IMPACT OF TASK-BASED LEARNING STRATEGIES ON ENGLISH VOCABULARY DEVELOPMENT OF NCE II STUDENTS OF SHEHU SHAGARI COLLEGE OF EDUCATION, SOKOTO, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF Ph.D. DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE

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DECLARATION

I declare that the work in this thesis entitled “Impact of Task-Based Learning Strategies on English Vocabulary Development of NCE II Students of Shehu Shagari College of Education, Sokoto, Nigeria” has been performed by me in the Department of Arts and Social Science Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Shehu Mohammed Date

CERTIFICATION

This thesis entitled "IMPACT OF TASK-BASED LEARNING STRATEGIES ON ENGLISH VOCABULARY DEVELOPMENT OF NCE II STUDENTS OF SHEHU SHAGARI COLLEGE OF EDUCATION, SOKOTO NIGERIA" by Shehu MOHAMMED meets the regulations governing the award of the degree of Ph.D. Teaching English as Second Language of the Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my family especially wife and children. They showed a sense of patience and endurance when I was away from them in the course of this study.

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ABSTRACT

This study investigated the impact of task-based learning strategies on the English vocabulary development of NCE II students of Shehu Shagari College of Education Sokoto, Nigeria. Two hundred students randomly selected from Arts-based area, Social Science-based area, Science-based area and Technology-based area participated in the study. The study employed quasi-experimental design where fifty students selected from each area were randomly assigned to an experimental and a control group. Therefore, four experimental and four control groups were involved in the study. Both the experimental and control groups participated in the pre-test of vocabulary multiple-choice test of word meaning before treatment. The experimental groups were taught using task-based learning strategies while the control groups were taught using conventional method. The experimental groups took two mid-tests during the treatment. Both the experimental and control groups took a post-test after the treatment. Based on the five research questions and five hypotheses, descriptive and inferential statistics were used in the data analysis. The analysis revealed that students in the experimental groups performed better than the students in the control groups. Therefore, the findings indicated that there were significant impacts of task-based learning strategies on the vocabulary development of students of arts-based, social science-based, science-based and technology-based areas. This indicated that the study has contributed significantly to vocabulary knowledge of students in the study area. Accordingly, the study recommends that government can make vocabulary development to be a subject of instructions in not only tertiary institutions, but to almost all levels of education in Nigeria. Use of task-based learning strategies should be encouraged in teaching, not only for vocabulary development, but to cater for all other language skills. Task-based learning model should reflect pair and group activities in classroom situations. It is important to include three stages (i.e. pre-task, task-cycle and post-task) of task-based learning to prepare teachers for a shift from traditional way of presenting language to modern approach of language teaching and learning.

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LIST OF ABBREVIATIONS

AB	Arts-Based
ANCOVA	Analysis of Covariance
CGS	Control Groups
CIFLE	Chungnam Institute for Foreign Language Education
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CMC	Computer Mediated Communication
DVD	Digital Versatile Disc or Digital Video Disc
EFL	English as a Foreign Language
EGS	Experimental Groups
ESP	English for Specific Purposes
ESTV	Essential Strategies for Teaching Vocabulary
FDA	Food and Drug Administration
FL	Foreign Language
FTF	Face-to-Face
GNS	General Studies
ICT	Information Communication Technology
L1	First Language/Mother Tongue
L2	Second Language
NCE	Nigeria Certificate in Education
NNCT	Nagaoka National College of Technology
NRP	National Reading Panel
NS	Native Speaker
PET	Pre-Test

POT	Post-Test
PPP	Presentation, Practice, Production
R	Randomly
SB	Science-Based
SPSS	Statistical Package for Social Sciences
SS	Senior Secondary
SSB	Social Science-Based
SSCE	Senior School Certificate Examination
TB	Technology-Based
TBL	Task-Based Learning
TBLLT	Task-Based Language Learning and Teaching
TBLS	Task-Based Learning Strategies
TBLT	Task-Based Language Teaching
TKT	Teaching Knowledge Test
TL	Target Language
TM	Traditional Method
TTBA	Technology Task-Based Approach
TV	Television
VMTW	Vocabulary Multiple-Choice Test of Word Meaning

DEFINITIONS OF OPERATIONAL TERMS

Task:

In language teaching and learning, a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

Task-Based Learning:

Task-Based Learning (TBL) is an approach to language learning which derives classroom language from the nature of a particular task which students choose or are asked to do. It is an approach that disposes learners to interact in the target language (TL) in the classroom to complete given tasks.

Task-Based Learning Strategies:

Task-Based Learning Strategies (TBLS) are defined as "specific actions, behaviours, steps or techniques that focus on how students can use their own resources to learn most effectively. These strategies are more determined by the specific nature of the classroom tasks and the resources of the students.

Task Cycle:

This is the 'during task' stage. This stage is helpful in that it requires students perform the task, typically in small groups, although this is dependent on the type of activity. The task cycle gives students opportunities to use whatever language they have whereby mistakes, hesitations, and approximate rendering do not matter so long as the meaning is clear.

Traditional Method:

This is the teacher talk method of teaching where the teacher is the central focus of information transfer. Typically, the teacher will stand before the class and present information for the students to learn. In the traditional method, the teacher talks to students and writes on chalkboard for them to learn. Traditional method of teaching is teacher centred and students are passive in the teaching and learning processes.

Vocabulary:

Vocabulary refers to the words people must know to communicate: words in speaking and writing (expressive or productive vocabulary) and words in listening and reading (receptive vocabulary). There are four different kinds of vocabulary: expressive (when people speak and write), receptive (when people listen to others and read), oral (a combination of listening and speaking) and literate vocabulary (a combination of reading and writing).

Vocabulary Breath:

Breath of vocabulary or vocabulary size refers to the number of the words learner knows at a particular level of proficiency.

Vocabulary Depth:

Depth of vocabulary refers to such areas of words pronunciation, spelling, meaning, register, frequency, morphological, syntactic and collocation properties. Depth and breadth of vocabulary knowledge are positive and significant for English as a second language (ESL) and English as Foreign Language (EFL) Learners

Vocabulary Development:

Vocabulary development refers to the process of increasing the number of words in everyday life; which must be known to communicate effectively and learn about new concepts.

