

**THE EFFECT OF EXTENSIVE READING ON STUDENTS' VOCABULARY
DEVELOPMENT IN ENGLISH AT THE SENIOR SECONDARY SCHOOL
LEVEL IN BAUCHI STATE**

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**BEING A THESIS SUBMITTED TO DEPARTMENT OF ARTS AND
SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATION AHMADU
BELLO UNIVERSITY ZARIA IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN
TEACHING ENGLISH AS A SECOND LANGUAGE**

MAY, 2014

DECLARATION

I wish to declare this thesis is a record of my personal work. It has never been presented anywhere for the award of a higher degree. All quotations and sources of information are indented or acknowledgement by means of references

.....
Galadima Musa Toro

.....
Date

CERTIFICATION

This thesis titled The Effect of Extensive of Reading on Students' Vocabulary Development at the Senior Secondary Level in Bauchi State by Galadima Musa Toro meets the regulations governing the award of Masters Degree in Teaching English as a Second Language, of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literacy presentation.

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DEDICATION

This research work is dedicated to my children Ezra Musa and Rahila Musa.

ACKNOWLEDGEMENTS

I wish to express my sincere and profound gratitude to God almighty for giving me the strength and courage to embark on this research work. To God be the glory.

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ABSTRACT

This study investigated the effect of extensive reading on vocabulary development of senior secondary students in Bauchi state. It adopted an experimental research in which pre-test, post-test experimental design was adopted to find whether or not extensive reading can improve students' vocabulary development. The study had a sample size of ninety two (92) students selected from four senior secondary schools in the study area using purposive sampling technique. Three research questions were asked and three hypotheses generated. The hypotheses were statistically tested using mean, standard deviation and t-test statistical techniques. A pre-test in form of cloze test on registers of sports, education and politics was given to the students. After that, passages and articles from newspapers, magazines on sports, education and politics were given to the group of students to read before administering post test. After the post-test, it was found that the students had a higher achievement mean scores on registers of sports, education and politics. To prove the findings, the vocabulary gains of the low performer, mid and the high performer in the cloze test of sports education and politics were analysed before and after the treatment. This showed a significant improvement at the post test level. On the bases of these findings, the study concluded that extensive reading has a significant impact on the vocabulary development of students in senior secondary school level. It recommended that extensive reading should be embedded in senior secondary school curriculum and literature should be made compulsory at all levels of secondary schools in Bauchi state in order to promote the love of reading and vocabulary development.

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
EGRA	Early Grade reading Assessment
ERC	Education Resource Centre
ER	Extensive Reading
ESL	English as a Second Language
LAD	Language Acquisition Device
L2	Second Language
M	Mean
NECO	National Examination Council
SD	Standard Deviation
SS	Senior Secondary
SSCE	Senior Secondary School Certificate Examination
WAEC	West African Examination Council

Definition of Operational Terms

Context clue is used in this study to mean information directing readers to specific meaning of a word in a text.

Extensive reading: Wide reading that covers materials such as different articles in sports, education and politics from newspapers and magazines.

Incidental word learning: Acquiring word meaning unconsciously through constant reading without consulting the dictionary for meaning.

Traditional approach: An approach to teaching of reading comprehension by treating difficult vocabulary in the passage, reading the passage by students and answering the question following the passage.

Vocabulary development: Increasing one's level of vocabulary knowledge from registers of sports, education and politics through reading.

Word part: Words building through the addition of prefixes and suffixes to the root words.

Word registers: Technical words related to specific fields such as sport, education and politics.

TABLE OF CONTENTS

TITLE PAGE.....	ii
DECLARATION.....	iii
CERTIFICATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	vii
LIST OF ABBREVIATIONS.....	viii
DEFINITION OF TERMS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiii
CHAPTER ONE: Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	7
1.3 Research Questions.....	9
1.4 Hypothesis.....	9
1.5 Purpose of the Study.....	10
1.6 Significance of the Study.....	10
1.7 Scope of the Study.....	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.0 Introduction.....	13
2.1 The Nature of Extensive Reading	13

2.2	Methods of Teaching Vocabulary Development.....	18
2.3	Vocabulary Development through Word Parts.....	28
2.4	Extensive Reading and Vocabulary Development.....	33
2.5	Importance of Extensive Reading.....	38
2.6	Previous Studies on the Effect of Extensive Reading on Students’ Performance in English.....	42
2.7	Theoretical Framework.....	44

CHAPTER THREE: METHODOLOGY

3.1	Introduction.....	47
3.2	Research Design.....	47
3.3	Population.....	48
3.4	Sample and Sampling Procedure.....	48
3.5	Research Instrument.....	49
3.6	Validity and Reliability.....	50
3.7	Treatment for the Group.....	50
3.7	Data Collection Procedures.....	51
3.8	Analytical Procedure.....	52
3.9	Pilot Studies.....	53

CHAPTER FOUR: PRESENTATION, ANALYSIS AND RESERCH FINDINGS

4.1 Introduction.....	55
4.2 Testing Hypothesis.....	61
4.2.1 Hypothesis One.....	61
4.2.2 Hypothesis Two.....	62
4.2.3 Hypothesis Three.....	63
4.3 Summary of Overall Findings.....	65
4.4 Discussion of Findings.....	65

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.....	69
5.1 Summary of the Study.....	69
5.2 Implications of Findings.....	70
5.2.1 Implication for Vocabulary Development in Secondary Schools.....	71
5.2.2 Implication for Secondary School Curriculum Developers.....	72
5.3 Conclusion.....	73
5.4 Recommendations.....	73
5.5 Areas for Further Studies.....	74

REFERENCES.....	76
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APPENDIX.....	88
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Appendix A Pre-test Registers of Sports.....	88
--	----

Appendix B Pre-test Registers of Education.....	90
---	----

Appendix C Pre-test Registers of Politics.....	92
--	----

Appendix D Post-test Registers of Sports.....	94
Appendix E Post-test Registers of Education.....	96
Appendix F Post-test Registers of Politics.....	98
Appendix G Raw Pre-test Scores on Registers of Sports.....	100
Appendix H Raw Pre-test Scores on Registers of Education.....	101
Appendix I Raw Pre-test Scores on Registers of Politics.....	102
Appendix J Raw Post-test Scores on Registers of Sports	103
Appendix K Raw Post-test Scores on Registers of Education	104
Appendix L Raw Post-test Scores on Registers of Politics.....	105
Appendix M Students’ Reading Diary sample 1.....	108
Appendix N Students Reading Diary Sample 2	109
Appendix O Sample of Reading Materials on Sports.....	110
Appendix P Sample of Reading Materials on Education.....	114
Appendix Q Sample of Reading Materials on Politics.....	115

LIST OF FIGURES

Figure 2.1: Diagram of theoretical frame work.....	46
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LIST OF TABLES

Table 1.1: Results of SSCE/NECO of 2009 – 2011.....	2
Table 2.1 Summary of Authors Reviewed on Nature of Extensive Reading.....	16
Table 2.2 Summary of Authors Reviewed on Methods of Teaching Vocabulary Development.....	24
Table 2.3 Summary of Authors Reviewed on Vocabulary Development through Word Part.....	31
Table 2.4 Summary of Authors Reviewed on Methods of Teaching Vocabulary Development.....	36
Table 2.5 Summary of Authors Reviewed on Importance of Extensive Reading.....	40
Table 3.1 One Group Pre-test, Post-test Experimental Design.....	46
Table 4.1 Mean and Standard Deviation of Pre-test on Registers of Sports.....	55
Table 4.2 Vocabulary gained of respondent of cloze test on Registers of sports.....	56
Table 4.3 Mean and Standard Deviation of Pre-test on Registers of Education.....	57
Table 4.4 Vocabulary Gains of Respondent of cloze test on Registers of Education.....	58
Table 4.5 Mean and Standard Deviation of Pre-test on Registers of Politics.....	59
Table 4.6 Vocabulary Gains of Respondent of cloze test on Registers of Politics	60
Table 4.7 T-test for analysis of pre-test and post-test on sports.....	61
Table 4.8 T-test for analysis of pre-test and post-test on Education.....	62
Table 4.9 T-test for analysis of pre-test and post-test on Politics.....	64

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

There has been a great concern by the government, language teachers, parents, public examination bodies and the general public on the declining performance of students in English at the senior secondary school level. Annual results from WAEC/NECO revealed woeful performance of students who enrolled for English examination which has become a yearly ritual. The situation has been one of the disturbing aspects of the Nigerian educational system. The Daily Champion newspaper of 13th April 2011 reported that only 20.1 percent of the 256,827 candidates who sat for the National Examination Council NECO in 2010, obtained credit passes in English language. Similarly, results of National Examination Council in four selected senior secondary schools from two education zones in Bauchi state from 2009 to 2011 revealed a low performance of students in English language as shown in the table below.

Table 1.1 Results of SSCE/NECO English Language in Four Selected Senior Secondary Schools in Bauchi State from 2009 to 2011.

2009	Total number of candidates	Credit pass	Pass only	Fail	Absent
G S S S DAGAUDA	146	5	63	79	2
G S S S DARAZO	390	0	153	230	7
G D S S AZARE	448	5	144	299	-
G S S S FUTUK	71	2	27	42	-
2010					
G S S S DAGAUDA	145	3	74	68	-
G S S S DARAZO	572	0	96	470	6
G D S S AZARE	532	7	168	357	-
G S S S FUTUK	75	5	40	30	-
2011					
G S S S DAGAUDA	178	94	78	05	1
G S S S DARAZO	676	0	362	7	17
G D S S AZARE	398	3	196	199	-
G S S S FUTUK	105	6	34	64	-
TOTAL	3736	134	1354	2137	33

The table above shows that out of 3,736 candidates that sat for National Examination Council (NECO) in four selected senior secondary schools from 2009 to 2011 in Bauchi state, only 134 students were able to obtain a credit pass

in English.

It has been observed that for learners to be fluent and proficient in the use of any language, a good knowledge of the vocabulary of that language is required. The ideas and expressions students convey both in oral and written communication is enhanced by their knowledge of words, and meaning. Without that, it will be difficult for students at the senior secondary level to express their ideas coherently in their external examinations. Adeyanju (1989) observes that candidates in public examinations have low standard of expressions and scanty, illogical, incoherent and irrelevant ideas. The inability of students to involve in wide reading of different materials in English has contributed to the poor performance in English at senior secondary school certificate examinations. This is because most of the students lack adequate words to express themselves in written compositions to satisfy the demands of the examiners. All these have been the motivating factor in carrying out this research.

Observations have shown that most Nigerian secondary school students do not read enough books, and therefore, lack adequate vocabulary items to express themselves both in spoken and written English (Olarode, 1997, Azikiwe, 2004 and Ioreber 2013). This shows that words are essential in language because they influence what students write in their public examinations. Omosowone and Akindolire (2003) point out that most questions in senior secondary schools examination require candidates to provide words with the most appropriate meaning or nearest in meaning. These words could possibly be acquired through

wide reading but observations have shown that most students at the secondary school find it difficult to read books on their own. Research has also shown that there are negative attitudes to reading by most Nigerian school students (Aliyu 1987, Etim 1990, Uya 2004 and Ifedili 2009).

A research conducted by Olaofe (1996) cited in Olaofe (1997) shows that less than 10% of students in Zaria area read English texts on their own. Similarly, Akorede (2002) reports that a high percentage of secondary students in Ondo town do not read for pleasure and they do not seem to know the importance of reading outside the class room. In another research conducted by Eguare (2006) shows that 71.2% of both teachers and students in Sokoto do not read newspapers, magazines, or journals. The early grade reading assessment EGRA conducted in 2011 in Bauchi state shows that 94% of pupils cannot read and understand a simple text. This shows a low level of students' attitude to reading which cut across all levels of secondary schools in the country.

Observations have also shown that since the entry of mobile phones, video films and internet into Nigeria, students have concentrated more on phone calls, watching films and browsing irrelevant information from the internet than reading their books. These habits have distracted most students from developing reading culture. Oji (2007) cited in Edom and Ofre (2010) highlighted that the growing incidents of students using the internet is not necessarily for academic purposes but for antisocial activities. Similarly, Ihejirika (2011, p.212-213) has this to say on the attitudes of students towards reading which he says:

A good number of contemporary Nigerian students give much time to frivolities at the expense of more rewarding activities such as extensive reading. For instance, many of them are in the habit of watching home video films most of the time to the extent that they have little or no time for other useful academic activities. For others, even their handsets are source of distraction as they prefer fondling them all day long at the expense of more rewarding activities.

Imhabekhai (2009) observes that poor performance in English language papers is attributed to candidates' poor reading skills. This attitude has prevented so many students from acquiring new words to express themselves both in spoken and written English. Baumann and Kameenui (1991) opine that words are the tools students can use to access their background knowledge, express ideas and learn new concepts. Students' word knowledge is linked strongly to their academic success. Most students in secondary schools find English difficult because they do not know how to express their ideas using correctly written sentences. To this end, vocabulary becomes an integral part of language development in students' life. Rinji (1997) opines that effective and efficient use of a language demands adequate knowledge of it. This use of language can only be seen and recognised by others when the user is rich in its vocabulary. However, it is expected that students who involve in extensive reading of books, magazines and newspapers would be able to apply the knowledge from reading such materials in writing their English examinations.

Extensive reading involves reading of large quantities of materials on a wide range of topics (Alo, 2002). Through that, learners are able to pick up new words and increase the depth of their vocabulary. Barnett (1989, p.167) describes the nature of extensive reading as:

- (1) Reading of large quantities of materials or long text.
- (2) Reading for global or general understanding.
- (3) Reading with the intention of obtaining pleasure from the text.
- (4) It is an individualized reading, with students choosing the books they want to read and
- (5) The books are not necessarily discussed in class.

