am campaigning as a Senatorial aspirant on the platform of CPC.

Teacher – CPC?

Sadatu – Yes

Sadatu – Yes

Teacher – She is a politician, clap for her (students claps their hand) Tell us your manifesto

Sadatu – Provision of electricity, pipe borne water and free education for primary school children. The constitution shall be my guide. To stop electoral malpractice, register as a potential voter. This will enfranchise you to cast your vote. This will stop rigging. Let embrace democracy which is government of the people by the people and for the people. When we do this, we will stop coup plotters from carrying out coup d'état.

Teacher – Are you through

Sadatu – Yes

Teacher – Clap for her. That is intelligent clap for her again. While talking you discover that she use the word, disenfranchise, coup, democracy, government, vote. These are words used in politics. Like I told you registers are words used in a particular field. For today's class, we will be studying registers of law court. Say with me.

Students/Teacher – Registers of law court.

Teacher – Like we normally do, I will give you sheet of paper. On each sheet of paper, a word is written. You all have your dictionaries right? Open your dictionary, locate the word on your sheet of paper in your dictionary, then I will tell you what to do next.

Teacher – What is the word written on your sheet of paper.

Student – Evidence.

Teacher – What about you?

Student – Cross examine

Teacher – What about you at the back?

Student – Court.

Teacher – Open your dictionaries. Those of you sharing a dictionary, allow the other person to open first, after that, you'll give it to the other person to open and locate his or her word. Open your dictionary, locate your word and write out the meaning as it relates to law. If you don't understand, call me (students opens their dictionaries to locate their words. Some call on the teacher to put them through where word has several meanings. The meanings are written on the sheets of paper by the students).

Teacher – Raise up your sheets of paper so that I can see what you have written. (Students raised up the sheets of paper). That is good. (The teacher calls the students to read or write on the board the meaning of the words they looked for). You say the word first before you'll say the meaning.

1st student: Jury :A group of twelve people sworn to deliver a true verdict according to the evidence upon a case presented in a court of law (read)

Teacher: clap

2nd student: Accused – The defendant appearing on a criminal charge.

Teacher: clap for

3rd student: Convict – To pronounce someone guilty of an offence.

Teacher: clap for her

4th student: Acquit – To pronounce someone not guilty.

Teacher for her

5th student: Larceny – Theft or Stealing.

Teacher: clap for him

6th student: Injunction – An order issued by a person or group, especially to refrain from some act.

Teacher: clap for her

7th student: Cross – Examine – To question a witness in order to accept or refuse his testimony. (Read)

8th student: Alibi – Plea of being somewhere at the time a crime was committed (read)

9th student: Counsel – A barrister or group of lawyers conducting a law case (read)

Teacher: before you read, tell us what you know about court

10th student: if someone steals and is arrested, he is taken to the court.

Teacher: That is good. Read what you copied from your dictionary

10th student: Court – A place where trails or other law cases are held.

Teacher: clap for him

11th student: Case – A matter that is being officially investigated.

12th student: Guilty – Having committed a crime or done wrong.

Teacher: clap for her

13th student: Sentence – The punishment given by a law court.

Teacher: clap for him

14th student: Constitution – A system of laws and principles by which a country or organization is governed.

Teacher: clap for him

15th student: Evidence – Information that gives a strong reason for believing something.

Teacher: sit down

16th student: Dismiss – To reject a case.

Teacher: that is good

17th student: Summons – An order to do something.

Teacher: clap for him

18th student: Verdict – A decision reached in a law case.

Teacher: ok

19th student: Witness – A person who gives evidence in court of law.

Teacher: ok, say it by heart (she repeats what she said)

20th student: Solicitor – A lawyer who prepares legal document.

Teacher – say it again. Clap for her, clap for yourselves. I will write all the meaning of the words on the board for you to copy latter.

Now we will move the second class activities. I will write some sentence on the board, you will fill in the black spaces with option provided on the other side of the board, like we normally do. We have written the sentences. I will call you one after the other to pick a word from here to fill in the black space.

Teacher – Shehu was lead I to the ____ Ismail, go to the board, pick the correct word and fill the blank space so that sentence will be correct.