Vocabulary Knowledge:

Vocabulary knowledge is knowledge of the components of vocabulary, lexical organization, receptive and productive mastery and fluency. The process is more than just knowing the word, but also understanding the various aspects of vocabulary constructs. Vocabulary knowledge is a benchmark in writing, reading, listening and speaking. Students need to master the meaning of the word and its uses in the context of writing skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over a decade, lack of sufficient vocabulary knowledge of students in the study area has been one of the factors contributing to low proficiency in language communication. The problem of low literacy (related to insufficient vocabulary knowledge) is not only peculiar to the study area, but it is also a national issue because of the persistent nature of poor academic performance in higher institutions of learning nationwide. Consequently, considering the vast amount of time teachers consume in the process of explanation, definition and memorization, students' command of vocabulary and language production are far from satisfactory in Shehu Shagari College of Education, Sokoto.

Furthermore, comprehension by most students becomes a problem, not to talk of responding to the questions asked in the classroom. It is the view of this Study therefore that, as long as the students have not acquired the knowledge of English vocabulary, they cannot write good applications for jobs or communicate effectively. As a result of this, many students end up of carrying or spilling over lot of courses in a session. This leads to students' inability to graduate successfully at the end of their third year of study.

This unsatisfactory academic result attainment is a clear indication that, vocabulary is central to second language teaching, although it has not yet been given the recognition it deserves in the classroom even at the international level. For instance, In Vietnam, Thanh & Huan (2012) reported that many students at the community college level lack the vocabulary needed in real-life situations. This was due to poor motivation, insufficient practice and ineffective ways of learning vocabulary. In Nigeria, English has been a second language and a language of instruction, and among

the components of English language instruction, vocabulary development has been found to be one of the most crucial aspects for academic achievement (Thrupp, 2013; Lonigan & Philips, 2015). Learners' ability to acquire knowledge and information can be hindered by low vocabulary knowledge.

Several studies conducted on English language teaching in Nigeria often report on the problems of teaching English to second language learners (James, 2018; Obiegbu, 2016; Fatiloro, 2015; Avue, 2013). These problems ranged from lack of textbooks, examinations malpractice, lack of qualified teachers, and lack of technological resources. Few studies have been conducted in the area of vocabulary development (Moudumogu, 2003; Obiegbu, 2016).

Other researchers indicate that traditional methods do negatively affect academic achievement as a result of students being passive in the teaching and learning processes (Ameh, 2012). Researchers believe that in the traditional method, theory is taught as an absolute knowledge; hence learner-centered activities for developing learning skills and processes are lacking. It is a method where an instructor is the central focus of information transfer. Typically a teacher stands before the class and presents information for the students to learn. In a traditional method, the teacher talks to the students and writes on chalkboard. The students listen and they are not given much opportunity to contribute their ideas. In fact, it is a teacher-centered method and students are passive in the teaching and learning processes.

However, a lot of constraints and challenges of teaching and learning were so far realized in Nigeria. Among all, teachers' persistent use of traditional method appeared the most significant factor affecting students' learning outcomes. Thus, the researcher felt responsible to investigate a vocabulary approach designed to improve students' vocabulary development using Task-Based Learning, which is an off-shoot of

communicative language teaching (CLT). It disposes learners to interact in the target language in the classroom to complete tasks.

1.2 Statement of the Problem

The aim of this study was to investigate the Impact of Task-Based Learning Strategies on English Vocabulary Development of NCE II Students of Shehu Shagari College of Education Sokoto. The study was triggered because over the years, vocabulary has not been the focus of attention by the English language teachers in the tertiary schools in the study area, although it has been proven to be the central factor to teaching of English as a second language. What follows is that vocabulary teaching and learning has become a problem, because the emphasis was on grammatical and phonological structures. The belief was that vocabulary would take care of itself once the students learnt the grammatical structures. One of the reasons why students could not understand the contents of their academic disciplines is because of the unfamiliar words. According to Yusuf (2013), vocabulary knowledge is an important indicator in predicting students' overall academic performance.

Traditional techniques of presenting new words in class or requiring students to memorize list of vocabulary is not enough. Although research on vocabulary learning is well documented, only a few studies have investigated teaching vocabulary through tasks (Allen, 1983, Knight, 1996, Nation, 2001; Newton, 2001; La Fuente, 2006; Moghaddam & Faruji, 2013). The traditional instructions used in the college often involve delivering information as much as possible. These types of instructions, most of the time, make students to be passive in the classroom, thereby relying on memorization and repetition for learning. To assist students to be effective in their vocabulary learning, they should be helped with alternative ways of approaching learning situations. Therefore, the researcher decided to investigate whether task-based learning

strategies have any impact on the vocabulary development of NCE II students of Shehu Shagari College of Education, Sokoto.

1.3 Aim and Objectives of the Study

This study was aimed at investigating whether task-based learning strategies have any impact on vocabulary development of NCE II students of Shehu Shagari College of Education, Sokoto. The objectives of the study were to:

1. investigate the impact of task-based learning strategies on the vocabulary development of the NCE II Arts-based students of Shehu Shagari College of Education (SSCOE), Sokoto;
2. examine the impact of task-based learning strategies on the vocabulary development of the NCE II Social Science-based students of SSCOE, Sokoto;
3. find out the impact of task-based learning strategies on the vocabulary development of the NCE II Science-based students of SSCOE, Sokoto;
4. investigate the impact of task-based learning strategies on the vocabulary development of the NCE II Technology-based students of SSCOE, Sokoto.
5. assess the overall impacts of task-based learning strategies on the vocabulary development of the NCE II students of SSCOE, Sokoto.

1.4 Research Questions

The following questions were answered in this study:

1. What is the impact of task-based learning strategies on the vocabulary development of the NCE II Arts based students of Shehu Shagari College of Education (SSCOE), Sokoto?
2. What is the impact of task-based learning strategies on the vocabulary development of the NCE II Social Science-based students of SSCOE, Sokoto?