Extensive reading procedures, therefore, assume that students enjoy books that they have chosen on topics of interest more than they will enjoy assigned readings by their teachers. Day and Bamford (1999) also note that in an extensive reading programme, students are exposed to a variety of materials on a wide range of topics available so as to encourage reading for different reasons such as acquiring word registers of different fields used in different ways. Extensive reading programme allows students to have enough time to choose what to read and thus increases their word power, motivation for learning and opportunity for learning vocabulary items in different fields.

Obanya (2002) indicates that exposure to reading materials from other places and other cultures provide opportunity not only for the students to develop their communicative competence in English, but it would also make them educational sound in other subjects. However, as students increase the number of times they successfully read any given word in such materials, their memory for that word becomes stronger. This assertion is supported by Maley (2009) that the only way to learn a language is through exposure to it in context. Thus, for student to acquire words in different contexts, they need to be exposed to varieties of reading materials through extensive reading programme.

1.2 Statement of the Problem

The poor results recorded by students in Senior Secondary School Certificate Examination (SSCE) and the National Examination Council (NECO) English language papers constitute one of the greatest stumbling blocks, not only in academic pursuits of Nigerian secondary schools leavers, but also to their search for gainful employment. Many institutions of higher learning in Nigeria as well as employers of labour require a credit pass in English. Unfortunately, the rate of failure in the subject has continued to escalate. Agumanu (1980), Ikonta (2004) and Odumuh (2004) find out that most students at the secondary school level are uninterested in reading; they have poor reading habit, some of them only read for examination purposes and nothing else. Thus, most students limit themselves to reading only notes given to them by their teachers in the class and only few of them have time to read books and other materials outside the classroom. For that reason, Akinbode (2006) discovers that most of them perform poorly in reading comprehension, summary and essay writing during their external examinations due to inadequate vocabulary usage. WAEC Chief Examiner's reports (2003, 2005 and 2006) show that candidates' expressions were generally poor and their range of vocabulary so limited.

Nssein (2008) cited in Igwe (2011) identified that poor reading skill is a problem of Nigerian students attributed to difficulty in distinguishing main ideas from irrelevant details and inadequate vocabulary or word power. These probably mean that lack of students' participation in extensive reading has contributed a lot of problems in acquiring vocabulary words which they could use in expressing

themselves in written examinations. Frank (2004) reports that over the years experience has confirmed that students offering literature only memorised names of the authors and major characters for the purpose of passing examinations without necessary reading the texts. This has led to the massive failure of students in English in senior secondary school examinations. Umolu (1997) opines that students at the senior secondary school level are expected to comprehend a variety of expository text types, to develop study and information gathering skills, as well as higher level of comprehension skills for better performance in their public examinations. These skills are largely not acquired because most students have poor reading habits and limited vocabulary knowledge to tackle the texts.

Studies by White, Graves, and Slatter (1990) have shown that poor readers often lack adequate vocabulary to understand what they read from a text. Consequently, reading is difficult and tedious for them. Hart and Risely (2003) observe that young students who do not have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their poor experiences with reading set them in to a cycle of frustration and failure that continues throughout their schooling. Research has also shown that often students with reading disabilities have lower than average vocabularies. This can be a consequence of the effect of linguistic problems or limited exposure to print (Pressley, 2002 and Miller, 2003). However, the main problems of the study are to determine whether the low level of vocabulary acquisition by senior secondary students can be improved through extensive reading. It is also to determine

whether acquiring of vocabulary through extensive reading could equally enhance the poor performance of students in English in senior secondary school examinations.

1.3 Research Questions

This study answered the following research questions:

1. What is the effect of extensive reading on students' performance in a test of registers of sports?
2. What is the effect of extensive reading on students' performance in a test of registers of education?
3. What is the effect of extensive reading on students' performance in a test of registers of politics?

1.4 Hypotheses

For the purpose of this study, the following null-hypotheses were formulated

1. There is no significant difference between the performances of students in extensive reading before and after a post test on registers of sport.
2. There is no significant difference between the performances of students exposed to extensive reading before and after a post test on registers of education.
3. There is no significant difference between the performances of students exposed to extensive reading before and after a post test on registers of politics.

1.5 Purpose of the Study

The purpose of this research on the effect of extensive reading on

students' vocabulary development in English at the senior secondary schools in Bauchi State is to:

1. find out if there is any significant difference in the performances of the students in vocabulary before and after the post-test;
2. find out if the extensive reading programme can change the general performances of the students in the post test level;
3. determine whether extensive reading should be strongly recommended as one of the useful instructional approaches of teaching vocabulary development to the senior secondary students or not, and
4. design an integrated approach to teaching vocabulary development at the senior secondary level using extensive reading programme.

1.6 **Significance of the Study**

The study hopes to be significant since it is expected to expose students to an extensive reading programme which requires reading of different materials in English language. Apart from that, it is also expected to develop reading culture among students at the senior secondary school level.

The study hopes to be significant to students, teachers of English language and the Bauchi State Government. Exposing students to extensive reading would be capable of moving their vocabulary knowledge from frustration to independent level, instead of turning to a dictionary for meaning of every word they do not understand. The research would definitely assist students develop their vocabulary skills by reaching the level of automatic word recognition through extensive reading of different materials in English.

On the side of English language teachers, it would help them have a better way of building the culture of reading and at the same time improving students' vocabulary development. These are expected to make teaching and learning of English language in the secondary schools easier for the language teachers and their students.

Similarly, the Ministry of Education, Bauchi State Government would find the research useful because it would give an insight on how to improve the language performance of students by making available relevant books and materials in school libraries so as to give students ample opportunity to read wide and improve on their vocabularies.

1.7 Scope of the Study

This study covered the assessment of the senior secondary school students in word registers of sports, education and politics. The assessment was done in the form of cloze test which was administered before and after reading some selected articles from the newspapers and magazines in the areas of sports, education and politics by the students. The study included senior secondary students of SS 11 in Bauchi state because the assumption was that they were already in senior secondary level a year ahead of SS 1 and more matured in terms of reading of different materials in English. Not only that, the SS 111 students on the other hand may not have time due to their preparation for their final senior secondary school certificate examinations. As such, the performance of the SS 11 students in English was adequately assessed particularly at the level of word registers of sports, education and politics using cloze test. Hence, the need to acquire enough

vocabulary to express themselves in different contexts was required from them.

The study, therefore, covered all the SS 11 students in Bauchi state. It was conducted to find out, through experimental research design whether extensive reading of such materials could improve the level of their vocabulary and their performance in senior secondary school examination.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature for this study is reported under the following sub-headings: Nature of extensive reading, methods of teaching extensive reading, vocabulary development through word parts, extensive reading and vocabulary development and importance of extensive reading. The study also reviewed some previous studies on the effect of extensive reading on students' performance in English and a theoretical framework.

2.1 The Nature of Extensive Reading

Reading has traditionally been divided into two types; intensive reading and extensive reading. In broad terms, intensive reading may be described as the practice of a particular skill and the close linguistic study of texts. Extensive reading, on the other hand, can be defined as reading of large quantity of texts (Barfield, 2001). Similarly, Aloba (2006) defines extensive reading as a continuous reading at the fastest speed which permits reasonable level of understanding and remembrance of lengthy portion of reading materials. The two definitions given by the above authors show that extensive reading involves reading a large quantity of reading materials or a lengthy portion of reading material but the present study involved reading of selected articles on sports, education and politics from newspapers, magazines and passages from English text books in order to find out students' level of vocabulary through such

materials.

Study by Bell (2001) shows that extensive reading (ER) is a type of reading instruction programme use in ESL or EFL settings as an effective means of vocabulary development. The present study on the other hand tried to find out the effect of extensive reading on vocabulary development of students in the areas word registers of sports, education and politics. Similarly, Various scholars such as Elley and Mangubai (1981), Pitts, White and Krashen (1989), Lai (1993), Cho and Krashen (1994), Laufer (2003), Horst (2005) and Christopher (2007) report that extensive reading could promote reading skills and acquisition of new vocabulary knowledge. The present study will also find out the possibility of acquiring new vocabulary knowledge through extensive reading but it will not involve finding out the reading skills of the students.

However, Stoodt and Burns as cited in Rinji (1999, p.94) shows that reading has three methods of developing vocabulary, they are “.....direct vocabulary instruction, incidental attention to building words meaning, and wide reading as a vehicle for expanding vocabulary.” The present research, on the other hand, will not involve all the three methods but will adopt the last method which require wide reading of materials in order to expand students vocabulary in sports, education and politics.

Parry (1991) observes that extensive reading provides a textual environment from which readers can infer context based words and meanings

such as connotations, collocations, or inferential meanings which are not generally found in dictionaries. This indicates that extensive reading gives an opportunity for readers to become responsible for their vocabulary growth rather than looking up the words in a dictionary. However, the present study will also find out how students use context clues to arrive at the meaning of word registers from articles in newspapers through reading but it will not involve looking at the connotation or collocation meaning of words in a text. Aiyewumi (1999) asserts that students should be encouraged to read widely in different types of materials not only for the purpose of passing examination but to have a wider scope of vocabulary. Similarly, Templeton and Pikulski (1999) reports that through wide and independent reading, students could come in contact with vocabulary that rarely occurs in spoken language but which is much more frequent in printed language. The various authors above described the nature of extensive reading through which readers could encounter many words. This, however, shows that there could be a relationship between extensive reading and vocabulary development which the present study tried to find out.

Vocabulary is the knowledge of words and words meaning. As Stahls (2005) puts it, “vocabulary knowledge is knowledge of a word not only implies definition, but also how that word fits in to the world.”(p 56) This shows that learning vocabulary is far more than looking up word definitions in a dictionary and using them in a sentence. Research has shown tha vocabulary is acquired incidentally through indirect exposure to words which could be through wide and independent reading (Wixson 1986, Hayes and Ahrens 1988, Cunningham and

Stanvorich 1991, Krashen 1993, National Reading Panel 2000, Graves and Juel 2000, Waring and Nation 2001, Kim and White 2008, Wochna 2010, and Diamond and Gutlohn 2011). Similarly, Ahmad, Jowitt and Abdul (2003) observe that for students to acquire new words and use them effectively, they need to read about new things everyday. The above scholars on their own have shown that vocabulary has to do with the knowledge of words and the words could be acquired incidentally through wide and independent reading.

Table 2.1 presents the summary of authors reviewed on the nature of extensive reading and how it is related to extensive reading

Authors Reviewed	Aspects of Authors Reviewed	Areas Relevant to the present study
Barfield (2001)	Extensive reading defined as reading of large quantities of text.	Reading of various articles on sports, government and politics from newspapers and magazines will form part of this study.
Alobo (2006)	Extensive reading as continues reading at fastest speed which permits reasonable level of understanding and remembrance of lengthy portion of reading materials.	Reading of lengthy portion, of reading materials such as articles on sports, education and politics in this study.
Bell (2001).	Extensive reading use in ESL and EFL setting as an effective means of vocabulary development	The use of vocabulary as a means of vocabulary development will form part of this study in the areas extensive reading and registers of sports, education and politics.
Elley and Mangubai (1991), pitts, whites and Krashen (1989), Lai (1993), Cho and Krashen (1994), Laufer (2003) and Horst (2005) Christopher (2007)	Extensive reading could promote reading skills and acquisition of new vocabulary knowledge.	Acquisition of new vocabulary through reading of selected articles from newspapers and magazines will form part of this study.

Stoodt and Burns (1978)	Three methods of developing vocabulary are, direct vocabulary instruction, incidental attention to building words meaning, and wide reading as a vehicle for expanding vocabulary.	Wide reading as a vehicle of expanding vocabulary will be used in the present study in the areas of extensive reading and word registers of sports, education and politics.
Parry (1991).	Extensive reading provides textual environment from which readers can infer context based words and meanings which are not found in dictionaries.	Inferring word meaning through context will be used in getting meaning of registers used in the field of sports, education and politics will form part of this study.
Aiyewumi (1999).	Students should be encouraged to read different types of materials in order to have a wider scope of vocabulary.	Reading different articles to obtain a wider vocabulary in the field of sports government and politics will form part of the present study.
Templeton and Pikulski (1999).	Through wide and independent reading students could come in contact with vocabulary that rarely occurs in spoken language but which is more frequent in printed language.	Coming in contact with vocabulary in printed language through wide reading will form part of this study in the areas of extensive reading and registers of sports, education and politics.
Stahls (2005)	Vocabulary is knowledge of a word not only as it implies definition, but how the word fit's into the world.	Having the knowledge of words and how the words are used in the fields of sports, education and politics will form part of the present study.
Wixson (1986), Hayes and Ahrens (1988) Cunningham and Stanvorich (1991), Krashen (1993), National Reading Panel (2000), Waring, Nation (2001), Kim and White (2008), wochna (2010), and Diamond and Gutlohn (2011).	Vocabulary is acquired through direct exposure to words which could be through wide and independent wide reading.	Acquiring words incidentally through wide reading in the areas of sports, education and politics will form part of this study.
Ahmad et al (2003)	For students to acquire new words and use them effectively, they need to read about new things everyday	Acquiring new words through constant reading of materials in sports, education and politics will form part of this study.

The table above shows the summary of authors reviewed on the nature of extensive reading and how it is related to vocabulary developments. It also shows aspects reviewed by the authors and areas that are relevant to the present study. These include reading a lengthy portion of reading materials, acquisition of new vocabulary through reading, inferring word meaning through context, reading different materials to obtain wide vocabulary, having the knowledge of words and how to use them, acquiring words incidentally through reading and acquiring new words through constant reading.