Students – Shehu was lead into the court.

Teacher – Is he correct?

Students – Yes

Teacher – Clap for him

Teacher – A policeman stood behind him in the _____

Teacher – Is she correct?

Students – No

Teacher – She tried just clap for her. You

Teacher – Is she correct?

Students - Yes

Teacher – Beautiful.

Teacher – Do you plead guilty or not _____. Harande, come and fill in the blank space.

Teacher – Is He correct?

Students – No

Teacher – Clap for him anyway. Adams come and

Teacher – Is He correct?

Students – Yes

Teacher – Clap for him

Teacher – you are _____ to three months imprisonment. Is He correct?

Students – Yes

Teacher – The next sentence has two blank spaces so we have to be careful. Is she correct?

Students – Yes

Teacher – I love this class.

Teacher – There no _____ your honour. Monirat come and fill the blank. Is she correct?

Students – Yes.

Teacher – Clap for her.

Teacher – After that we'll try an activity. We will create a court scene.

Teacher – The judge said I am _____ the ____ for lack of ___. Three item. Ok, Yes,

Teacher – Clap for him. Who will do the next one? Come and try. The constitution. Very correct, clap for her.

Teacher – Who will be the hero of the day? Come and answer the last one. Is she correct? You are discharged and acquainted.

(The teacher arranges the students to try a court session)

{The Court}

Police – I am arresting you for stealing cables from the transformer property of the state. You are advised to remain silent because anything you say will be used against you in the court of law.

IN THE COURT

Clark – All rise

Judge – First case

Court Clark – The state versus Malam Shehu

Judge – Who is here for the defense?

Counsel for defense – I am your honour

Judge – May I hear your case prosecutor.

Prosecutor – Your honour Mallam Shehu was caught by the state police stealing cables from the transformer this act violate section 4, of the constitution which says anyone who steals from the property of the state shall be sentenced to two years imprisonment.

Counsel for defense – My lord, there are no evidence that my client committed such crime.

Judge – Where is your evidence cancels for prosecution.

Prosecutor – There are no evidence your honour the police only say him standing by the transformer.

Judge – Do you have witnesses that he committed this crime?

Prosecutor _ No my lord.

Judge – I am dismissing the case for lack of evidence it is only based on mere speculation and accusation. Next case.

Teacher – please clap for them. The next class activity is construction of sentences. Three students will make sentences using any of the words.

Student – The sentence was given by the judge

Teacher – Clap for her. Yes, you

Student – I am dismissing this case for lack of evidence.

Teacher – Clap for him. Yes Jamila

Student – There are no evidence your honor. Clap for yourselves.

APPENDIX 3

TRANSCRIPTION OF VIDEO ON POLITICS (CBLT)

Teacher - Good Morning Class

Students - Good Morning Sir.

Teacher – How was your weekend. In our Last class we studied words associated petroleum and mining. We look forward to another great lesson this morning. Today's class we will study words associated with politics. Say with me words associated with politics.

Students – words associated with politics

Teacher – for today's class we have eleven words we want to study, know their meaning and be able to apply them in real life situation. The words are: ward, manifesto,

Students – Yes

I was able to get a passage for this topic from another textbook. It is different from the regular textbook used in the school. Because we don't have this textbook, I made photocopies. Let me see your copies. We will read the passage like we normally do after that we will continue with our normal class activities. Page 156 is where we got the passage from Junior English Project. The passage is titled the democratic process. Abdul will read first after that we will appoint another person to read. Abdul commence the reading

Teacher- thank you very much clap for him. We want to be gender sensitive so Maimuna will read for us from the ladies side

Teacher- ok thank you very much. Clap for her too

Teacher- I will give you one minute to go through the passage silently

Teacher – from the passage read, each word written on the board is contained in the passage. If you know the meaning of the words on the board used in the passage, raise up your hands. Ok lets start with Abdul

Abdul–you told us while studying health institutions that wards are rooms in the hospital.