3. What is the impact of task-based learning strategies on the vocabulary development of the NCE II Science-based students of SSCOE, Sokoto?
4. What is the impact of task-based learning strategies on the vocabulary development of the NCE II Technology-based students of SSCOE, Sokoto?
5. What are the overall impacts of the task-based learning strategies on the vocabulary development of the NCE II students of SSCOE, Sokoto?

1.5 Research Hypotheses

The following null hypotheses emanated from the research questions to serve as guidance:

Ho1: There is no significant impact of Task-based Learning Strategies on the vocabulary development of the NCE II Arts-based students of Shehu Shagari College of Education (SSCOE), Sokoto.

Ho2: There is no significant impact of Task-based Learning Strategies on the vocabulary development of NCE II Social Science-based students of SSCOE, Sokoto.

Ho3: There is no significant impact of Task-based Learning Strategies on the vocabulary development of the NCE II Science-based students of SSCOE, Sokoto.

Ho4: There is no significant impact of the Task-based Learning Strategies on the vocabulary development of the NCE II Technology-based students of SSCOE, Sokoto.

Ho5: There are no significant overall impacts of the Task-based Learning Strategies on the vocabulary development of the NCE II students of SSCOE, Sokoto.

1.6 Significance of the Study

The study hoped to provide NCE II Students with ability to think critically and to monitor their understanding of new words a step towards their vocabulary development. The students get a chance to negotiate turns to speak and try out various communication strategies. Vocabulary learning occurs incidentally as learners take part in cooperative task-based interaction. This interaction gives learners opportunity to transfer their previously acquired knowledge creatively to new context of communication.

The result of the study was expected to serve teachers of English language with a research input for further inquiries. In task-based learning, teachers can promote the use of language purposefully. Therefore, they can use this research work as a basis for further researches in other language aspects such as grammar and phonology.

The study has also provided teachers with a suitable instructional method for teaching vocabulary, especially in advanced institutions of learning, thereby improving their proficiency as language instructors. The ability to enhance the vocabulary of students is one of the goals of all school based learning, without which the chances for academic and occupational success are not guaranteed.

The study might help syllabus designers, textbook writers, and educational planners in putting selection, sequencing and grading of teaching and learning materials on effective and practical basis. A strong version of communicative language teaching (CLT) is employed in TBL. In this case, tasks are considered as units of teaching and learning. Therefore, complete courses are designed around tasks and they form the basis for an entire language curriculum (Ganta, 2015). This in turn, initiates the researchers, teachers and all those who are responsible to think of ways to promote vocabulary development through tasks. This could be done in assessing the role of tasks in second language learning and vocabulary development. It could also be done in accessing task

complexity, teachers' and learners' perspectives of task difficulty. Authenticity of tasks and interactions between tasks and learners, would pave ways in exploring effective TBL strategies for the well execution of the tasks.

1.7 Scope and Delimitation of the Study

The scope of this study was delimited to measuring the students' general English vocabulary development by adopting task-based learning strategies. NCE II students in Shehu Shagari College of Education were the subjects. There are eight different areas of study in the college. However, the researcher decided to cover four out of eight areas, due to financial constraints regarding the conduct of the study, ease of accessibility and manageability to handle. The areas out of coverage comprised Adult and Non-Formal Education, Primary and Early Child Care Education, Vocational and Technical Education and Preliminary Studies. The areas covered included Arts-based, Social Science-based, Science-based and Technology-based. The participants used were selected from the above four areas of study. Vocabulary Multiple Choice Test of Word Meaning (VMTW) was used for data collection in the study.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the items reviewed include Task-Based Learning: Definitions and Nature of Task-based Learning, Issues and Importance of Task-based Learning. Others are Task-Based Learning Strategies: Types, Advantages and Disadvantages. Furthermore, the study reviewed Task-Based Working Frames: Tools and sheets as well as Task-Based projects. Moreover, the review includes vocabulary development: Definitions, Nature and measuring yardstick. Also encompassed in the review are Task-Based Learning and vocabulary Development in Subject content Areas which cover Arts and Social Science Areas, Science and Technology Areas. Previous studies on Task-Based Learning and vocabulary Development, Task-Based and vocabulary Development Strategies Adopted for the present study, Gains from the Literature Reviewed and Theoretical Framework were also highlighted.

2.1 Definitions and Nature of Task-Based Learning

Task-based learning according to Nunan (2004) is “an approach to language teaching organized around tasks rather than language structures”. Nunan (2003) believes that “task is an important element in syllabus design and classroom teaching”. In addition, it is more than methodological tool to be used in the classroom “It is a central curriculum planning tool”. Richards & Rodgers (2001) see task-based language learning as “an approach based on the use of tasks as the core unit of planning and instruction in language teaching’. They observe that Task-Based language Teaching (TBLT) draws on functional, interactional and structural models of language. Willis (1996) argues that ‘Task-based learning (TBL) combines communicative language use with a focus on language form’. Willis (1996) defines a task as “an activity where the

target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome".

Also Bygate, Skehan & Swain (2001) consider task-based learning to be a way of language teaching based on communicative and interactive tasks which require meaningful communication and interaction among learners. Ellis (2000) adds that a task is seen as a 'work plan' that typically involve some input-information that learners are required to process and some instructions in relation to the outcomes the learners are supposed to achieve. Ellis (2003) sees task-based learning as an approach which provides learners with opportunities to connect old knowledge to other learning tasks in a communicative way.

Klapper (2003) expatiates that tasks are meaning-based activities closely associated with learners' actual communicative needs and with some real-world relationship. In this sense, learners have to achieve a genuine outcome in which effective completion of the task is accorded priority. In summary, Klapper (2003) points out that the idea of the use of a task is "to create an actual need for language to be used and for learners to identify what language they need to perform the task''.

In the above definitions, it could be noticed that tasks were viewed differently. However, central to each definition is learners' interaction and communication of meaning. Edwards & Willis (2005) pointed out some distinguishing characteristics of tasks as listed below:

(i) In a task-based task, the learners focus is on exchanging and understanding meanings, rather than on practice of form or patterns of language.

(ii) There are some kinds of purpose or goal set for the task, so that learners know what they are expected to achieve by the end of the task.

(iii) The result of the completed task can be shared in some way with others.