2.2 Methods of Teaching Vocabulary Development

The emphasis of vocabulary teaching is no longer on cramming of dictionary definitions of big words but on understanding of words and expressions in the contexts in which they are used appropriately (Obanya 1982). This shows that readers could get the meaning of words in a text by reading through the sentences to get the clues. One of the principal obstacles to understanding meaning of a sentence in a text occurs when readers do not know the meaning of a particular word. Iwai (2010) observes that certain words in English language can have more than one meaning which can be confusing to readers. The only option is for readers to search for context clues to determine the meaning of the unfamiliar words (Asudo, Marsh, Oni 2003 and Cubukcu 2008). During the process of extensive reading, the reader may encounter a variety of new words, some of which may be more difficult than others. However, Rubenstein and

Thomson (2002) find out that most learners of English language have difficulties in getting meaning of words in a text because they do not consider the meaning of the words from the context in which the words are used. All the authors above supported the use of context clues to get the meaning of words encountered through reading which in line the present study.

Abubakar (2008), Herrell and Jordan (2008), Kamal (2010) and Biemiller (2012) note that one of the strategies for unlocking the meaning of words in a text is to search the context of the senses in which these new words appear for clues. This could be useful in supporting readers in identifying unknown words in a text. These clues may include definitions, contrast, examples, inference or restatements (Stemberg, 1987 and Williams, 2004). The environment of a word can reliably hint at its meaning. In looking at the context of a word, attention is paid to what comes before and after the word (Anderson and Nagy 1991, Ngochal 1997, Oyetunde and Muodumogu 1999, Onukaogu 2001, Owoeye 2003, Baumann 2003 and Gowon 2007). Similarly, Olaofe (2013, p.104) reports that:

The learners can puzzle out meaning of the unfamiliar words from the context. This is done by searching the context for other words that can help in deriving the meaning of the unfamiliar word. Such words may be synonyms or antonyms of the unfamiliar word. By searching above, below or around the word, its meaning may be deduced.

Wen and Johnson (1997) observe that in process of reading, high achievers often guess meaning of difficult words they came across in a text without consulting a dictionary. The above scholars have given different

strategies for readers to unlock the meaning of words using context clues when reading an article or a text. However, their strategies were used in the present study to assist students get meaning of words encountered through reading.

In English language, no two words are exactly identical in meaning and usage (Nwalibe 2009). This suggests that words can have differing meaning in different contexts. Similarly, Okole (2002) observes that most of the words known as synonyms either have the same meaning in some contexts but not in others or convey slightly different shades of meaning. This is in line with the assertion that that students cannot determine the meaning of words in terms of synonym and antonym in isolation, but from the context of the sentences used in a text (Graves, Juel, and Graves 2004, Papathanasiou 2009 and Boysen 2011). One of the demands of National Examination council (NECO) and West African Examination Council (WAEC) syllabus is for candidates to distinguish between dictionary meanings and meaning in contexts and find appropriate synonyms for selecting words and phrases in their comprehension section. Though the present study is not on the study synonyms and antonyms, but the knowledge of it will be used in the areas of registers of sports, education and politics as some of the word registers could appear in the form of antonyms and synonyms.

For students to get the right meaning of words in a text, Aruwa (1997) and Critchely (1998) opine that constant use of dictionaries by students for every word they come across in a text slow the readers' thought or even make them lose sight of the meaning within the text as a whole. Instead of that, students should look for

words, phrases and sentences surrounding an unfamiliar word that can give hints or clues to its meaning. Similarly, Miller and Gildea (1987) note that knowing a word by sight and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts. In line with that assertion, Verghese (2007) reinstates that the meaning of a word is not always the dictionary meaning or what it literary denotes. What the word connotes in a particular context is more important than denotation and is sometimes the only meaning warranted by the context

Observations have shown that readers often have difficulty in choosing appropriate meanings from a dictionary entry for any unknown word they come across in a text (Astin 2002). In addition to that, Harmon and Wood (2008) observe that dictionary definition provides only a superficial level of word knowledge and rarely show students how to use the word. This shows that effective vocabulary instruction moves beyond the definitional level of word meaning. The various claims made by the authors above show that students could get meaning of unfamiliar words or word registers by reading through an article or a text for clues without using a dictionary. Their ideas were used in the present study in the areas of extensive reading and registers of sports education and politics which are aspects of this study.

Thus, developing understanding of word meanings without consulting a dictionary is a long term process, one that involves many encounters with both spoken and written words in varying contexts. According to Stahl (2005), students

probably have to see a word more than once to place it firmly in their long term memories. This implies seeing the word in different and multiple contexts through wide reading. In other words, it is important that extensive reading should provide students with opportunities to encounter words repeatedly and in more than one context. On the first encounter with a new word, a student stores in memory some information about how the word fits into what is read. Anderson and Herman (1987) observe that such information is reinforced each time a reader or student sees or reads the word from a text. With each new encounter, the student picks more information about the word from its contexts. As a result, the student gradually acquires what is called ownership of the word. However, this has been a great problem to so many students in secondary schools since they cannot use context clues to get meaning of words in a text. This suggests that for student to acquire new words and learn their meanings, they need to involve in extensive reading which is in line with the present study.

Research findings by Okonkwo (2002) shows that fifty percent of students failed to use contextual clues to infer information from a reading comprehension test. However, the present research on the other hand will find out whether extensive reading could help students to get meaning of word registers in the field of sports, education and politics in some selected articles from newspapers and texts by using context clues, which is one of the aspects of this study.

Nagy and Scott, (2000) identify several dimensions that describe the complexity of what it means to know a word. First, word knowledge is

incremental, which means that readers need to have many exposures to a word in different contexts before they know it. Second, word knowledge is multidimensional. This is because many words have multiple meanings and serve different functions in different sentences, texts, and even conversations. Third, word knowledge is interrelated in that knowledge of one word connects to knowledge of other words. However, vocabulary words should be those that the learner will find useful in many contexts and learning in rich contexts that are valuable for vocabulary learning (Beck and Mckeown, 1991 and Bamgbose, 2003). To sum it all, Changhong (2010) asserts that encountering with words in context helps increase learners knowledge about those words and their meanings. The various scholars above have described how readers can acquire word knowledge through context clues. Their views and claims were used in the present study in the areas of extensive reading and word registers of sports, education and politics which are aspects of this study.

Table 2.2: summary of authors reviewed on methods of teaching vocabulary development through context clues

Authors Reviewed	Aspects of Authors Reviewed	Areas Relevant to the present study
Obanya (1982)	Vocabulary teaching is no longer on cramming of dictionary definitions but on understanding words and expressions in context in which they are used.	Understanding meaning or word through context will be used in the study to get meaning of word registers in the field of sports, education and politics.

Iwai (2010)	Certain words in English can have more than one meaning	Understanding the meaning of words in different context will form part of this study in the areas of extensive reading and registers of sports, education and politics.
Asado, Marsh, Oni (2003) and Cubukcu (2012)	The option readers could get the particular word in a text is to search for context clues.	Searching for context clues will be used in the area extensive reading and word registers of sports, education and politics as parts of this study.
Rubenstein and Thompson (2002)	Learners of English have difficulties in getting meaning of words in a text because they do not consider the meaning of the words from the context.	Getting the meaning of words from the context will be used in this study in the areas of extensive reading and registers of sports, education and politics.
Abubakar (2003), Herrel and Jordan (2008), Kamal (2010) and Biemiller (2012)	One of the strategies for unlocking meaning of words in a text is to search the context of senses in which these words appear for clues.	Unlocking meaning of words through context clues will form part of this study in the areas extensive reading and contextual meaning of words.
Stenberg (1987) and Williams (2004)	Context clues may include definitions, contrasts examples, inferences or restatements.	Using definitions, examples, contrast, inference or restatements will be used to help in getting context clues of word registers will form aspects of this study
Anderson and Nagy (1991), Ngochal (1997), Oyetunde and Muodumogu (1999), Onukaogu (2001), Owoeye (2003) and Gowon (2007)	The environment of a word can reliably hint at its meaning. That is paying attention to what comes before and after the words.	Reading sentences before and after the word to get its meaning will form part of this study in the areas of extensive reading and word registers of sports, education and politics
Olaofe (2013)	Learners can puzzle out meaning of unfamiliar words from the context by searching the context for other words that can help in deriving the meaning of unfamiliar words.	Getting meaning of unfamiliar words from the context by searching the context for other words will form part of this study in the areas of extensive reading and registers of sports, education and politics.

Wen and Johnson (1997)	In reading high achievers often guess meaning of difficult words they come across in a text without consulting a dictionary.	Guessing meaning of difficult word registers in articles or texts without using a dictionary will form part of this study in the areas of extensive reading and word registers of sports, education and politics
Okole (2002)	Most of the words known as synonyms either have the same meaning in some contexts but not in others or convey slightly different shades of meaning.	Understanding meaning of synonyms used in different contexts will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Nwalibe (2009)	In English no two words are exactly identical in meaning and usage.	Understanding different meaning of words according to their usage will be used to form part of this study in the areas of extensive reading and registers of sports, politics and education
Graves et al (2004), Papathanasidu (2009) and Boysen (2011).	Students cannot determine the meaning of synonyms in isolation but from the context of the sentence used in the text.	Determining the meaning of synonyms or antonym that appears in the form of registers of sports, education and politics through the context of the sentence used in a text will form part of this study.
Aruwa (1997) and Critchely (1998)	Constant using of dictionaries by students for every word they come across in a text slow the readers thought or even loose sight of the meaning within the text as a whole.	Using context clues rather than Constant using of dictionary to get meaning of words in a text will be used in the areas of extensive reading and word registers of sports, education and politics.
Miller and Gildea (1987)	Knowing a word by sight and knowing it dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts.	Knowing the meaning of words as used in different contexts will form part of this study in the areas of extensive reading and word registers of sports, education and politics.

Astin (2002)	Readers often have difficulty in choosing appropriate meanings from a dictionary entry for any unknown word they came across in a text.	Using context clues to get meaning of words in a text will form part of this study rather than using a dictionary to get appropriate meaning of word registers of sports, education and politics.
Harmon and Wood (2008)	Dictionary definitions provide only superficial level of word knowledge and rarely show students how to use the word.	Using dictionary definitions will not form part of this study instead context clues will be used to get meaning of word registers of sports, education and politics.
Stahl (2005)	Students probably have to see a word more than once to place it firmly in their long term memories which imply seeing a word in different contexts.	Seeing and getting meaning of words used in different contexts will form part of this study in the areas extensive reading and word registers of sports, education and politics.
Anderson and Herman (1987)	Each time a reader reads the word from a text, he picks more information about the word from it contexts.	Getting information about a word through it contexts will be used in the areas of extensive reading and word registers of sports, education and politics.
Okonkwo (2002)	Fifty percent of students failed to use contextual clues to infer information from a reading comprehension test.	Failure to use contextual clues to infer information from a comprehension text will trigger the possibility of using extensive reading to infer meaning of word registers of sports, education and politics through contextual clues as part of this study.
Naggy and Scort	Readers need to have many exposures to a word in different contexts because word knowledge is multidimensional and knowledge of one word connects to knowledge of other words.	Exposures to word registers of sports, education and politics in different contexts will form part of this study.
Beck and McKeown (1991) and Bamgbose (2003).	Vocabulary words should be those that the leaner will find useful in many contexts.	Getting vocabulary words used in different contexts will be used in this study in the areas of extensive reading and word registers of sports, education and politics.

Chonghang (2010)	Encountering with words in context help increase learners knowledge about those words and their meanings.	Encountering words in context and getting their meanings will form part of this study in the areas of extensive reading and registers of sports, education and politics.
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The table above shows the summary of authors reviewed under the methods of teaching vocabulary through context clues. It also shows aspects reviewed by the authors and areas relevant to the present study. These include understanding meaning of words through their contexts, searching context clues to meaning of words, unlocking meaning of words through context clues, using definitions, examples, contrast, and reinstatements to help in getting clues to meaning of words, reading sentences before and after the word to get its meaning, guessing of difficult words without using a dictionary, and getting information about a word used in different contexts.

2.3 Vocabulary Development through Word Parts

Words encountered in a text in the process of reading could have at least a few words that are made up of prefixes, roots and suffixes which could help students determine their relative meaning. Students who read widely could have the knowledge of root word that can help them determine related word meaning in a text. A study by Kolawale and Adelabu (1990) shows that the knowledge of how words are formed helps students to understand the text they read and improve their vocabulary. Linguists such as Kinsella, Stump and Feldman (2002) observe that many under prepared readers lack basic knowledge of word origins

or etymology, such as Latin and Greek roots, as well as discrete understanding of how a prefix or suffix can alter the meaning of a word. Though the present study is not on the study of etymology of Latin and Greek words origins but the knowledge the prefixes and the suffixes will help in understanding word registers in the areas of sports, education and politics.

Moreover, Asiyanbola (2003), Edet (2007) and Adedokun (2009) note that any time a word changes its part of speech, it is also a common strategy of producing new words in English language, that is adding suffixes to words to change the word class. Thus, word parts then include root words, prefixes and suffixes. Similarly, Anglin (1993) asserts that students' ability to use word parts- prefixes, suffixes and roots to interpret new words can contribute greatly to their vocabulary growth. This implies that the knowledge of prefixes, suffixes and root words will be useful in the present study to interpret word registers of sports, education and politics that appears in such form. In addition to that, Otagbruaga (1996), Whitebread and Ajayi (2004) observe that it may be possible to determine the meaning of a word in a text by examining the suffix closely when the meaning of the root word to which it is attached is familiar. When students encounter unknown words in a text such as 'interdependent', 'readable', and 'substandard', they can break them into prefixes, suffixes, and familiar English roots to get their meaning. This involves constant reading of books.