Teacher – ok that is very good but in this class we will discover that ward are not just rooms in the hospital, it means different a thing in politics

Teacher – you Hafsat

Hafsat – booth is shoe

Teacher – booth used here means something different not shoe. Mariam

Mariam– candidate means people going to exam or interview

Teacher – Mariam

Mariam – you taught us that rig is instrument used for extracting crude oil

Teacher – ok that is good

Hauwa – cast is to throw something away

Teacher – in this sense, it means to throw something into something.

Teacher: clap for yourselves

Open your dictionaries (Students opens their dictionaries), locate each of these words. The first person to locate the word will raise up his or her hand and read the meaning to the class.

Teacher: the first word is ward

3rd student: a division of a city which elects a councilor who represents them in local government

Teacher: that is good. The next word is manifesto

4th student: Entertain – a printed statement of principles and policies that a candidate presents before an election

Teacher: a printed statement of principles and policies that a candidate presents before an election that is good. I hope you are writing

Teacher: the next one is voting. The first person to locate the word will read

6th student: – the action of indicating one's candidate of choice

Teacher: the action of formally indicating ones candidate of choice. The next one is ballot

Abdul: ballot is a system of secret voting or the number of votes recorded in an election

Teacher – that is very good clap for him. Have you written it?

Students: yes

Teacher : the next one is candidate. You are there already. Ok Fidausi

Fidausi – a candidate is a person who is suggested by other people for election

Teacher: candidate is a person who is suggested by other people for election. Write it everybody. The next one is campaign. The first person to see it should indicate by raising his hands. Ok Hauwa has seen it. What does it mean?

Hauwa: a series of planned activities with a political view

Teacher: write it everybody. A series of planned activities with a political view. The next one is booth

Student: A small enclosed space for a specific purpose e.g polling booth for voting during election

Teacher: ok that is very good. A small enclosed space for a specific purpose e.g polling booth for voting during election. The next word is rigging. Somebody said rig is instrument used for mining. That is for petroleum and mining. Let's see what it means in politics

Student: to manage or control something so that it produce a result especially in an election

Teacher: he said rigging is 'to manage or control something so that it produces a result especially in an election' the next one is cast. Ok Maimuna have seen cast

student: to cast vote in an election

Teacher: to cast vote in an election. The next word is polling. Some have gone ahead to look for the words. That is good

Students: the process of voting in an election

Teacher: the process of voting in an election. The last one is thug. Ok Abdul has seen it

Abdul: thug is an aggressive violent criminal

Teacher: an aggressive violent criminal. That is very good clap for yourselves. I hope we all have the meaning of the eleven words in our notebooks?

Students: yes

Teacher: next, let's see how you can relate the meaning or the knowledge of these words to the diagram on the board. These diagrams are written without their meaning. I will point at you, you will come to the board and tell us what is happing in the diagram as it relates to the words we have studied today. Let's start with this diagram. Who will relate this diagram with the words we have studied today. Maimuna come and try.

Maimuna – a candidate registering for election

Teacher- a candidate registering for election, that is good. What about this diagram?

You'll use the words in this space to fill in the blank spaces. Do you understand?

Students – a woman is casting her vote,

Teacher – a woman is casting her vote. That is very good. What about this diagram? Usamma come and explain this diagram

Usamma- a politician is presenting his manifesto during campaign

Teacher- ok he said 'a politician is presenting his manifesto during campaign' that is very good. He looks like Buhari right? Up APC. What about this diagram? Abdul come and do this it has so many words embedded in it.

Abdul – this is a polling station where we have two INEC officials, with a ballot box and a polling booth.

Teacher- That is very good. Clap for him. Fidausi come and tell us what is happing in this diagram

Fidausi – a policeman is arresting a political thug

Teacher - a police man is arresting a political thug. That is very good. What about this diagram?

Student – a man casting his vote into the ballot box.

Teacher – ok a man casting his vote into the ballot box. That is very good. What about this. Mariam what is happing here?

Mariam- people rigging election.