(iv) Task can involve any or all skills: reading, writing, speaking and listening.

(v) The use of task does not prevent language-focused study at some points in task-based learning lesson. A focus on specific patterns will not generally come before the task itself, as this could divert the communicative purpose of the subsequent interaction.

In relation to the above characteristics of tasks Skehan (1998) in Hanuer (2001), summarized the nature of tasks to include:-

(i) Meaning is primary;
(ii) There is some sort of relationship to comparable real-world activities;
(iii) There is some communication problem to solve;
(iv) Task completion has some priority; and
(v) The assessment of tasks is in terms of outcome.

To fully understand what makes up the heart and soul of task-based language learning, a structure of its features needs to be outlined. Rothesay (2014) identifies five features of task-based language learning:

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

5. An attempt to link classroom language with language activation outside the classroom.

According to Nunan (2003) “Task is an important element in syllabus design, classroom teaching and learner assessment”. In task-based learning, students act as professionals and are confronted with problems that require them to clearly define an ill-structured problem, and develop hypotheses. They can access, analyze and use data from different sources. They can also revise the initial hypotheses as data are collected. Then the learners develop and justify solutions according to evidence and reasoning (Barrows, 1986; Gallagher et al 1995). The students are encouraged to think critically and to monitor their understanding. TBL students learn as a result of considering the problem. Facilitation is focused on meta-cognitive processes. There is a considerable connection between cognitive depths along with retention. This connection allows teachers to encourage learners in making decisions about the new language they are learning (Craik & Lochart, 1972; cited in Goodridge, 2010).

If teachers encourage learners to select which words from the tasks they would like to learn, vocabulary is additionally enhanced. Goodrigde (2010) advocated that learners who make a choice of which vocabulary to learn accomplish 50% better in vocabulary learning. This is better than when they must study word lists set for them. As such learners often engage in tasks that make them think and decide on the vocabulary items they are going to learn. This makes the learners enable to recall (Khany &Khosravian, 2014) and develop their vocabulary efficiently. Hence, learners require dealing with variety of tasks to develop their vocabulary.

As the preceding definitions and nature of task-based learning and tasks have shown above, though not specifically deliberating on vocabulary development, they would be beneficial for the current study. The present study observes that task-based

learning was developed by using real-world educational observations about how learners actually acquire a second language. Using genuine, every day and situational real-world tasks, the present study hoped to build up a strong foundation for second language vocabulary development. Task-Based Language Learning (TBLL) tasks take information which the students already know, and allow the students to apply that information to develop their vocabulary.

2.1.1 Issues in Task-Based Learning

Task-based learning is an unfamiliar approach of language learning to many teachers and students (Stroud, 2013). Students in a society often feel a sense of discomfort when they are put into an environment with higher expectations put upon them as independent learners (Hu, 2005). Issues that commonly occur due to this unfamiliarity include classroom noise, discipline problems, interference of the mother tongue (LI), and lack of full involvement in tasks (Carless, 2002, 2007).

Implementing task-based learning into classes clearly comes with such initial problems. However, all of the problems are related to students' low motivation. In essence, by creating more motivational tasks for students, teachers can tackle such problems at least by ensuring students are motivated to undertake the tasks they are given. By doing so, teachers can feel free to allow their students to be independent and autonomous learners, during task period. Since 1980s, there has been a rise in the number of researchers analysing the way learners are motivated. Learners could be motivated through the design of their tasks (Cheung & Dornyei, 2007; Dornyei, 2001; Dornyei & Csizer, 1998; Gagne, Briggs & Wager, 1988; Madrid, 2002; Papi & Abdollahzadeh, 2012; Small, Dodge & Jiang, 1996).

For analyzing and improving the motivational design of tasks and classes, Keller (1987, 1992) broke motivation down into four main variables:

(1) Attention (perceptual arousal, inquiry arousal, and variability);

(2) Relevance (goal orientation, motive matching, and familiarity);

(3) Confidence (learning requirements, success opportunities, and personal responsibility); and

(4) Satisfaction (intrinsic reinforcement, extrinsic rewards, and equity).

By focusing the analysis of the motivational design of tasks through the four variables, a clearer view of what motivates students to do task is obtained. As such, it has been very valuable for the present study to ensure how much the task design elements are related to visuals, content, language level of the learners and feedback on the tasks. Knowing how to get students more focused upon and involved in tasks is really a priority for task-based learning success.

The current study emphasized that, it is important for the teachers to be aware of the problems concerning the use of task-based learning. As TBL encourages students to use their own language and vocabulary, it is necessary for the teachers to help them in using the approach.

Another crucial aspect to remember is that even though after the task is completed, the learning process is not. The evaluation aspect of the task is critical for the students to become self aware of the learning they have just gone through. There are two equal important parts in the learning process of task-based learning. The first is to do the task and go through it; the second is to get the students to think about what they have just gone through.

2.1.2 Importance of Task- Based Learning

Importantly, tasks play two central roles in language learning. They provide situational and interactional contexts for activating learners' language acquisition process, and the tasks are expected to promote second language learning (Shehadeh, 2005; Widodo, 2012). The focus of TBL is primarily on meaning (Ellis, 2003; Skehen, 2003a, 2003b, 2003c, 2007), and learners are afforded the opportunity to use target language freely and meaningfully. Ellis (2003) points out that tasks serve as a trigger for the selection and use of linguistic resources (e.g. Vocabulary) in context in order to accomplish a particular task. To achieve particular task outcomes, learners have to negotiate meaning and interact with each other to elaborate their ideas.

One of the values of task based learning is that the students are the focal point of the lesson. This is different from what is usually the case in most teaching approaches, where the teachers are the focal point of the lesson.

The prominence of task-based learning in the present day context of language teaching is evident from the numerous recent publications made in the field of task-based learning and teaching. Task-based approach focuses on communication, conveying message and gives secondary importance to the forms used (Ellis, 2009). TBL creates conditions which enhance language learning spontaneously and prepares learners to use language in the real world (Andon, 2010).