Studies have shown that a large number of words that students encounter in reading are derivatives or inflections of familiar root words. Linguists such as

Kinsella and Felman (2002) estimated that over 50 percent of polysyllabic words found in English texts are Latin or Greek derivations. Similarly, Aliyu (2006) observes that the root or the base of the word may be used to arrive at the meaning of the present form in which that word is encountered. To support this, Yale (2012) opines that when a reader is able to break down unfamiliar word into their prefixes and roots they can begin to determine their meanings. The various authors have shown that knowledge of prefixes, suffixes and root words could help students to get meaning of unfamiliar words from a text. Though the present study is not on the study of prefixes and suffixes but the views of the various authors will be used in this study in the areas of extensive reading and word registers of sports, education and politics.

Morpheme is the name for meaningful word parts that readers can identify and put together to determine the meaning of an unfamiliar word. Knowledge of morphemes and morphology, or word structure, play a valuable role in word learning from context, because readers can use such knowledge to examine unfamiliar words and figure out their meanings (Wesley 2004, Bowers and Kirby 2010, McCutchen and Logan 2011 and Thomas 2012). Studies by Nagy et al (1989) and Carlisle (2004) estimated that more than sixty percent of the new words that readers encounter have easily identifiable morphological structure, that is, they can be broken into parts. As students engage in wide and constant reading, they would gradually learn words formation including the origin and function of inflections, or changes made to words to show such things as tense, case, or number and derivatives or words that are formed from other words.

Although the present study is not on the study of morphemes and morphology but their knowledge will help in students' understanding of word registers of sports, education and politics which are the main aspects of the present study.

As observed by Anglin (1993) and Carlisle (2004), students' ability to use word parts in form of suffixes and roots to interpret new words can contribute greatly to their vocabulary. This, however, will be useful in this study to get meaning of word registers of sports, education and politics.

Table 2.3 presents a summary of Authors Reviewed on Vocabulary Development through word parts.

Authors Reviewed	Aspects of Authors Reviewed	Areas Relevant to the present study
Kolawale and Adelabu (1990) The	Knowledge of how words are formed helps students to understand the text they read and improve their vocabulary	Improving vocabulary through how words are formed will be used as part of this study in the areas of extensive reading and word registers of sports, education and politics.
Kinsella Stump and Felman (2002)	Under prepared readers lack basic knowledge of word origins or etymology as well as how a prefix or suffix can alter meaning of a word.	The knowledge of word origin and how prefixes and suffixes can help to get meaning of word registers of sports, education and politics.
Asiyanbola (2003), Edet (2007) and Adedokun (2009).	Anytime a word changes its part of speech, it is a strategy of producing new words in English language.	The knowledge of how a word changes its part of speech will be used to get meaning of word registers of sports, education and politics.

Aglin (1993)	Students' ability to use word parts. Prefixes and suffixes and root to interpret new words can contribute greatly to their vocabulary growth.	Vocabulary growth through word parts will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Otagbruaga (1996), Whitebread and Ajayi (2004)	It may be possible to determine the meaning of a word in a text by examining the suffix closely when the meaning of the root word to which it is attached is familiar.	Examining the meaning of a word in a text through suffixes attached to a root word will form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Kinsella and Felman (2002)	50 percent of polysyllabic words found in English texts are Latin or Greek deviations.	The knowledge of words formation through derivation will be used to get meaning of word registers related to sports, education and politics in the present study.
Aliyu (2006)	The root or the base of the word may be use to arrived at the meaning of the word encountered.	Using the root of the word to arrive at its meaning in a text will form part of this study in the areas of extensive reading and registers of sports, education and politics.
Yale (2012)	When a reader is able to break down unfamiliar words into their prefixes and roots he can begin to determine their meanings	Breaking down unfamiliar words into prefixes to determine their meanings will be used in this study in the areas of extensive reading and registers of sports, education and politics.
Wesley(2004), Bowers and Kirby (2010), McCutchen and Logan (2011) and Thomas (2012).	Knowledge of morphemes and morphology play a valuable role from context because they help to figure out meaning of unfamiliar words.	Using the knowledge of morpheme and morphology to get the meaning of unfamiliar words in a text will form part of this study in the areas of extensive reading and registers of sports, education and politics.
Nagy et al (1989) and Carlisle (2004)	That more than sixty percent of the new words that readers encounter have easily identifiable morphological structure.	Encountering word registers with morphological structures will be used in this study in the areas extensive reading and word registers of sports, education and politics.

The above table presents a summary of aspects reviewed by the authors under vocabulary development through word parts and areas relevant to the present study. These aspects include the knowledge of how words are formed, how prefixes and suffixes can help to get meaning of words, adding suffixes to root words to produce new words, using word parts to interpret new words, knowledge of words formation through derivation and using knowledge of morphemes and morphology to get meaning of unfamiliar words.

2.4 Extensive Reading and Vocabulary Development

Effective use of language and communication depend to a large extent on how versed the speaker or writer is with regards to the terms and expressions used in the diverse fields. However, students could be versed in registers of different fields by reading extensively and making conscious effort to master strange and unfamiliar terms encountered in such readings (Danazumi, Opara, Mongvwat and Chingwong 1998). Similarly, Ohia and Adeosun (2002) opine that students should be exposed to many textbooks and varieties of reading materials because such materials deal with issues such as politics, law, business, education, sports, medicine and other related fields in which students can acquire different vocabulary words related to such fields. Aliyu (2006) indicates that a word may be part of a particular register that is, the form of language made in specific situation or for some topics like sports or court proceedings. In this case the registers will be technical or legal. Akinpolu (2001) and Mondang, (2007) Pam,

Markus and Dafaan describe registers as specialised vocabulary of certain activities or professions. Similarly, Ayoola (2006) sees register as a variety of language according to occupation or field of specialisation which covers the choice of words, terms and expressions that characterise individual discipline. The two definitions by the two authors show that the register of a particular field can be identified from another by its grammar, diction, sentence structure, lexis, collocation and also the situation in which the language is used in a text. Hence, the present study is not on describing the nature of registers but the main concern of the present study was to find out the effect of extensive reading on students understanding of word registers of sports, education and politics.

The emphasis of extensive reading is reading of different materials including books, newspapers and magazines. These materials treat a wide variety of subject matters from where readers could gain a lot of registers relating to different fields. Okole (2002) observes that in every field of study, there are technical words for special concepts of every subject which are special vocabularies for that particular field. Umoh (1991) asserts that newspapers and magazines which are produced daily, weekly or monthly are enrichment materials for vocabulary development. This suggests that reading through such materials could help readers to come across registers used in different fields such as sports, education and politics. In this regard, Ajayi, (2002, p.230) says that:

more than any other sources, the newspaper is highly rich in terms of information, covering local, national and international affairs, up-to-date information on political, health, music, sports, entertainment, arts, fashion, law, economics, medicine, science and technology.

With this claim in mind, one can see that it is worthwhile to find out whether reading of books, newspapers and magazines could promote students' knowledge of registers in the areas of sports, education and politics. Extensive reading of such materials could make students to come across new words that are being coined by creative writers which contain varieties of registers used in different fields. Reading of newspapers and magazines therefore could be great language enrichment materials for students in senior secondary schools. Gardner and Sullivan (2012) comment that newspapers provide current reading contents in editorial comments, news reports, feature articles, sports, science and technology, law, medicine, education, politics, art and a host of others which could help students to develop their vocabularies in such areas.

Moreover, studies conducted by Lakpini (2004) shows that Guardian Newspapers and New Nigerian Newspapers have items in science and science related articles which could help students to acquire vocabulary items in such fields. Adedokun (2002) observes that the knowledge of registers is of great benefit to all students. Apart from the exposure, it will give them opportunity to interact with others in other fields beside theirs. Although the present study is not on reading of articles on science as asserts by Lakpini (2004) but on materials related to sports, education and politics. Different examinations on the English language at the senior secondary school level also demand that students should have a thorough understanding of the topic they will write which requires knowledge of relevant word registers to use.

Studies conducted by most of scholars above emphasise the possibility of obtaining vocabulary through the constant reading of magazines and newspapers. This shows that extensive reading of such materials could help students to come across technical words relating to current issues on different fields. However, the information raised by the scholars was used in the present study in the areas of extensive reading and word registers of sports, education and politics.

Table 2.4 presents a summary of Authors Reviewed on Extensive Reading and Vocabulary Development.

Authors Reviewed	Aspects of Authors Reviewed	Areas Relevant to the present study
Danazumi et al (1998)	The best way students could be versed in registers of different fields is by reading extensively and making conscious effort to master strange and unfamiliar terms encountered.	Acquiring registers of different fields through reading daily trust newspaper will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Ohia and Adeosun (2002)	Students should be exposed to many textbooks and varieties of reading material because they deal with issues such as politics law, business education sports and medicine.	Exposing students to read varieties of reading materials to acquire registers of different fields will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Aliyu (2006)	A word may be part of a particular register like sports or court proceedings which may be technical or legal.	Understanding registers of different fields will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics
Akinpolu (2001) and Mondang et al (2007)	Registers are described as specialized vocabulary of certain activities or professions.	Understanding the nature of registers will be used to form part this study in the area of extensive reading and word registers sports, education and politics.

Ayoola (2006)	Register as varieties of language according to occupation or area of specialisation which covers choice of words, terms and expressions that characterise individual discipline.	Understanding the choice of words, terms and expressions used in different disciplines will be used to form part of this study in the areas Of extensive reading and word registers of sports, education and politics.
Okole (2002)	In every field of study there are technical words for special concepts of every subject which are special vocabularies.	Understanding technical words of different fields will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Umoh (1991)	News papers and magazines which are produced daily, weekly or monthly are enrichment material for vocabulary development.	Acquiring vocabulary through reading of newspapers' articles will form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Ajayi (2002)	The news paper is rich in term of information on politics, health, music, sports science economics etc.	Reading through newspaper to encounter words in different fields will used to form part of this study in the areas of extensive reading word registers of sports, education and politics.
Gardner and Sullivan (2012).	Newspapers provide current reading contents in editorial comments, news reports, feature articles, sports, law, etc that could help students to develop their vocabulary.	Reading through newspapers to encounter registers of different fields will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Lakpini (2004)	Guardian Newspapers and New Nigerian papers have articles in science and science related articles that could help students acquire vocabularies in such fields	Reading through news papers to acquire vocabularies in different fields including science will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.
Adedokun (2002)	The knowledge of registers exposes students to interact with others in other fields beside theirs.	Exposing students to the knowledge of registers through reading will be used to form part of this study in the areas of extensive reading and word registers of sports, education and politics.

The above table presents summary of aspects reviewed by the authors on extensive reading and vocabulary development in terms of registers. These aspects include acquiring registers of different fields through reading, exposing students to read varieties of reading materials to acquire registers, understanding technical words of different fields and acquiring vocabulary of different fields through reading of newspapers.

2.5 Importance of Extensive Reading

Extensive reading is essential in acquiring a second language and it is the bases of instruction in all aspects of language learning. Krashen (1993) opines that when second language learners read for pleasure in terms of extensive reading, they can continue to improve in their second language without classes, without teachers, without study and even without people to converse with. This suggests that extensive reading could help students to involve in an independent learning in the target language. Similarly Lao and Krashen (2000) reported a significant gain in both vocabulary and reading rate made by students on popular literature course compared with others enrolled in a traditional academic skills class. Their research also showed that students in the popular literature had much more positive view of the value of learning English than what the other group did. The findings of the above scholars are in line with the present study since the aim of it is to help students acquire vocabulary through an independent reading.

Hill and Holden (1990) discover that reading is the most useful skill for students to develop the understanding of a text and it is very important since the learners get enough feedback about the text. Their research also show that

students who do more pleasure reading are better readers, better writers and have greater vocabulary and grammatical competence. To support this assertion, Grabe and Sroller (2002) observe that one of the benefits of extensive reading is that L2 learners improve in their writing skills apart from mastering reading skills. Other scholars such as Iwori (2008) and Nishono (2007) also discover that students benefited in extensive reading through a significant increase in their reading rate and general language proficiency. The various scholars above show that the amount of exposure to extensive reading influences the development of L2 learning, This is in line with the present study which is aimed at finding out the benefit of extensive reading in terms of vocabulary development but will not go into finding out the language proficiency or reading and writing skills of students.

Wu (2012) observes that extensive reading is a process through which readers absorb information and knowledge from different materials which will help them to comprehend and analyse the language signs in a written text. He sees this type of reading as the premise of learning and intellectual development, as well as a very important means of transforming information to students. Similarly, Williams (1984, p.13) suggests why students or readers learning a second language should involve in extensive. These are because of the following gains:

1. learners can have further practise in the language that they have learnt.
2. learners can practise language in order to reuse it in other skills such as speaking and writing.
3. learners can learn how to get benefit from texts to extract the information the need.
4. learners can find enjoyment or interest through reading.

The gains from extensive reading presented by the above scholar shows that this

type of reading is important to students learning English as a second language since it helps them extract information from a reading text. Though the present study is not on language practice and extracting information from a text but the knowledge of it will be useful to students in the present study in order to acquire vocabulary in terms of registers of sports, education and politics.

Nuttal (1996, p.128) states, “that the best way to improve the knowledge of a foreign language is to go and live among its speakers, the best way is to read extensively in it.” This is in line with the present study since students are expected to read extensively in order to develop their vocabulary. Grant (2005) observe that extensive reading provides learners with the opportunity of reading longer text on more varied subjects, on their own and in their own way without depending on teachers. Similarly, Susser and Robb (1990) assert that the teacher’s role in the extensive reading procedure is to encourage and help students with their reading. The various authors above emphasised on the importance of extensive reading and the teacher’s role in it. This is in line with present study, since it is aimed at guiding students to read extensively in order to improve in vocabulary development in terms of registers of sports, education and politics.