Teacher- no that is not what is happing here. Who will help her? Hafsat come and help her

Hafsat–people are demonstrating against rigging election

Teacher- people are demonstrating against rigging election. That is very good. Clap for her. You can see them saying no to rigging, enough is enough, make our vote count. Clap for yourselves. The last class activity for today is filling blank spaces in sentences. We have five sentences on the board. I will divide the class into four groups. For each sentence, you will put your heads together use the words in this space to fill the blank spaces. Do you understand? The first sentence is:

The _____ forcefully collected the _____, _____ from the electoral officers.

Teacher – who is answering for you? Other groups are they correct?

Students – Yes

Teacher – clap for them.

The APC candidate presented his ____ yesterday. Group two Usama and co have you agreed on an answer?

Group two - yes

Teacher - Who is representing you.

Students – Yes. (Amina writes the answer)

Teacher – Manifesto. Clap for her. The next one is

____ will commence in all ____ unit by 9am. Group three

Teacher – other groups look at it very well. Are they correct?

Students - yes

Teacher - Group four, voters are expected to ____ their votes for the ____ of their choice. Ok Abdul. Are they correct?

Students – yes

Teacher – group one will answer the last one. Have you agreed on the answer?

Students – Yes

Teacher – Are they correct? The next class will be words associated with administrative setting. Thank you very much

APPENDIX 4

TEST A.

Instruction: answer all questions by ticking (√) the right option.

Time: 40 minutes

Fill each gap in this passage by choosing the most suitable option from the once lettered A – D in the following list.

One of the roles of the -1- is to -2- the information gathered by -3- and co-ordinate the editing process before the -4- is - 5- or published. At times, -6- gather news and sell them to media houses. While the -7- writes for newspaper, the -8- reports news for media houses. Broadcast at the actual time of performance is known as -9- broadcast, while -10- is a meeting where a prominent person announces a decision or answer a question. In the newspaper, such decision is usually captured in large letters at the top as -11-.

1. (a) editor (b) media man (c) caster (d) mess media
2. (a) make happy (b) entertain (c) edit (d) entertain
3. (a) view (b) journalist (c) seer (d) viewers
4. (a)helpers (b) listeners (c)hearer's (d) news
5. (a) read (b) written (c) casted (d) broadcasted
6. (a)social theft (b) misinform (c)agencies (d)news agencies
7. (a) getters (b) news help (c) police (d) security
8. (a) man (b) journalist (c) people (d) viewers
9. (a) right (b)correct (c) live (d) true
10. (a) meeting (b) game (c) seminar (d) press conference game
11. (a)indicator (b) head (c) headlines (d) topic
12. The flag bearer presented his ----- during his campaign
    a) Manifesto b)gifts c)plans d)agenda
13. The party's ----- is important on the ballot paper
    a)clock b)logo c)banner d) sign
14. Votes thumb printed outside the box were considered--------
    a)valid b)invalid c)good d)bad
15. He was arrested because he was planning to ----- the election
    a)destroy b)rigged c)rig d)spoil
16. you must use the ink to ------- during voting
    a)print thumb b)thumb c) thumb print d) eat

17. The total annual income of a state or organization is --------
    a) gain b)profit c) revenue d)income
18. The process and activities of trying to influence people to vote for a candidate in an election is ---

a) soliciting b) begging c) campaign d)lobbying

19. Nigeria is a ----- state a) socialist b) democratic c) colonized d)totalitarian
20. A system of government by all the people of a country is known as --------

a)capitalist b) democracy c) socialist d) totalitarian

21. The number of votes recorded in an election is called -----

a) ballet b) balloon c)cards d)ballot

22. The ----- collected the ballot box forcefully

a) thugs b) criminals c) thieves d) violent men

Fill each gap in this passage by choosing the most suitable option from the once lettered A – D in the following list.

The 23 asked the accused 24 before the court to take the 25. Before the 26 was called, the counsel for 2728 with the accuse to plead 38. The 39 for the -40- person was very angry

when he learnt about it. The judge decided the case in favour of the accused. He thanked his -44- for a job well done, and did not pay for -45-.