Task-based learning approach to language learning started from the premise that learners of a foreign language should be placed into real-life situations, where they must solve real-life tasks (Ciubancan, 2012). Solving tasks is a common activity in real-life; hence it is relevant for language learning. The most visible importance of using TBL is that students use the target language (TL) for achieving a realistic goal at their current levels. One clear purpose of choosing TBL is to increase learner activity. Task-based learning is concerned with learner and not teacher activity and it lies on the teacher to

produce and supply different tasks for the learner to learn foreign or second language (Ciubancan, 2012).

Task-based language Learning and Teaching (TBLLT) are based on communicative and interactive tasks which require meaningful communication and interaction among learners (Nunan, 2004). Students can engage with each other actively, creatively, and cooperatively through individual, pair and group work in meaningful interaction within a task-based framework (Van et al, 2006). Therefore, (CIFLE, 2012; Rothesay, 2014) fully supported the task-based language learning model, and encouraged all teachers to use it in their classrooms.

Work in the area of TBL has attracted much attention among English language educators and researchers over the years (Butler, 2011; Ellis, 2003; Illin, Inozu& Yumru, 2007). This is because of the usefulness, effectiveness and roles of tasks in promoting second or foreign language acquisition, learning and vocabulary development in language classrooms.

Therefore, the present study adopted TBL as a meaning centered approach which provides meaningful and interactional tasks for vocabulary development of the learners. To achieve this, the current research focused on examining how task-based learning strategies aid vocabulary development of the learners, using various worksheets designed for the study.

2.2 Task Based Learning Strategies: Types, Advantages and Disadvantages

The reviewed items in this section comprised of types of Task-Based Learning Strategies, Advantages of Task-Based Learning Strategies. Also Disadvantages of Task-Based Learning were reviewed in the section.

2.2.1 Types of Task-Based Learning Strategies

Task-based learning strategies are specific actions, behaviors, steps or techniques that students often use to improve their progress in second language learning skills. They are tools for self-directed involvement necessary for developing communicative ability. Task–based learning strategies take different forms.Strategies like “Make inferences” in which students derive meaning from context, are mental processes that are difficult to observe. However, strategies like “Use Graphic Organizers or Take Notes” are easily observed and measured (Chamot et al 2005). Thus, (Chamot, et al. 2005) provided a list of fifteen commonly used and effective task-based language learning strategies that students use to improve their skills in reading, writing, speaking, listening, increase their vocabulary, and learn content. Task-based learning strategies are more determined by the specific nature of the task and the resources of the students. Task-based learning strategies (TBLS) focus on how students use their own resources to learn most effectively. The fifteen task-based strategies in the list were divided into four categories by the kinds of resources students have, which help them complete specific tasks. They were categorized in Table 2.1 a-d as follows:

Table 2.1a Task-Based Learning Strategies from Chamot et al (2005)

Strategy: Use What is Known	Description
Use Background Knowledge	- Students think about and use what they already know to help them do the task. - They make associations.
Make Inferences	- Learners use context and what they know to figure out meaning. - They read and listen between the lines.
Make Predictions	- Learners anticipate information to come. - They make logical guesses about what will happen.
Personalize	- Students relate new concepts to their own lives, that is to their experience, knowledge, beliefs and feelings.
Transfer or Use Cognates	- Learners apply their linguistic knowledge of other languages (including their native languages) to the target language - They recognize cognates.
Substitute	- Learners think of a similar word or descriptive phrase for words they do not know in the target language.

Table 2.1b Task-Based Learning Strategies from Chamot et al (2005)

Strategy: Use Imagination	Description
Use Imagery	- Students use images to understand and or represent information.
Use Real Objects or Role Play	- Learners act out and or imagine themselves in different roles in the target language. - They manipulate real objects as they use the target language.

Table 2.1c Task-Based Learning Strategies from Chamot et al (2005)

Strategy: Use Organizational Skills	Description
Find or Apply Patterns	- Learners apply a rule. - They make a rule - They sound out and apply letter or sound rules.
Use Graphic Organizers or Take Notes	- Students use or create visual representations (such as Venn diagrams, time lines, and charts) of important relationship between concepts. - They write down important words and ideas.
Summarize	- Learners create a mental, oral or written summary of information.
Use Selective Attention	- Learners focus on specific information, structures, key words, phrases or ideas.

Table 2.1d Task-Based Learning Strategies from Chamot et al (2005)

Strategy: Use a Variety of Resources	Description
Access Information Sources	- Learners use the dictionary, the internet, and other reference materials. - They seek out and use sources of information. - They follow a model. - They ask questions.
Cooperate	- Learners work with others to complete tasks, build confidence, and give and receive feedback.
Self – Talk or Talk Through it	- Learners use their inner resources. They reduce their anxiety by reminding themselves of their progress, the resources they have available and their goals.

The above task-based learning strategies were relatively valuable regarding the current study. Strategies such as *use cognates, make inferences, use graphic organizers* or *take notes* and *cooperate* were applied and used in the current study for larger tasks. One thing to look at in the above strategies is that, the authors have not shown whether they have used them and found any authentic results. The current research was interested in finding the results of the strategies used in this study, especially vocabulary development.

Apart from the above, Prabhu (1987) states that there are three main categories of task: information-gap, reasoning-gap and opinion-gap:

i. **Information-gap activity** involves a transfer of given information from one person to another or from one form to another or from one place to another. It is generally calling for the decoding or encoding of information from or into language. An example is pair work in which each member of the pair has a part of the information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well and learners may have to meet complete and correct criteria in making the transfer.

ii. **Reasoning-gap activity** involves deriving some new information from given information through deduction, inference, practical reasoning processes, or a perception of patterns or relationships. The example of this can be working out a teacher's timetable on the basis of given timetables of classes. Also deciding which action is best can be another example (e.g. cheapest or quickest). The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. The two are connected by a piece of reasoning.

iii. **Opinion-gap activity** involves identifying and articulating a personal preference, feeling or attitude in response to a given situation. Two examples are story completion and taking part in the discussion of a social issue. The activity involves the use of factual information and formulating arguments to justify one's view. But, there is no objective procedure for demonstrating outcomes as right or wrong. There is no reason to expect the same result from different individuals or on different occasions.