Table 2.5 presents a summary of Authors Reviewed on the Importance of Extensive reading

Authors Reviewed	Aspects of Authors Reviewed	Areas Relevant to the present study
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Krashen (1993)	When second language learners read, they can continue to improve without classes or teachers' instruction.	Reading in order to improve in vocabulary without instructions in the class will form part of this study in the areas of extensive reading registers of sports, education and politics.
Lao and krashen (2002)	Reported a significant gain in vocabulary and reading rate	A significant gain in vocabulary in terms of registers of sports, education and politics is expected by the end of the present study
Hill and Holden (1990)	Reading is the most useful skill for students to develop the understanding of a text.	Extensive reading will form a useful skill in this study to develop students' vocabulary in terms of registers of sports, education and politics.
Grabe and Stroller (2002)	One of the benefits of extensive reading is learners can improve in reading and writing skill.	Vocabulary in terms of registers of sports, education and politics will be the benefits of the present study through extensive reading.
Iwori (2008) and Nishono (2007)	There is a significant increase in reading rate and language proficiency.	A significant increase in vocabulary development in terms of sports, education and politics is expected at the end of the present study.
Wu (2012)	Extensive reading is a process through which readers absorb information and knowledge from different materials.	Extensive reading will be used in this study in order to acquire vocabulary in terms of registers of sports, education and politics from different reading materials.
Williams (1984)	Learners should involve in extensive reading because they can have further practice in the language they have learnt and extract information they need from texts.	Learners in the study area are expected to involve in extensive reading in order to improve in their vocabulary.
Nuttal (1996)	The best way to improve the knowledge of a foreign language is to live among speakers or read extensively.	Learners in the study area are expected to read extensively in order to improve their vocabulary.
Grant (2005)	Extensive reading provides learners with opportunity of reading longer text on more varied subjects.	Extensive reading of materials in sports, education and politics will form aspects of this study
Susser and Robb (1990)	The teachers' role in extensive reading is to encourage and help students with their reading.	The role of the researcher in the present study is encourage students to read materials in sports education and politics

The above table presents a summary of aspects reviewed by the authors on importance of extensive reading. These aspects include learners' improvement in language learning without class instructions, a significant gain in vocabulary, improvement in writing skills, increase in reading rate and language proficiency and extracting information needed by students from texts.

2.6 Previous Studies in the Effect of Extensive Reading on Students'

Performance

Many researchers have conducted researches on the effect of extensive reading on students' performance in different areas of language development. Ramitsiwa (2001) conducted an experimental research on the effect of reading short stories on junior secondary students' performance in written English in Kontagora Education zone of Niger state. The study assessed the performance of students' written composition in the areas of content, organisation, expression and mechanical accuracy after reading short stories. 100 students were used as a sample population in which the students were grouped into two. After the treatment the study found a significant difference between the experimental and the control group. The aim of the study was to find out the effect of reading short stories on students' performance in written English. Similarly, the present study assessed the effect of extensive reading on students' performance in vocabulary development in the areas of registers of sports, education and politics in Bauchi state.

Pigada and Schmitt (2006) also took a case study research on students'

acquisition of vocabulary from extensive reading in Hawali. The study investigated students' performance in target words, spellings, meanings and students' knowledge of grammar after one month of extensive reading which was part of students' vocabulary development. The present study on the other hand investigated students' vocabulary development in registers of sports, education and politics. The former study was a case study research on the performance of students in spellings and knowledge of grammar, while the present was restricted on the performance of students on registers of sports, education and politics.

Another study carried out by Rashidi and Piran (2011) on the effect of extensive reading and intensive reading on Iranian EFL learners' vocabulary size and depth. The study investigated the effect of extensive reading and intensive reading on Iranian studying English as a foreign language in which two groups of students' performances were tested in the areas of synonyms, antonyms and collocation while the present study only used extensive reading to test the performance of students in registers of sports, education and politics. The concern of the former study was on the performance of students in synonyms, antonyms and collocations which differs from the present study.

Moyra (2011) presented a case study research on extensive reading and L2 reading motivation in Japanese as a foreign language. The study investigated how Japanese as a foreign language perceive extensive reading and explores changes in their motivation to read extensively. New Zealand students participated in reading graded readers outside the class after which interviews, and journal entries were analysed. Questionnaires and class observations were

also conducted to show the individuals perception and motivational change in depth of students. Hence, the present study also involved the use of extensive reading to find out the performance of students in registers through experimental research. The former study on the other hand adopted a case study research in which interviews, journal entries, questionnaires and observations were employed to investigate the student's individual perception and motivation to read extensively.

Looking at the previous studies carried out by different scholars on the effect of extensive reading on students' performance in different areas of language development, one can see that these give the bases for the present study to consider another area of research into the effect of extensive reading in Bauchi state on students' performance in vocabulary development which covered registers of sports, education and politics.

2.7 Theoretical Framework

The theoretical framework used for the present research study is based on Krashen's (1989) theory of vocabulary acquisition. Krashen (1989) reported that for one to master a language, a large vocabulary is needed and that can be acquired incidentally or directly. Krashen (1989) propounded three most popular hypotheses in vocabulary acquisition. The first one is the "input hypothesis" which means acquiring a language unconsciously by receiving comprehensible input through reading, secondly the "skill building hypothesis" meaning learning a language consciously through practicing drills and exercises to learn a language and the third one the "output hypothesis." That suggests learning a language by

producing it and getting the feedback. According to the input hypothesis, competence in vocabulary and spelling is acquired by comprehension input in form of reading which is relevant to the present study. Ellis (1995) defends the hypothesis by saying that with more and more of such input, the learner repeatedly exposed to words, expressions and structures of the language. He also shows that with each exposure, the learner adds to his or her mental mapping of these features of how they are used in the target language. Krashen's (1989) theory of vocabulary acquisition through reading is beneficial since readers could encounter many words and learn their subtle or complex meanings in contexts which cannot be adequately represented by synonym or similar definitions from a dictionary. This serves as a foundation for the present study since the intention of the study is to find out whether students could develop vocabulary through extensive reading and to quantify the amount of vocabulary developed through this kind of reading.

The input hypothesis is in line with the Language Acquisition Device (LAD) by Chomsky which describes that language is sub consciously acquired. That is acquiring the language without knowing that one is acquiring it which is referred to as incidental learning.

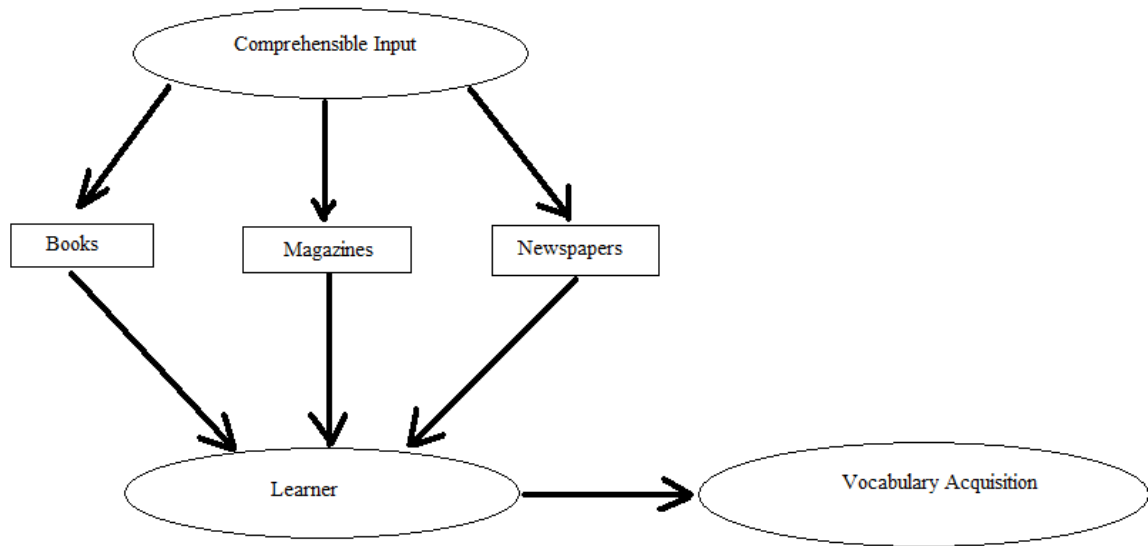


Figure 2.1 Diagram of input Hypothesis model

Figure 2.1 above represents a model for input hypothesis, indicating that a learner can be exposed to comprehensible input in form of books, newspapers and magazines. These can be read by the learner to acquire vocabulary in the target language. According to the input hypothesis, the learner improves and progresses along the natural order he or she receives second language input that is one step beyond his or her current stage of linguistic competence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the step by step procedural activities taken in this study. It covers the research design, the population, sample and sampling techniques, the data collection, instrument and the methods of data presentation and analysis.

3.2 Research Design

This study adopted one group pre-test, post-test design in order to compare participant groups and measure the degree of change occurring as a result of treatment. The experiment was done as illustrated by Kolo (2003), Owotunde and Ogodulunwa (2004) and Olayiwola (2007) in the table below.

Table 3.1 One group pre-test, post-test design

O ₁	X O ₂
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The design indicated by the table above shows that a single group of students were tested twice. A pre-test was administered to determine the dependent variable after that, treatment was given to the same group and finally followed by a post test. O₁ in the table above represent pre test given to the group, X represents treatment given to the group after pre test while O₂ represent post test given to the group after the treatment. The reason for choosing the above research design was to help in finding out the effect of extensive reading on students' vocabulary

development after the students have read some materials on sports, education and politics.

3.3 Population

The target population of this study constituted all the SS 11 students at the senior secondary school level in Bauchi State. According to the data gathered from the statistics section of the Ministry of Education Bauchi state, the study area has total number 82 senior secondary schools with a population of 18,413 SS 11 students. The schools included all boarding and day secondary schools under the Ministry of Education. The population was taken because of the assumption that the senior secondary two students were more matured and had covered a greater part of their English syllabus. This shows that their performance in extensive reading and written English could be adequately assessed.

3.4 Sample and Sampling Procedure

The nature of the present experimental research involves generalization on large population. That means covering all the 82 senior secondary schools may be burdensome considering the size of the schools and the population of all the students in the state. Based on that, four senior secondary schools were randomly selected to represent boys' schools, girls' schools and mixed schools in the study area. The schools were: government college Azare, Government Girls' Secondary School Hardawa, Government Secondary School Darazo and Government Day Secondary School Tilden Fulani.

Purposive random sampling was used to select a sample ninety two (92)

students from the entire population. According to Oliver (2006) purposive sampling technique is a method of sampling whereby the researcher takes decisions concerning the individuals to be included in the sample based on variety of criteria. Thus, the sample is picked solely on researchers' judgement. In this study, selection of sample was based on picking samples of students from boys' schools, girls' schools and those from mixed schools.

3.5 Research Instrument

In order to determine whether extensive reading enhances the performance of students in vocabulary development, a cloze test on the areas listed below were administered to the students at the pre-test and post-test levels. The reason for choosing the cloze test method was to give students ability to infer meaning of the word registers from the context. Agada (2010) observes that cloze test exposes learners to a variety of texts thereby widening their horizon in the areas of language structures, vocabularies and concepts in the target language. The following areas formed components of the test instrument.

1. Registers of sports – a cloze test on sports.
2. Registers of education - a cloze test on education.
3. Registers of politics – a cloze test on politics.

Each of the test items reflected every aspect of the research question asked in the study as indicated by Olaofe (2010). Each of the test items was awarded twenty (20) marks each totalling sixty (60) marks in the pre-test and

post-test exercises. For avoidance of repetition effect, two sets of questions of the same validity and reliability difficulty levels were drawn, one for the pre-test and the other one for the post-test exercise.

3.6 Validity and Reliability

The validity of the instrument was determined after the proposal defence by expert opinions comprising the researchers' supervisors, and experts in the field. The pilot study test items were also validated after conducting the test in two purposely selected senior secondary schools in Plateau state which was different from the environment of the study area. In order to test the reliability of the test items, the study used Cronbach correlation coefficient formula. The reliability indicated that cronbach's alpha parts were 0.77 and 0.71 respectively. These therefore, indicated that the relationship between the test instrument and the participants after the pilot test were highly significant.

3.7 Treatment for the group

Treatment for the group after pre-test composed of fifteen reading materials on sports, education and politics of different length and difficulty level. The treatment lasted for six weeks because most of the students have one period of reading in a week

3.7.2 Treatment procedure

The treatment for the group was done through the following stages:

1. Selecting articles related to sports, education and politics from newspapers and magazines and some passages of four to eleven

- pages from text books.
2. Reading five materials each in the areas of sports, education and politics for a period of six weeks.
 3. Keeping a reading diary which contained title of materials read and list of registers encountered in each material.
 4. Using the knowledge of context clues and word parts in terms of prefixes, roots and suffixes to get the meaning of registers.

The above activities were conducted through the following stages.

- i. Week one and two, reading of materials related to sports.
- ii. Week three and four, reading of materials related to Education.
- iii. Week five and six, reading of materials related to politics.

3.7 Data Collection Procedures

The following procedures were followed for the data collection:

1. Four secondary schools were randomly selected from the study area.
2. In each school, forty six (23) participants were randomly selected.
3. The students were pre- tested to show that they were comparable and compatible in terms of academic level and performance in reading comprehension ability.
4. Treatment in form of extensive reading was administered to the group for six weeks. Thus, two weeks each for reading of materials in sports, education and politics.
5. The students were post-tested at the end of the exercise.