23. (a) judge	(b) chief	(c) George	(d) counsel
24. (a) brought	(b) arraigned	(c) arrange	(d) agreed
25. (a) swear	(b) decision	(c) oath	(d) agreement
26. (a) case	(b)matter	(c) talk	(d) discussion
27. (a) prosecution	(b) arresting	(c) conviction	(d) killing
28. (a) pushed	(b) begged	(c) solicited	(d) pleased
29. (a)guilty	(b) yes	(c) agree	(d) confirmed
30. (a) counsel	(b) man	(c) woman	(d) witness
31. (a) convicted	(b) arrested	(c) accused	(d) judged
32. (a) Barrister	(b)counsel	(c)lawyer	(d) judge
33. (a) case	(b) freedom	(c) bail	(d) release

Fill each gap in this passage by choosing the most suitable option from the once lettered A – D in the following list.

The extraction of gas from crude oil is done in -34-. Crude oil lies under the earth -35- in a large quantity. Crude oil goes through a refining process known, as -36- .This process has to do with the -37- of a -38- by action of heat alone. -39- is known as gold when it is being processed from -40- a process known as -41- of rocks in a -42-. Miners -43- through the earth to get to the -44- where the solid minerals are deposited.

34. (a) industry	(b) company	(c) refinery	(d) factory
35. (a) soil	(b) beneath	(c) gas	(d)crust
36. (a) cracking	(b) clapping	(c) breaking	(d) cracking
37. (a) removing	(b) composition	(c) decomposition	(d) recomposition
38. (a) company	(b)composed	(c) compound	(d) mercury
39. (a) gas	(b)petroleum	(c)pulp	(d) petrochemicals
40. (a) petroleum	(b) gas	(c) ore	(d) fuel
41. (a) charging	(b) Rusting	(c) Corokin	(d) amalgamation
42. (a) quarry	(b) stone pit	(c) block industry	(d)industrial plants
43. (a) go	(b) dig	(c) drill	(d) push
44. (a) bottom	(b) iron	(c) yard	(d) bedrock

45. In government, the ----- process is a long and annoying one
a) Beaureucracy b) bureaucracy c) bureaucracy d)breaucracy
46. A printed letter, advert or notice sent to a large number of people is -----
a) notice b)circular c) information d)telegraph
47. He has joined the ----- of professionals in his career
a)cadre b) company c) gang d) gangs
48. A senior officials in the civil service occupying the highest office is the -----
a) boss b) director c) permanent secretary d) oga
49. A written note between people working in an organization is -------
a) note b) memorandum c) message d)letter
50. ------ is matters of business to be discussed
a)idea b) agenda c) points d)issues
51. An estimate or plan of the money available and how it will spent over a period of time is -----
a) plan b) planning c) bill d)budget
52. ----- is group of government ministers or advisers to the president
a) cabin b) incumbent c) cabinet d)team
53. The military removed the president from office by ------
a) Coup d'état b) killing c) force d) power
54. A brief account of a meeting is -------

a) minutes b) summary c) report d)accounts
55. ------- is a written plan for a proposed law presented to parliament for discussion
a) action plan b)bill c) proposal d)agenda
56. -------- is an administrative division of a local government represented by a councilor.
a)ward b)yard c)country d)zone
57. The --------- is a member of a local council
a)general b)councilor c)boss
58. A body elected to manage the affairs of a local government.
a)excos b)cabinet c)ministers d)council
59. An area of a local government that elects officials to represent them is ---------
a) district b) ward c)clan d)area
60. A district that has an elect council to manage it affairs is---------
a)brough b)city c)borough d)zone
61. An area represented in a legislative body is ---------
a) village b)constituency c)unit d)reserved
62. The smallest section of a local government is--------
a)section b)palace c)village d)town hall
63. ----------is the government of villages, towns e t c rather than a state or the entire country.
a)democracy b)social government c)state government d)local government
64. A sub unit of a local government which perform certain function but are not elected is----------
a) development centres b)support centre c)growth centres d)planning centre
65. A system or form of local government administration in which the council is not elected is---------
a) military b)imposed administration c)administrative centre d)strategic planners
66. A ------ council is a an integral part of local government administration
a) federal b) net work c) state d)local

APPENDIX 5

TEST B.