Learners can review each other's work and offer constructive feedback (Larson 2001) if they have created tangible linguistic products. If a task is set to extend over longer periods e.g. weeks, months and includes interactive cycles of constructive activity followed by review, Task-Based Language Learning can be seen as analogous to Project–Based Learning.

In line with the above categories of tasks initiated by Prabhu (1987), the current study adopted the strategies such as pair work to complete an activity. Although the strategies were not specified for vocabulary development by the author, the current study applied them in such a context.

2.2.2 Advantages of Task-Based Learning Strategies

Task-based learning strategies offer a lot of advantages as they are communication based that allows the learners to transfer previously acquired knowledge to new communicative contexts (Nunan, 1989). The strategies encourage the learners to emerge as the language users and intend to engage them in a meaning focused language usage (Breen, 1989; Ellis, 2009). Thus, task-based learning strategies serve the following advantages:

Ganta (2015) points out that task-based learning strategies help learners to interact spontaneously: learners are free to use whatever vocabulary they know. For instance, a role-play requires the learners to use language freely. Learners are given chance to try out whatever language they already known and benefit from others, thereby build their level of vocabulary gradually.

Automaticity is another advantage of task-based learning strategies as depicted in Rider, et al (2007). Research in the fields of cognitive psychology and L2 acquisition suggests that automaticity is achieved by using language in a creative manner (Dekeyser, 2003). Task-based learning strategies pave way for automaticity that,

practicing in real-life situations is helpful in achieving linguistic knowledge (Johnson, 1988).

Task-based learning strategies give learners opportunity to learn and improve vocabulary (Ganta, 2015). Some of the options suggested for developing vocabulary were predicting words related to task title, and building words into a word web by way of brainstorm, cooperative dictionary search and matching list of words with a list of definitions (Newton, 2001). Words inferred through active processing were learnt better (Hulstijn, 1992). It was claimed that vocabulary learning occurs incidentally as learners take part in cooperative task-based interaction (Ganta, 2015). Recording and analyzing the new words after the task reinforce learners' vocabulary learning. The teacher needs to ensure that, through tasks learners are given opportunities to explore new vocabulary without direct teacher assistance, and students use this vocabulary to meet meaningful task goals (Newton, 2001).

Again, TBL strategies provide essential conditions for language learning spontaneously, as it prepares learners to use it in the real-world (Andon, 2010). Learners get a chance to negotiate turns to speak, try out various communicative strategies, and use language purposefully and in cooperation.

Task-based learning strategies maximize scope for communication. Ganta (2015) states that, learners are provided with conditions that allow them to assimilate what they notice and understand while performing the task. By participating in the task, they not only acquire new vocabulary items, but make use of what they have acquired recently. Tasks allow learners to transfer their previous knowledge creatively to new contexts of communication strategies which equip them with language for public use.

Experiential learning is also an important conceptual basis for task-based learning strategies (Ganta, 2015). Learners' immediate personal experience is taken as the starting point. Learners' active involvement is considered central in TBL strategies

which make the approach learner-centred. This is in contrast with the transmission approach of language learning in which the learner acquires knowledge passively from the teacher.

2.2.3 Disadvantages of Task-Based Learning Strategies

Task difficultly is one of the disadvantages of task-based learning strategies. Candlin (1987) in Tavakoli, 2009) stated that "cognitive load and clarity of the task, code complexity and interpretive density of the language to be used are some of the criteria considered in establishing the level of difficulty of a task". Skehan (1998) explains code complexity to include vocabulary load, redundancy and density. But cognitive complexity consist cognitive familiarity of the topic, discourse genre and task itself. Cognitive processing comprises clarity of information and sufficiency of information given. Static tasks like describing a diagram where the elements of the tasks remain constant are easier than dynamic tasks. For example, role-play expresses opinions where the elements of the tasks are not concrete. The predominant factors that cause task difficulty are reported by Nunan & Keobke (1995). They include lack of familiarity with task types, confusion over the purpose of the task and the impact and extent of cultural knowledge. Tavakoli (2009) identifies factors for task difficulty as follows:

(a) Cognitive demand: this includes difficulty in understanding the task, requiring more time or more attention and resources.
(b) Linguistic demand: vocabulary items that learners have not encountered before.
(c) Clarity of pictures or story: clarity of visuals, organizers and concepts without ambiguity.
(d) Amount of information: paucity and overload of information are not needed.

(e) Task structure: organization of information.

(f) Affective factors: more enjoyable and easier to relate pictures and stories.

Mismatch between the learners' and teachers' perceptions is another disadvantage of task-based learning strategies. Kumaravadivelu (2003) indicates that the same classroom events are often interpreted by teachers and learners differently. There is a mismatch between what teachers instruct and what learners perceive. This can increase the gap between "input and the learner intake" (Kumaravadivelu, 2003). Tavakoli (2009) pointed out that cultural background and level of language proficiency affect the task performance of the learners, while the presence of the background information in a picture influences the task performance of the learners.

Learner's own perception is another area of disadvantage. Murphy (2003) asserts that learners' purposes are distributed on a continuum between achievement orientation and survival orientation. When learners perceive that the tasks are related closely to their needs, they tend to adopt an achievement orientation. On the other hand, they adopt survival orientation and put in minimal effort to use the simplest strategy in performing the task, if they do not perceive the relevance of the task on their part.

Neglect of learners' need forms other disadvantage in the strategies. A new language is learnt for many reasons, thus, not all learners need the same tasks. Most of the language learners have specific needs, but, very often, their learning needs are neglected (Branden, 2006). A particular task may interest some learners belonging to a particular level or cultural background, but may not be of interest to the others. For examples, some learners like making predications while others like making inferences.

Diverse classes are also disadvantageous for task-based learning strategies. Learners with different learning styles, talents and motivation levels are often found in the same class. Therefore, tasks prescribed may be relevant or not for a few learners, too easy or difficult for some others (Skehan, 2002). Learners with high level of

understanding might find some tasks too simple and boring, while those with low level of knowledge might see the tasks very ambitious. Wang (1996) states that different interpretations of the tasks by the learners frustrate the teacher. Whether it is pair or group work, tasks performed by the learners become difficult to monitor by the teachers. Learners' reactions towards tasks are very different. Some learners try to interact more genuinely by taking part in their roles properly while others participate quite mechanically (Coughlan & Duff, 1994). Therefore, involving all learners in a task becomes problematic in a heterogeneous class and also when the task is inappropriate to the learners (Littlewood, 2004).