6. English teachers from the two schools were selected to assist in marking the cloze test.

In order to monitor the reading of the materials, each student from the group kept a reading diary. This contained the title of material read and a list of registers encountered before the post test exercise in order to find out their levels and attitudes towards reading of the assigned materials.

3.8 Analytical Procedures

Each of the three tests in pre-test and post test were marked over twenty (20) marks, awarding one mark for each correct answer. The results were organised in tables, well labelled according to sections and sub-sections of the data collected. Their mean scores, numbers of respondents and their standard deviation were used to test the research questions. T-Test statistical technique was used also to test the hypothesis of this study. The reason for choosing the t-test statistical technique was to determine the impact of treatment after post test.

3.9 The Pilot Study

A pilot study was conducted in two purposively selected senior secondary schools in plateau state in order to ascertain the validity and reliability of the instrument. The schools were Government Secondary School Federe and Government Secondary School Shere. Ten students were selected from each

school. The first school government secondary school Federe served as the experimental group while government secondary school Shere as the control group.

A pre-test was administered to the students after that, treatment was given to the same group of students such as reading various passages and articles on sports, government and politics extracted from newspapers and magazines. The treatment lasted for period of two weeks. At the end of the two weeks, a post test was administered to find out whether there was a significant improvement. To ascertain the validity and reliability of the test, the responses of the pre test and post tests were marked over thirty marks. The data was analysed using descriptive statistics (mean and standard deviation) and t-test for testing the significant difference.

The results of the pilot showed that at the pre-test level, the mean score and standard deviation of the group of students was 4.4 and 0.68. The probability level was significant at 0.05. Similarly, at the post-test level, the mean score and standard deviation of the experimental group was 5.2 and 0.67. The calculated value was 4.71 and the critical value was 1.96 which means that the calculated value of the test statistics was greater than the critical value. This shows that there is a significant difference in the mean performance of students at the pre tests and at the post test level, therefore the null hypothesis was rejected.

The reliability of the instrument was determined by using split-half statistic to examine the correlation between the parts and Cronbach's Alpha was chosen to determine inter-item correlations. The validity and reliability indicated

that Cronbach's Alpha part were 0.77 and 0.71 respectively. These therefore, indicated that the relationship between the test items and the participants at the pilot test was highly significant.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The aim of the present study is to investigate the effect of extensive reading on students' vocabulary development at the senior secondary school level in Bauchi state. In this chapter, data collected through pre-test and post-test on registers of sports, education and politics were analysed, interpreted and presented in tables.

Research Question 1: What is the effect of extensive reading on students' performance in the test of registers of sports?

Table 4.1 Means and standard deviations of pre-test and post-test scores of students in the test of registers of sports

Test group	N	\bar{X}	SD
Pre-test	92	13.58	2.20
Post-test	92	15.69	1.51

N = number of students, \bar{X} = Mean score, SD = standard deviation.

Table 4.1 showed the pre-test and post-test performance mean and standard deviation (SD) scores of students when exposed to extensive reading. It could be seen that the students' performance mean and SD scores in pre-test were 13.58 and 2.20. Then, when students were exposed to the extensive reading in the registers of sports, the mean and SD scores obtained were 15.69 and 1.51 respectively. From these results, it can be observed that there is gain in mean scores of (2.11) which indicates that students' performances after the extensive

reading have was improved. This showed that extensive reading has effect on students' performance in registers of sports.

In order to further buttress the statistical findings, outcome produced by the low performer, mid performer and high performer before and after a cloze test on registers of sports were analysed. These were presented in the table below.

Table 4.2 Vocabulary gained by the respondents before and after the cloze test on Registers of sports

List of Words Acquired before the Study (Pre-test)	List of Words Acquired at the End of the Study (Post-test)
LOW PERFORMER	
Players, team, jersey, field, passing, goal post, attackers, players, penalty, goals. (10)	Sports, match, record, track, relay, spectators, field, team, kick off, records, penalty kick, goal keeper (12)
MID PERFORMER	
Players, boots, team, field, passing, shooting, attackers, throw in, penalty, corner kick, match (11)	Sports, match, track, relay, spectators, field, teams, kick off, passers, spectators, records, tackle, penalty kick, goal keeper (14)
HIGH PERFORMER	
Players, jersey, team, field, shooting, goal post, attackers, score, defenders, throw in, hands, penalty, goal post, corner kick, half time, match, shooting (17)	Sports, match, record, track, relay, spectators, field,, team, kick off, guest of honour, passers, cooperation, spectators, first half, record, tackle, penalty kick, goal keeper (18)

Table 4.2 presents the results of the cloze test answers on registers of sports produced by the low performer, mid performer and the high performer in the experimental group before and after the treatment. The results show that the low performer had a vocabulary gain of 10 words before the treatment and addition of 12 words after the treatment. The mid performer had a gain of 11 words before the treatment and addition of 14 words after the treatment. The higher performer had 17 words before the treatment and addition of 18 words after the treatment.

Research Question 2: What is the effect of extensive reading on students' performance in the test of registers of education?

Table 4.3 Means and standard deviations of pre-test and post-test of students in the test of registers of education

Test group	N	\bar{X}	SD
Pre-test	92	8.93	2.01
Post-test	92	11.58	1.72

N = number of students, \bar{X} = Mean score, SD = standard deviation.

Table 2 revealed the pre-test and post-test performance mean and standard deviation (SD) scores of students before and after they were exposed to extensive reading in the registers of education. The performance mean and SD scores for pre-test were 8.93 and 2.01; while the performance mean and SD scores for post-test level were 11.58 and 1.72 respectively. This showed that extensive reading has effect in students' performance in the registers of education as there was a mean gap of 2.65.

In order to further buttress the statistical findings, outcome produced by the low performer, mid performer and high performer before and after a cloze test on registers of education were analysed. These were presented in the table below.

Table 4.4, Vocabulary gained by respondents before and after the cloze test on registers of education

List of Words Acquired before the Study (Pre-test)	List of Words Acquired at the End of the Study (Post-test)
LOW PERFORMER	
students, mark, admission, figure, campus activities (6)	Profession, goals, formal, education, principal, timetable, teacher, learn (8)
MID PERFORMER	
Students, gained, admission, campus, board, distance, vice, management (8)	Profession, goals, formal, educating, learning, skills, informal, education, principal, teacher (10)
HIGH PERFORMER	
Students, marks, tertiary, gained, admission, figure, campus, list, board, academic, activities, standards (12)	Profession, motivate, goals, attainment, formal, educating, leaning skills, informal, education, organised, principal, timetable, teacher, behaviour, pear (16)

Table 4.4 presents the results of the cloze test answers on registers of education produced by the low performer, mid performer and the high performer in the experimental group before and after the treatment. The results show that the low performer had a vocabulary gain of 6 words before the treatment and addition of 8 words after the treatment. The mid performer had a gain of 8 words before the treatment and addition of 10 words after the treatment. The higher performer

had 12 words before the treatment and addition of 16 words after the treatment.

Research Question 3: What is the effect of extensive reading on students' performance in the test of registers of politics?

Table 4.5 Means and standard deviations of pre-test and post-test scores of students in the registers of politics

Test group	N	\bar{X}	SD
Pre-test	92	12.89	2.24
Post-test	92	16.04	1.33

N = number of students, \bar{X} = Mean score, SD = standard deviation.

Table 3 depicted the pre-test and post-test performance mean and standard deviation (SD) scores of students before and after they were exposed to extensive reading in the registers of politics. The pre-test result obtained in the students' performance in the registers of politics was 12.89 and SD was 2.24, meanwhile, post-test result yielded 16.04 and SD was 1.33. This clearly showed that extensive reading has effect in students' performance in registers of politics in the post-test level. These showed that students' performance mean score was higher than that of pre-test with a mean gap of 3.15 after extensive reading programme.

In order to further buttress the statistical findings, outcome produced by the low performer, mid performer and high performer before and after a cloze test on registers of politics were analysed. These were presented in the table below.

Table 4.6 Vocabulary gained by respondents before and after the cloze test

on registers of politics

List of words acquired before the study(pre-test)	List of words acquired after the end of the study (post-test)
LOW PERFORMER	
Government, executive, power, legislative, elections, power, registered, ballot, vote, registration (10)	Choice, government, candidates, condition, electorate, law, citizen, political, office, aspiring, presidency, candidate (12)
MID PERFORMER	
Democracy, government, executive, elections, power, president, voting, ballot, vote (9)	Choice, laid, government, candidate, electorate, law, citizen, political, office, assembly, aspiring, presidency, deputy, candidate (14)
HIGH PERFORMER	
Democracy, government, executive, despotism, power, legislature, president, voting, elections, ballot, cast, party, ballot box (13)	Choice, predicated, laid, governing, candidates, conditions, electorate, character, law, citizen, political, office, representative, assembly, aspiring, presidency, deputy, candidate (18)

Table 4.6 presents the results of the cloze test answers on registers of politics produced by the low performer, mid performer and the high performer in the experimental group before and after the treatment. The results show that the low performer had a vocabulary gain of 10 words before the treatment and addition of 12 words after the treatment. The mid performer had a gain of 9 words before the treatment and addition of 14 words after the treatment. The higher performer had 13 words before the treatment and 18 words after the treatment.

4.2 TESTING OF HYPOTHESES

In this sub-section, the three null hypotheses formulated for this study

were tested, one after the other.

4.2.1 Hypothesis 1

There is no significant difference between the pre-test and post-test mean scores performance of students with the use of extensive reading in the test of registers of sports.

Table 4. 7 t-test analysis of pre-test and post-test mean scores performances of students in a test of registers of sports.

Group	N	\bar{X}	SD	t_critical	t-calculated
Pre-test	92	13.58	2.20	1.98	7.59
Post-test	92	15.69	1.51		

P<0.05, df = 182. Note: df = degree of freedom

In Table 4, an independent t-test was conducted to compare pre-test and post-test mean scores performances of students in the use of extensive reading in the test of registers of sports. The pre-test mean and standard (SD) scores were 13.58, SD = 2.20. Whereas, post-test mean and SD were 15.69 and 1.51 respectively. These values were subjected to t-test analysis and t-calculated yielded 7.59 which was greater than the t-critical (1.98) at 0.05 level of significance with 182 degree of freedom. Thus, null hypothesis 1, which stated that there is no significant difference between pre-test and post-test mean scores performance of students with the use of extensive reading in the test of registers of sports was rejected.

Therefore, it was concluded that there is significant difference between

pre-test and post-test mean scores performance of students with the use of extensive reading in the register of sports. It can be inferred from this conclusion that the use of extensive reading contributes to student performance. This was proved by the performances of the low performer, mid performer and high performer before and after a cloze test on registers of sports in table 4. 2.

4.2.2 Hypothesis 2

There is no significant difference between pre-test and post-test mean scores performance of students with the use of extensive reading in the test of registers of education.

Table 4. 8 t-test analysis of pre-test and post-test mean scores performances of students with the use of extensive reading in the test of registers of education.

Group	N	\bar{X}	SD	t_critical	t-calculated
Pre-test	92	8.93	2.01		
Post-test	92	11.58	1.72	1.98	9.57

P<0.05, df = 182. Note: df = degree of freedom

Table 5 revealed an independent t-test conducted to compare pre-test and post-test mean scores performance of students with the use of extensive reading in the test of registers of education. The pre-test mean and SD scores were 8.93 and 2.01 respectively. The post-test mean was 11.58 and SD was 1.72. These values were subjected to t-test analysis. The t-calculated value of (9.57) was greater than the t-critical (1.98) at 0.05 level of significance with 182 degree of freedom.

Thus, null hypothesis 2, which stated that there is no significant difference between pre-test and post-test mean scores performance of students with the use of extensive reading in the test of registers of education was rejected.

Hence, it was concluded that there is significant difference between pre-test and post-test mean scores performances of students when exposed to extensive reading in the test of registers of education. From this analysis, it can be concluded that extensive reading has great effect in the students' understanding of registers of education. This was proved by the performances of the low performer, mid performer and high performer before and after a cloze test on registers of education in table 4.4.

4.2.3 Hypothesis 3

There is no significant difference between pre-test and post-test mean scores performance of students when exposed to extensive reading in the test of registers of politics.

Table 4.9 t-test analysis of pre-test and post-test mean scores performances of students when exposed to extensive reading in the test of registers of politics.

Group	N	\bar{X}	SD	t_critical	t-calculated
Pre-test	92	12.89	2.24		
Post-test	92	16.04	1.33	1.98	11.63

P<0.05, df = 182. Note: df = degree of freedom

Table 5 depicted an independent t-test conducted to compare pre-test and post-test mean scores performances of students when exposed to extensive reading in the test of registers of politics. The pre-test mean score was 12.89 and SD was 2.24. The post-test mean score was 16.04 and SD was 1.33. These values were subjected to t-test analysis. The t-calculated value (11.13) was greater than the t-critical (1.98) and therefore, null hypothesis 3, which stated that there is no significant difference between pre-test and post-test mean scores performance of students when exposed to extensive reading in the test of registers of politics was rejected.

Hence, it was concluded that there is significant difference between pre-test and post-test mean scores performances of students when exposed to extensive reading in the test of registers of politics. Thus, using extensive reading in teaching register of politics has a great effect on the students' performance. This was proved by the performances of the low performer, mid performer and high performer before and after a cloze test on registers of politics in table 4.6.

4.3 Summary of Overall Findings

1. There was a significant difference between the performances of students in pre-test and post-test on registers of sports.

2. There was a significant difference between the performances of students in pre-test and post-test on registers of education.
3. There was a significant difference between the performances of students in pre-test and post-test on registers of politics.