Instruction: answer all questions by ticking (√) the right option.

Time: 40 minutes

1.-------- is an administrative division of a local government represented by a councilor.
a)ward b)yard c)country d)zone
2. The --------- is a member of a local council
a)general b)councilor c)boss
3. A body elected to manage the affairs of a local government.
a)excos b)cabinet c)ministers d)council
4. An area of a local government that elects officials to represent them is ---------
a)district b) ward c)clan d)area
5. A district that has an elect council to manage it affairs is---------
a)brough b)city c)borough d)zone
6. An area represented in a legislative body is ---------
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7. The smallest section of a local government is--------
a)section b)palace c)village d)town hall
8. ----------is the government of villages, towns e t c rather than a state or the entire country.
a)democracy b)social government c)state government d)local government
9. A sub unit of local government which perform certain function but are not elected is-------
-
a)development centres b)support centre c)growth centres d)planning centre
10. A system or form of local government administration in which the council is not elected is---------
a)military b)imposed administration c)administrative centre d)strategic planners
11. A ------ council is a an integral part of local government administration
a)federal b) net work c) state d)local

Fill each gap in this passage by choosing the most suitable option from the once lettered A – D in the following list.

The -12- asked the accused -13- before the court to take the -14-. Before the -15- was called, the counsel for -16- -17- with the accused to plead -18-. The -19- for the -20- person was very angry when he learnt about it. The judge decided the case in favour of the accused. He thanked his -21- for a job well done, and did not pay for -22-.

12. (a) judge	(b) chief	(c) George	(d) counsel
13. (a) brought	(b) arraigned	(c) arrange	(d) agreed
14. (a) swear	(b) decision	(c)oath	(d) agreement
15. (a) case	(b)matter	(c) talk	(d) discussion
16. (a) prosecution	(b) arresting	(c) conviction	(d) killing
17. (a) pushed	(b) begged	(c) solicited	(d) pleased
18. (a)guilty	(b) yes	(c) agree	(d) confirmed
19. (a) counsel	(b) man	(c) woman	(d) witness
20. (a) convicted	(b) arrested	(c) accused	(d) judged
21. (a) Barrister	(b)counsel	(c)lawyer	(d) judge
22. (a) case	(b) freedom	(c) bail	(d) release

23. In government, the ----- process is a long and annoying one

a) Beaureucracy b) bureaucracy c) bureaucracy d)breaucracy
24. A printed letter, advert or notice sent to a large number of people is -----
a)notice b)circular c) information d)telegraph
25. He has joined the ----- of professionals in his career
a)cadre b) company c) gang d) gangs
26. A senior officials in the civil service occupying the highest office is the -----
a)boss b) director c) permanent secretary d) oga
27. A written note between people working in an organization is -------
a) note b) memorandum c) message d)letter
28.------ is matters of business to be discussed
a)idea b) agenda c) points d)issues
29. An estimate or plan of the money available and how it will spent over a period of time is -----
a) plan b) planning c) bill d)budget
30. ----- is group of government ministers or advisers to the president
a)cabin b) incumbent c) cabinet d)team
31. The military removed the president from office by ------
a) coup d'état b) killing c) force d)power
32. A brief account of a meeting is -------
a) minutes b) summary c) report d)accounts
33. ------- is a written plan for a proposed law presented to parliament for discussion
a) action plan b)bill c) proposal d)agenda

Fill each gap in this passage by choosing the most suitable option from the once lettered A – D in the following list.

One of the role of the -34- is to -35- the information gathered by -36- and co-ordinate the editing process before the -37- is - 38- or published. At times, -39- gather news and sell them to media houses. While the -40- writes for newspaper, the -41- reports news for media houses. Broadcast at the actual time of performance is known as -42- broadcast, while -43- is a meeting where a prominent person announces a decision or answer a question. In the newspaper, such decision is usually captured in large letters at the top as -44-.