The restricted nature of task-based learning strategies is seen to be a disadvantage. Jacobson (1960) enumerates some fundamental functions of a language. Emotive function of a language is used to express feelings. Phatic function of a language is used to establish, discontinue or extend communication. Referential function of a language is used to convey information. Meta-lingual function is for communication about the language code. Poetic function of a language is used to draw attention to form and Connotative function influences the actions of another person. Ellis (2009) argues that most of the tasks are referential in nature. Role-play tasks can be designed to impart the emotive function and tasks like describing a picture perform the connotative function. Consciousness-raising tasks are based on the meta-lingual function. All the tasks include phatic function to some extent, but the poetic function is mostly neglected. Although tasks try to bring out communication strategies, they often focus on rational and transactional and neglect the playful aspects of communication. Cook (2000) asserts that the playful aspects should be taken into consideration though not that they should be central.

Cultural relativity is also viewed as disadvantageous in task-based learning strategies. Ellis (2009) points out that "the content of many of the tasks that figures in

both research and language teaching materials implicitly espouse the cultural values and norms of the western English speaking world". He observes that the classroom practices used in task-based strategies and the examples given are all culturally loaded. Some tasks are inappropriate in the non-western world. In China TBL is in conflict with cultural contexts, learning is not perceived as a collaborative activity. But for them, benevolence and respect to the teacher student relationships is considered important (Ganta, 2015).

Since task-based learning strategies have advantages and disadvantages, the current study tried to make use and strengthen the advantages to minimize the limitation as much as possible. The use of target language as much as possible improves the vocabulary of students. Giving words and supporting sentences for learners to use in the pre-task helps create a good atmosphere for learning without anxiety. A pre-task must provide words, phrases, sentences and ideas to support the learners in the main task. For examples, the researcher provided brainstorming activities, small exercises that promote the learners' vocabulary and set them into a certain context and atmosphere during the task performance. Pairing and grouping of learners were also used to minimize the problems of large number of participants and their cultural diversity.

2.3 Task-Based Working Frames: Tools and Sheets

Two items were reviewed in this section. They include Task-Based Working Tools, and Task-Based Working Sheets.

2.3.1 Task-Based Working Tools

Task-Based language learning tools are of different types. They involve graphic organizers, word search puzzles and games among others. Organizers are visual displays of key content information designed to benefit learners who have difficulty in organizing information (Fisher & Schumaker, 1995). They are meant to help students

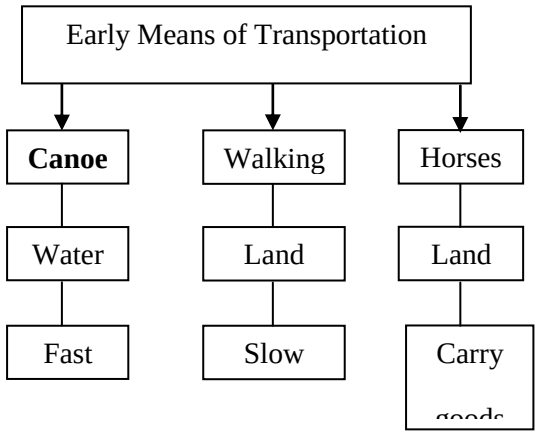
clearly visualize how ideas are organized within a text or surrounding a concept. They also provide students with a structure for abstract ideas. Organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromly, Irwin-Devitis & Modlo 1995).Different types of graphic organizers and their uses were illustrated in Figures 1(a) and (b).

Concept Map

A concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled.

Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms.

Maps can be used to show hierarchical relationships with the most important concepts placed at the top.



Flow Diagram or Sequence Chart

A flow diagram or sequence chart shows a series of steps or events in the order in which they take place. Any concept that has a distinct order can be displayed in this type of organizer. It is an excellent tool for teaching students the steps necessary to reach final point.

The following examples illustrate the many uses of flow diagram or sequence charts.

In reading, sequence charts can be used to outline the key events in a story or chapter.

In science, they can serve as the procedures section in the scientific process.

In history, they can be created as a timeline.

Steps for Preparing for Spelling test

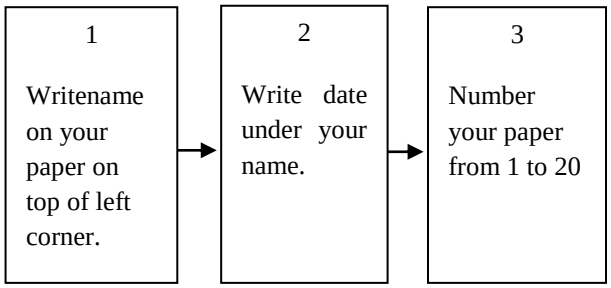


Figure 1(a): Different Types of Graphic Organizers and their Uses (1)