4.4 Discussion of the Research Findings

Findings based on research question one showed that there was a significant difference between the pre-test and post-test performances of students in a cloze test on registers of sports. This finding is as a result of exposing students to reading some materials related to sports before the post-test exercise.

The finding confirmed the report of an experimental research conducted by Rashidi and Piran (2011) on the effect of extensive reading and intensive reading on Iranian EFL learners' vocabulary depth in which two groups of students' performances were tested in the areas of synonyms, antonyms and collocation. The study discovered a significant difference between the two groups. The first group who participated in extensive reading performed better than the second group who participated in intensive reading. The differences in the two studies showed that the former study used two types of reading; extensive and intensive reading to find the performance of the two groups in the areas of synonyms, antonyms and collocation. The present study on the other hand used only extensive reading to find out the performance of students on registers of sports.

The new ground broken by this finding shows that extensive reading has been found to be a strategy for the development of vocabulary in terms of

antonyms and synonyms compared to the traditional method of learning vocabulary words in isolation. This suggest that teachers could use this procedure to enhance the performance of students to get meaning words in a text through the use of context clues instead of studying words in isolation.

Findings based on research question two showed that there was a significant difference between the pre-test and post-test performances of students in a test of registers of education. This finding buttressed the fact that students in the study area were exposed to reading of materials on related to education before the post test exercise.

This finding confirmed the report by Pigada and Schmitt (2006) who conducted a survey research on students' acquisition of vocabulary from extensive reading. The study discovered a significant improvement in the performance of students in target words such as spellings and students knowledge of grammar after one month of extensive reading. As a mark of difference, the former study conducted a survey research on word spellings including grammar while the present study is an experimental study on word registers of education

The new ground broken in this finding shows that extensive has been discovered to be a strategy for improving words spellings and grammar in the target language. This strategy could be used by secondary students in learning words in terms of register using context clues through extensive reading. It will also serve as a remedy to poor performance of students in vocabulary development.

Findings based on research question three showed that there was a

significant difference between pre-test and post-test performances of students in a cloze test of registers of politics. This finding is as a result of students exposure to reading of materials related to politics before the post-test.

The finding confirmed the study conducted by Ramitsiwa (2001) who conducted an experimental research on the effect of reading short stories on junior secondary school students' performance in written English. The study assessed the performance of students in written composition in the areas of contents, organization, expressions and mechanical accuracy. A sample of 100 students was grouped into two, experimental and control groups. After the treatment, the study found a significant difference between the two groups of students. The differences between the two studies showed that the former study used extensive reading to find out the performance of students in written compositions while the present study used extensive reading to find the performance of students in registers of politics.

The new ground open by this study is that extensive reading has since been found to be a pedagogical tool for acquiring words used in writing skill. This shows that through extensive reading, students can be exposed to words and structures of a language that could help them write better in English. Teachers teaching English as a second language could use the model to enhance the performance of students in vocabulary

Furthermore, the present study confirmed the claims made by Danazumi, Opara and Chingwong (1998) that the best way students could be versed in registers of different fields is by reading extensively and making conscious effort

to master strange and unfamiliar terms. Similarly, the present study also confirmed the claims made by Ohia and Adeosun (2002) students should be exposed to many textbooks and varieties of reading materials because they deal with education, sports and medicine.

With these findings, English teachers in the study area could teach vocabulary by exposing their students to different fields to be able to acquire and learn new words in such fields. Using context clues and knowledge of word parts could be used by students to infer meaning of unfamiliar words they encounter when reading.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATIONS

5.0 Introduction

This chapter deals with the summary of the findings, implication of the findings and conclusion. It also gives recommendations and finally suggests areas for further studies.

5.1 Summary of the study

The study investigated the effect of extensive reading on students' vocabulary development in the areas in of registers of sports, education and politics at the SS 11 level in Bauchi state. The study adopted an experimental research in which one group pre-test and post-test group design was used to test a group of students. A cloze test on registers of sports, education and politics were administered to the two groups of students at the pre-test post-test levels to find out their relative performance.

The target population of the present study involved all SS 11 students in Bauchi state with a population of eighteen thousand, four hundred and thirteen (18,413) students. Four schools were randomly selected and purposive sampling technique was used to select a sample of 92 students from the entire population 18,413. Eight research personnel were employed to assist in monitoring and assessing the activities of students in each of the four selected schools. Mean scores and standard deviations of the pre test and post test results were used to test the research questions while T-test statistical technique was also used to test the three hypotheses formulated for this study.

The following research questions were asked:

1. What is the effect of extensive reading on students' performance in a test of registers of sports?
2. What is the effect of extensive reading on students' performance in a test of registers of education?
3. What is the effect of extensive reading on students' performance in a test of registers of politics?

The summary of the findings are as follows:

1. There was a significant difference between the mean performance of students exposed to extensive reading and those not in a test of registers of sports.
2. There was a significant difference between the mean performance of students exposed to extensive reading and those not in a test of registers of education.
3. There was a significant difference between the mean performance of students exposed to extensive reading and those not in a test of registers of politics.

5.2 Implications of the findings

From the findings of the study, the following implications relating to vocabulary development through extensive reading in the study area should be considered.

5.2.1 Implication for Vocabulary Development in Secondary Schools

Based on the results and observations obtained from the pre test and post test results of students in the study area, it showed that vocabulary instruction in secondary schools relied on traditional method of treating difficult vocabulary items encountered by students in the passage in isolation usually during reading comprehension. Therefore, exposing students to read extensively and encouraging them to find out meaning of difficult words through context clues have not been part of developing students' vocabulary in their respective schools. The implication here was that of serious negative effect on the general performance of

students in English language. To be fluent and proficient in any language, a good knowledge of the vocabulary of the language is required. As reported by Aiyewumi (1991), students should be encouraged to read different types of materials such as books, journals, newspapers, and magazines in order to have a wide scope of vocabulary. Baumann and kameenui (1991) also reported that students' word knowledge is linked strongly to their academic success.

Considering the importance of vocabulary to the life of students in the secondary school, extensive reading should not be neglected, since it is a strategy for acquiring and exposing students to words in different contexts. Teachers in the study area should adopt extensive reading in order to expose students through reading materials in different fields to promote reading skills and acquisition of vocabulary words related to such fields.

5.2.2 Implication for Secondary school curriculum Developers

The study observed a significant difference between the pre-test and post test performance of students in a test of registers of sports, education and politics. After the pre test, students were exposed to reading of selected passages of four to ten pages and articles from newspapers and magazines which were monitored through keeping reading diaries. The result showed that students had higher achievement mean scores in all the three tests at the post-test level compared to the scores at the pre test level.

Based on these findings, secondary school administrators and Educational Resource centre and Ministry of Education who are responsible for the curriculum

development for the secondary schools should support the English language teachers in implementing the teaching of extensive reading at the secondary school level such as:

- i. supplying school libraries with interesting novels such as African writers series and non African writers, journals and periodicals that discuss issues on sports, education, politics and other related fields.
- ii. Organising a competition to award the best readers among students at the end of each term.
- iii. Organising quiz competition on vocabulary development for the students at the end of the term.

Support should also be given to English language teachers through workshops and seminars on the need to improve students' reading habits and vocabulary development in English. Through that, reading across the curriculum will be encouraged for improved performance of students in English and other school subjects.

5.3 Conclusion

The following conclusions, based on the findings from the study are drawn as follows:

1. A significant difference was discovered between the pre-test and post-test results after students were exposed to reading of material on sports
2. A significant difference was discovered between pre test and post test results after students were exposed to reading of materials on education..
3. A significance difference was discovered between pre-test and post-test

results after students were exposed to reading of materials on politics.

5.4 Recommendations

Considering the importance of reading and vocabulary to the life of students at all levels of our educational system, the following recommendations were made based on the findings of the present study.

1. The study recommends extensive reading to be a compulsory reading activity at all levels of secondary schools in Nigeria in order to improve their vocabulary knowledge. This should be done by providing students with texts on African and non African fictions and making it compulsory for student to read at least one text in a week.
2. Students' reading progress should be monitored by keeping reading diaries indicating varieties of registers or vocabularies encountered and summaries of books read. They should also be reinforced by awarding them stars for books read.
3. Schools should be equipped with supplementary readers, novels, journals, newspapers, and magazines so that students will have opportunity to choose the books and materials that they can read and improve on their level of vocabulary.
4. Extensive reading programme should be given special time in the secondary school time table in order to promote reading habit among students and vocabulary development. This could be done by developing a class library in which the school and students can provide interesting books and materials on adventures, mysteries, action stories and different

fields such as sports, politics and science. One or two periods in a week should be set aside for extensive reading and the students could be asked to record the number of pages or books read within that period.

5. The study suggests the teaching of literature right from the junior secondary school to the senior secondary school level in order to inculcate love for reading among students and vocabulary development.

5.5 Areas for Further Studies

The following areas are suggested for further studies.

1. Effect of extensive reading on students' writing skills.
2. Effect extensive reading on students' spoken English.
3. Effect of extensive reading on students' reading comprehension.
4. Effect of extensive reading on students' performance in grammar.
5. Effect of extensive reading on students' performance across the curriculum

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Appendix A

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

Name.....Sex.....

School.....Class.....

PRE TEST

TEST A: REGISTERS OF SPORTS

TIME 20 mins.

INSTRUCTIONS: In the following passage the number gaps indicate missing words. Choose and circle the correct word that is most suitable from lettered A to D to fill the number gap in the passage.

Football involves twenty one -1 - (eleven on each side). The players wear football -2 - with studs. Each - 3 - is identified by its - 4 -. The players chase the ball around the -5 -, kicking, heading or - 6 - the ball from partner to partner until one of the teams succeeds in - 7 - it through the - 8 -. While the - 9 - endeavour to -10 -, the - 11 - try to stop them. When the ball is out of play, a -12 - is ordered. If a -13 - touches the ball with his -14 - within his own eighteen, or fouls another player, a -15 - is awarded. If however, a defender kicks the ball behind his one -16 - out of play, a -17 is awarded.

At - 18 -, the players rest. The team with greater number of -19 - at the end of the 90-minutes - 20 - is the winner.

	A	B	C	D
1	people	Players	Footballers	Students
2	boots	Shirts	Shoes	Jerseys
3	Player	Group	footballer	Team
4	T-shirts	Shirts	Jersey	Singlet
5	Track	Field	Stadium	Ground
6	giving	Pushing	Shooting	Passing
7	passing	Shooting	Pushing	Throwing
8	goal keeper	goal posts	goal scores	goal posts
9	complains	Players	Attackers	Defenders
10	Kick	Score	Pass	Shoot
11	attackers	Captains	Defenders	back men
12	kick in	push in	Throw in	pass in
13	Team	Player	Footballer	goal keeper
14	Chest	Hands	Legs	Head
15	red card	Yellow card	Penalty	free kick
16	mid field	goal post	mid line	out line
17	free kick	Penalty	corner kick	Throw in
18	end of match	half time	end of match	Injury time
19	points	Scores	Goals	Shorts

20	Game	Match	March	Competition
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Appendix B

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

Name.....Sex.....

School.....Class.....

PRE TEST

TEST B: REGISTERS OF EDUCATION

TIME 20 mins.

INSTRUCTIONS: In the following passage the number gaps indicate missing words. Choose and circle the correct word that is most suitable from lettered A to D to fill the number gap in the passage.

-1- who did not – 2 – the cut off -3 – in the Unified – 4 – Matriculation Examination (UME) and – 6 - admission into the university of Abuja may lose their - 6 -, the – 7 – chancellor professor James Adelabu said on Saturday.

Prof Adelabu could not give the exact – 8 – of – 9- at the 20th matriculation -10 – held for the first time at the main – 11 – as there were also students who had gotten admission in other -12 – on the – 13 – send from the join admission -14 – (JAMB).

Adelabu however said when the inconsistencies were cleared the number of students would be less than 2,000 in both - 15 – and -16 – learning – 17 – programmes of the university. He said regarding the welfare of the students, -18 – had sunk ten additional boreholes and provided storage facilities. He urged

students to engage in positive academic – 19 – and display high moral – 20 -.

	A	B	C	D
1	learners	Students	Pupils	Undergraduates
2	Get	Make	Meet	Arrive
3	grade	Mark	Figure	Number
4	training	Teaching	Tertiary	Technical
5	passed	Received	Joined	Gained
6	admission	examination	Letter	Entry
7	deputy	Assistant	Chief	Vice
8	List	Figure	Digit	Quantity
9	graduates	Learners	Students	Candidates
10	party	Classes	Ceremony	Occasion
11	compound	Campus	Environment	Faculty
12	institutes	Faculties	Departments	Schools
13	List	Register	File	Record
14	bored	Bill	Board	Record
15	normal	Regular	Standard	Usual
16	irregular	Normal	Part time	Distance
17	academic	Educational	Semester	Training
18	administration	Executive	Management	Directorate
19	events	Activities	Records	Teachings

20	ethics	Standards	Principles	Behaviour
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Appendix C

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

Name.....Sex.....

School.....Class.....

PRE TEST

TEST C: REGISTERS OF POLITICS

TIME 20 mins.

INSTRUCTIONS: In the following passage the number gaps indicate missing words. Choose and circle the correct word that is most suitable from lettered A to D to fill the number gap in the passage.

Nigeria has practiced the presidential - 1 - or presidential system of - 2 - where the president has - 3 - powers. In order to eliminate - 4 -, there are checks and balances through the exercise of - 5 - by the judiciary and the - 6 - .