34. (a) editor (b) media man (c) caster (d) mess media
35. (a) make happy (b) entertain (c) edit (d) entertain
36. (a) view (b) journalist (c) seer (d) viewers
37. (a)helpers (b) listeners (c)hearer's (d) news
38. (a) read (b) written (c) casted (d) broadcasted
39. (a)social theft (b) misinform (c)agencies (d)news agencies
40. (a) getters (b) news help (c) police (d) security
41. (a) man (b) journalist (c) people (d) viewers
42. (a) righ (b)correct (c) live (d) true
43. (a) meeting (b) game (c) seminar (d) press conference
44. (a)indicator (b) head (c) headlines (d) topic
45. The flag bearer presented his ----- during his campaign
b) Manifesto b)gifts c)plans d)agenda
46. The party's ----- is important on the ballot paper
a)clock b)logo c)banner d) sign
47. Votes thumb printed outside the box were considered--------
a)valid b)invalid c)good d)bad

48. He was arrested because he was planning to ----- the election
a)destroy b)rigged c)rig d)spoil

49. you must use the ink to ------- during voting
a)print thumb b)thumb c) thumb print d) eat
50. The total annual income of a state or organization is --------
a) gain b)profit c) revenue d)income
51. The process and activities of trying to influence people to vote for a candidate in an election is ---
a) soliciting b) begging c) campaign d)lobbying
52. Nigeria is a ----- state a) socialist b) democratic c) colonized d)totalitarian
53. A system of government by all the people of a country is known as --------
a)capitalist b) democracy c) socialist d) totalitarian
54. The number of votes recorded in an election is called -----
a) ballet b) balloon c)cards d)ballot
55. The ----- collected the ballot box forcefully
a) thugs b) criminals c) thieves d) violent men

Fill each gap in this passage by choosing the most suitable option from the once lettered A – D in the following list.

The extraction of gas from crude oil is done in -56-. Crude oil lies under the earth -57- in a large quantity. Crude oil goes through a refining process known as -58-.This process has to do with the -59- of a -60- by action of heat alone. -61- is known as gold when it is being processed from -62- a process known as -63- of rocks in a -64-. Miners -65- through the earth to get to the -66- where the solid minerals are deposited.

56. (a) industry (b) company (c) refinery (d) factory
57. (a) soil (b) beneath (c) gas (d)crust
58. (a) kracking (b) clapping (c) breaking (d) cracking
59. (a) removing (b) composition (c) decomposition (d) recomposition
60. (a) company (b)composed (c) compound (d) mercury
61. (a) gas (b)petroleum (c)pulp (d) petrochemicals
62. (a) petroleum (b) gas (c) ore (d) fuel
63. (a) charging (b) Rusting (c) Corokin (d)amalgamation
64. (a) quarry (b) stone pit (c) block industry (d)industrial plants
65. (a) go (b) dig (c) drill (d) push
66. (a) bottom (b) iron (c) yard (d) bedrock

APPENDIX

TBLT		CBLT		CONTROLLED	
PRE	POST	PRE	POST	PRE	POST
14	46	15	45	13	30
19	56	18	59	20	40
22	23	20	56	19	28
30	22	12	63	14	15
21	39	18	41	10	12
30	18	36	54	19	15
51	56	18	48	22	9
13	30	21	57	30	26
40	0	31	51	33	30
8	23	18	56	26	12
26	34	24	53	47	28
13	35	29	59	39	17
20	60	33	52	40	0
45	25	22	56	29	8
29	51	13	44	34	29
24	42	26	47	12	18
18	39	8	48	24	16
1	63	45	46	22	30
49	28	14	32	11	33
10	37	25	53	4	12
16	37	30	0	13	31
14	18	20	48	45	12
16	38	23	62	34	16
42	20	28	21	40	16
34	35	47	50	17	1
28	6	19	50	15	27
20	31	30	31	21	10
2	19	44	65	18	26
11	59	29	65	11	14
22	47	37	59	31	19
31	50	30	37	19	15
46	38	23	45	25	7
19	29	12	64	28	22
20	37	10	19	24	3
40	28	20	32	50	20
26	44	28	36	13	60
48	42	34	49	26	35
30	29	49	48	30	12
22	48	9	55	46	22
19	34	14	51	30	19

Students' scores in the pre test and post test.