The members of the - 7 - houses and the - 8 - are duly elected during general - 9 -. During the elections, all citizens that are - 10 - age and have duly - 11 - by the - 12 - commission are allowed to - 13 -. The procedure is simple. Voting is done by - 14 -. The voter presents his - 15 - card at the - 16 - station; he is given a - 17 - paper; he goes into the booth and - 18 - his vote for the - 19 - he supports by putting the ballot paper into appropriate - 20 - .

	A	B	C	D
1	republic	Democracy	Autocracy	Power
2	leadership	Management	Government	Authority
3	superior	Exclusive	Executive	Administrative
4	repression	Democracy	Mechanism	Despotism
5	power	License	Strength	Energy
6	council	Legislature	Parliament	Senate
7	governmental	Jurisdiction	Legislative	Statutory
8	premier	President	Governor	Commander
9	voting	Selection	Appointment	Elections
10	appointing	Fighting	Voting	Selecting
11	registered	Listed	Counted	Recorded
12	election	Electoral	Presidential	Balloting
13	appoint	Choose	Vote	Select
14	ballot	Card	Paper	Identity card
15	record	Registration	Master	Party
16	registration	Voting	Election	Polling
17	polling	Registered	Voting	Ballot
18	keep	Throw	Cast	Put
19	organization	Party	Group	Team

20	voter box	Ballot bag	ballot box	voter bag
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Appendix D

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

Name.....Sex.....

School.....Class.....

POST TEST

TEST A REGISTERS OF SPORTS

TIME 20 mmins

INSTRUCTIONS: In the following passage the number gaps indicate missing words. Choose and circle the correct word that is most suitable from lettered A to D to fill the number gap in the passage.

Last month our school marked her diamond Jubilee with a double celebration: an inter house – 1 – competition in the morning and a foot ball – 2- later in the afternoon. The former was very exiting as many – 3 – were broken and several new ones were set up. The most exiting were the – 4 – events, especially the 100 metres – 5 -, the 200 metres hurdles and the – 6 – races. The – 7- did not seem particularly interested in the -8 – events.

Expectedly the football – 9 – drew a very large crowd because of the reputation of the two contesting – 10 -. The – 11 – was the state administrator who was the special – 12 -. Our team played excellent soccer, the – 13 – were accurate and our players displayed such – 14 – that the – 15 – were not surprised when, by the end of the – 16 – they had scored three goals to nil. In the second half one of the players was shown a – 17 – for a rough – 18 -. Although our opponents were awarded a – 19 -, our – 20 – was so smart that he did not concede a goal.

	A	B	C	D
1	Games	Sports	Training	Field
2	Sport	Event	Match	March
3	Records	Trophies	Events	Titles
4	Race	Path	Road	Track
5	Run	Dash	Lap	Finish
6	Relay	Group	Fast	Single
7	Audience	congregation	Spectators	Mob
8	Athletic	Field	Sport	House
9	Sport	Competition	Game	Match
10	Opponents	Troupe	Team	Group
11	Kick-off	Short	Kick-out	Pass
12	Chief of ceremony	Guest of honour	Master of ceremony	Guard of honour
13	Shootings	Moves	Passes	Dribbling
14	Combination	understanding	Team work	Cooperation
15	Congregation	Spectators	Audience	Crowd
16	Break	Half way	First half	Interval
17	Blue card	Red card	White card	Danger card
18	Dribbling	Tackle	Passing	Rushing
19	Throw in	Conner kick	Penalty kick	Striker
20	Goal keeper	Mid fielder	Defender	Striker

Appendix E

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

Name.....Sex.....

School.....Class.....

POST TEST

TEST B REGISTERS OF EDUCATION

TIME 20 mins

INSTRUCTIONS: In the following passage the number gaps indicate missing words. Choose and circle the correct word that is most suitable from Lettered A to D to fill the number gap in the passage.

Teaching is one of the oldest – 1 – known to men. Every community from time immemorial must have had – 2 – known and respected for their ability to guide and – 3 – younger members of their community towards the – 4 – of the desired – 5 – of their group. The – 6 – ceremonies for young adults common to many cultures are part of the – 7 – education process of those cultures, but there are very many informal ways of - 8 – the young. When a young girl helps her mother in preparing the family meal, she is – 9 – culinary – 10 – in an – 11 – set up. Ones – 12 – group also exerts a great influence on individuals.

In the formal set up of our schools today, - 13 – is highly – 14 -. There is the – 15 – of authority from the – 16 – down to the class monitors. We have a fixed – 17 – which we adhere to strictly. Though we – 18 – a great deal from our mates. The – 19 – plays an important role in shaping our attitudes and conditioning our – 20 – and responses to our society as a whole.

	A	B	C	D
1	Role	Jobs	Professions	Activities
2	Individual	Men	Women	Group
3	Induce	Motivate	Force	Bribe
4	Creating	Attainment	Evolution	Preservation
5	behaviour	Success	Future	Goals
6	courageous	Initiation	Secret	Fattening
7	True	Good	Formal	Original
8	educating	Evaluating	Testing	Punishing
9	training	Producing	Teaching	Learning
10	Works	Studies	Skills	Trades
11	uneducated	Informal	Educated	Formal
12	friendly	Sex	School	Peer
13	School	Education	Knowledge	Profession
14	popular	Expensive	Organized	Different
15	Respect	Obedient	Hierarchy	Power
16	Prefect	Teacher	Principal	Head boy
17	Time table	Set up	Calendar	Almanac
18	Learn	Study	Gather	Acquire
19	Prefect	Teacher	Monitor	Leader
20	Future	Success	Behaviour	Objective

Appendix F

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

Name.....Sex.....

School.....Class.....

POST TEST

TEST C REGISTERS OF POLITICS

TIME 20 mins

INSTRUCTIONS: In the following passage the number gaps indicate missing words. Choose and circle the correct word that is most suitable from Lettered A to D to fill the number gap in the passage.

The – 1 – of candidates by the electorate is – 2 – on certain pre-conditions – 3 – down by the laws – 4 – the electoral system either through formal – 5 – or informal process of elimination. – 6 – for public office must meet certain – 7 – which are deemed necessary for their acceptability to the larger – 8 -. Nowadays these conditions embraced the sum total of candidates’ – 9 – and demeanour; his grooming habits; his family and philosophical bent.

However, in a country such as Nigeria the conditions to be fulfilled by the candidates are specified by the – 10 -. Under the law any Nigerian – 11 – may stand for – 12 – to any – 13 - office if he is of sound moral character and has attained minimum age prescribed by law for that – 14 -. The minimum age for membership of the house of – 15 – or state – 16 – is 21 years. Those – 17 – for the – 18 -, the vice presidency; governorship or – 19 – governorship must attain the age of 35. To be qualified for election as a senator the – 20 – must be 30 years or more.

	A	B	C	D
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1	election	Choice	Removing	Picking
2	predicted	Predestined	Predicated	Calculated
3	put	Placed	Laid	Set
4	Administering	Governing	Overseeing	Powering
5	sanctioning	Action	Depiction	Enactment
6	officers	Candidates	Runners	Nominees
7	conditions	Situations	circumstances	Settings
8	election	Position	Electorate	Voters
9	life	Character	Behaviour	Custom
10	rule	Decree	Principle	Law
11	citizen	Resident	National	Native
12	selection	Nomination	Election	Appointment
13	administrative	Diplomatic	Government	Political
14	appointment	Office	Position	Voting
15	Representative	Assembly	Senate	Delegate
16	assembly	Representation	Legislature	Executive
17	agitating	Moving	Aspiring	Struggling
18	senate	Presidency	President	Premier
19	assistant	Vice	Representative	Deputy
20	applicant	Officer	Candidate	Candidature

**APPENDIX G:
RAW PRE-TEST SCORES ON REGISTERS OF SPORTS**

S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)
1	13	26	13	51	12	76	13
2	13	27	19	52	14	77	12
3	17	28	15	53	17	78	13
4	16	29	10	54	15	79	10
5	17	30	15	55	13	80	13
6	17	31	13	56	14	81	15
7	15	32	14	57	13	82	15
8	10	33	16	58	10	83	14
9	14	34	12	59	13	84	10
10	12	35	16	60	12	85	11
11	17	36	15	61	15	86	10
12	15	37	11	62	17	87	13
13	16	38	12	63	14	88	10
14	14	39	13	64	13	89	14
15	12	40	12	65	17	90	17
16	15	41	16	66	11	91	10
17	10	42	13	67	14	92	12
18	16	43	15	68	15		
19	15	44	10	69	13		
20	16	45	17	70	10		
21	10	46	12	71	13		
22	12	47	13	72	12		
23	13	48	17	73	14		
24	15	49	11	74	15		
25	15	50	13	75	13		

APPENDIX H
RAW PRE-TEST SCORES ON REGISTERS OF EDUCATION

S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)
1	6	26	7	51	7	76	9
2	11	27	13	52	7	77	10
3	15	28	12	53	13	78	7
4	12	29	6	54	6	79	6
5	9	30	11	55	10	80	8
6	14	31	10	56	8	81	9
7	9	32	11	57	8	82	7
8	10	33	9	58	6	83	8
9	10	34	7	59	9	84	7
10	11	35	10	60	9	85	8
11	10	36	11	61	9	86	6
12	10	37	6	62	12	87	8
13	9	38	8	63	8	88	7
14	10	39	9	64	10	89	9
15	7	40	9	65	12	90	8
16	9	41	10	66	6	91	8
17	10	42	8	67	8	92	7
18	9	43	6	68	9		
19	8	44	6	69	10		
20	8	45	11	70	6		
21	9	46	9	71	8		
22	9	47	8	72	7		
23	13	48	12	73	9		
24	12	49	7	74	11		
25	9	50	9	75	8		

APPENDIX I

RAW PRE-TEST SCORES ON REGISTERS OF POLITICS

S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)
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1	16	26	19	51	13	76	14
2	14	27	15	52	16	77	10
3	16	28	16	53	12	78	15
4	12	29	14	54	14	79	14
5	11	30	15	55	12	80	14
6	10	31	17	56	13	81	14
7	11	32	13	57	12	82	16
8	14	33	11	58	11	83	13
9	15	34	13	59	12	84	14
10	5	35	16	60	13	85	13
11	12	36	13	61	14	86	14
12	13	37	12	62	15	87	11
13	12	38	16	63	15	88	10
14	13	39	10	64	15	89	16
15	10	40	11	65	13	90	15
16	13	41	10	66	15	91	16
17	13	42	10	67	14	92	13
18	9	43	10	68	12		
19	11	44	12	69	15		
20	9	45	12	70	13		
21	15	46	14	71	12		
22	11	47	12	72	13		
23	12	48	13	73	12		
24	7	49	12	74	14		
25	10	50	11	75	13		
25	19	50	13	75	14		

APPENDIX J

RAW POST-TEST SCORES ON REGISTERS OF SPORTS

S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)
1	16	26	17	51	15	76	14

2	15	27	19	52	16	77	14
3	18	28	17	53	16	78	15
4	16	29	13	54	15	79	14
5	18	30	16	55	17	80	14
6	17	31	15	56	17	81	17
7	16	32	17	57	15	82	16
8	15	33	18	58	14	83	15
9	16	34	13	59	15	84	13
10	15	35	15	60	16	85	12
11	18	36	17	61	16	86	15
12	17	37	14	62	19	87	16
13	16	38	16	63	15	88	13
14	16	39	14	64	15	89	16
15	14	40	16	65	17	90	19
16	16	41	18	66	15	91	15
17	15	42	17	67	15	92	14
18	17	43	16	68	17		
19	15	44	17	69	14		
20	18	45	17	70	15		
21	16	46	13	71	14		
22	16	47	16	72	13		
23	15	48	19	73	16		
24	17	49	15	74	16		
25	16	50	14	75	15		

APPENDIX K
RAW POST-TEST SCORES ON REGISTERS OF EDUCATION

S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)
1	14	26	10	51	11	76	10
2	13	27	15	52	11	77	12

3	12	28	16	53	8	78	9
4	15	29	12	54	13	79	8
5	12	30	15	55	13	80	9
6	16	31	11	56	12	81	12
7	12	32	13	57	10	82	11
8	12	33	12	58	11	83	10
9	12	34	9	59	10	84	9
10	13	35	11	60	13	85	8
11	11	36	12	61	11	86	10
12	13	37	12	62	14	87	11
13	12	38	11	63	10	88	9
14	15	39	11	64	10	89	12
15	11	40	13	65	13	90	13
16	12	41	13	66	10	91	12
17	12	42	12	67	10	92	11
18	10	43	10	68	12		
19	11	44	12	69	11		
20	13	45	12	70	12		
21	11	46	11	71	9		
22	10	47	12	72	10		
23	15	48	14	73	12		
24	12	49	11	74	10		
25	13	50	10	75	11		

APPENDIX L

RAW POST-TEST SCORES ON REGISTERS OF POLITICS

S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)	S/N	SCORES (20)
1	17	26	13	51	15	76	16
2	16	27	19	52	16	77	16
3	18	28	18	53	17	78	13

4	17	29	13	54	17	79	15
5	18	30	17	55	16	80	16
6	18	31	17	56	18	81	15
7	15	32	14	57	16	82	16
8	18	33	16	58	16	83	15
9	17	34	14	59	17	84	16
10	16	35	14	60	16	85	14
11	15	36	15	61	16	86	16
12	17	37	15	62	17	87	16
13	15	38	17	63	15	88	13
14	17	39	16	64	15	89	15
15	17	40	16	65	19	90	17
16	17	41	17	66	14	91	16
17	16	42	15	67	17	92	17
18	15	43	16	68	17		
19	17	44	16	69	16		
20	17	45	16	70	16		
21	16	46	14	71	16		
22	15	47	17	72	17		
23	18	48	18	73	17		
24	16	49	13	74	16		
25	16	50	17	75	15		