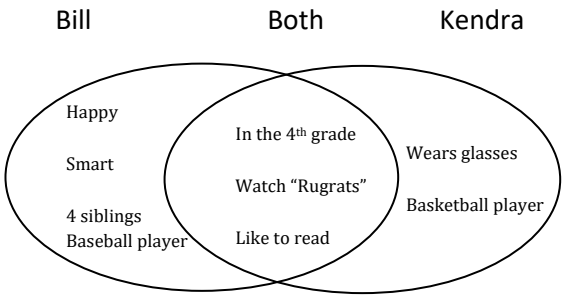
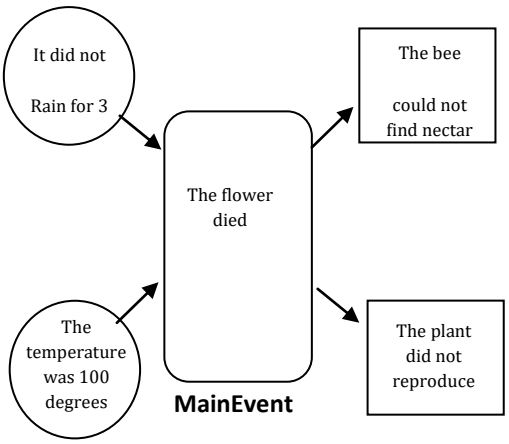
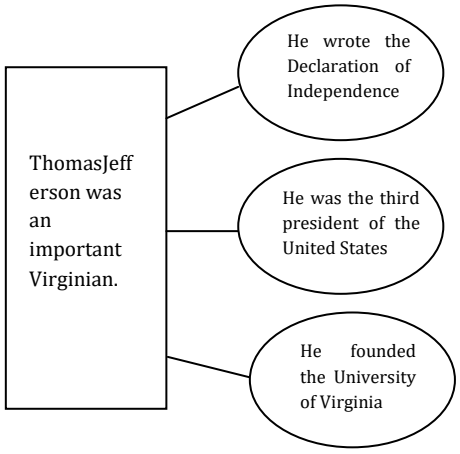
Compare/Contrast or Venn Diagram A compare/contrast or Venn diagram is used to identify the similarities and differences between two or more concepts. This instructional tool is found in textbooks, on standardized tests, and in teachers' resource materials.	**Character Comparison** 
Cause-and-Effect Diagram A cause-and-effect diagram highlights the direct relationship between different events or concepts. This tool is one of the most beneficial organizers because of its many applications in all subject areas. For example, this diagram might be used to analyze characters and events in reading, to discuss major events in social studies, or to study the impact of a science experiment.	**Causes** 
Main Idea And Details Chart A main idea and details chart shows the hierarchical relationship between major concepts and their subordinate elements. This organizer is extremely beneficial in helping students distinguish central ideas and their corresponding details from less important information. When using the type of graphic organizer, clearly label the main idea and the details as such. Use a different shape or area for the main idea and the details.	Main Idea **Details** 

Figure 1(b): Different Types of Graphic Organizers and their Uses (2)

This is an excerpt from the Considerations Packet Graphic Organizer: Guiding Principles and Effective Practice prepared by Baxendell, (2003.)Other forms of visual organizers include the following in Figure 2:

A tree diagram shows a broad concept at the top. This is then sub-divided into more specific concepts. Visually it is like an upside down tree.	**A cycle** is a variation on a timeline but shows a continuing process. Visually it is usually circular with arrows to show direction.
A mind map is open ended and can show all kinds of different relationships. Visually it can be messy and very large.	**A labeled picture** shows a picture with points named. The oldest form of this is probably a map.
A timeline is used when there is a chronology of events whether the events have dates or not. Visually it is usually a straight line.	**A T-chart** is used when there are two concepts e.g. advantages and disadvantages. Visually it is shaped like a T.

Figure2: Other Forms of Visual Organizers

The current study sees graphic organizers as important tools in task-based learning. They can be used to develop the vocabulary of students. For examples, T-chart, Table and Tree diagram can be used to put vocabulary into the correct category. Likewise, Concept map, Leveled picture and Grids are useful in generating synonyms, antonyms, prefixes and suffixes. Some graphic organizers, e.g. Bar-chart, Pie chart, although can develop mathematical terms, are more of mathematical calculation.

Because of the uses and importance of graphic organizers in task-based learning and vocabulary development, the current study adopted some of the graphic organizers such as vocabulary thought bubbles and word formation circle in task-based instruction. This was in the hope of improving the vocabulary of the students under study.

Another important tool for TBL is the word search puzzle. A word search is a word game where words are hidden in a grid of letters. Other names for this type of puzzle are word find, word seek, word sleuth or mystery word puzzle. They are good ways to discover new words and their spellings, thus improving vocabulary (Fisher, 2015). Solving puzzle whether crosswords, word searches provide many benefits in task-based learning:

1. Brain workout: working puzzles is great exercise for students to stay mentally active and challenging. It appears that doing such a particular task will improve the function of brain. As such, solving words-based puzzles and playing word games like ‘boggles’ and ‘scrabbles’ will improve vocabulary skills.
2. Banish boredom: puzzles are fun! A small volume of puzzles helps to while away the tedious waiting time.
3. Increases vocabulary: solving puzzles, especially cross words and word search, is a fantastic and painless way of increasing students’ vocabulary. As the students answer clues, fill in the grids or hunt for words in a word search, their brains are learning the new vocabulary items. The task of solving the puzzles helps to fix the new vocabulary in their brains. Below is an extract of a word search puzzle in Figure 3 extracted from British Council (2008):

D	R	Y	O	O	P	L	R	I	E	F	E	E	D	B	A	C	K
F	E	V	B	J	A	Q	E	A	V	N	F	O	C	U	S	O	N
N	U	T	I	P	R	O	C	E	D	U	R	E	V	D	D	N	Z
I	L	I	B	A	C	X	Z	R	S	Y	L	L	A	B	U	S	H
A	I	M	S	C	H	E	M	E	O	F	W	O	R	K	H	O	D
N	H	I	E	E	C	U	Y	Y	I	O	P	L	I	L	K	L	V
T	C	N	G	R	O	W	U	R	A	P	I	L	E	A	D	I	N
I	N	G	A	M	M	B	A	E	V	E	R	A	T	A	M	D	E
C	L	A	S	S	P	R	O	F	I	L	E	S	Y	W	E	A	H
I	A	L	W	A	O	Y	S	L	B	E	H	O	P	E	I	T	S
P	L	O	A	N	N	O	O	E	R	R	E	C	Y	C	L	E	H
A	P	N	S	T	E	U	M	C	I	E	N	O	I	L	A	S	I
T	H	G	T	S	N	N	E	T	L	D	D	N	P	U	N	T	M
E	A	I	S	E	T	T	T	H	E	S	C	E	N	E	K	A	M
N	B	N	R	N	O	N	E	T	H	E	L	E	S	S	Y	T	E

Figure3: Word-Search Puzzle

How many words connected with lesson planning can be found in the following word-search? Learners work in groups, and then check with their teacher for correct answers.

Blockbuster-grid is also an important tool for task-based learning approach. The following extract in Figure 4 is an adapted version from the British Council (2008):

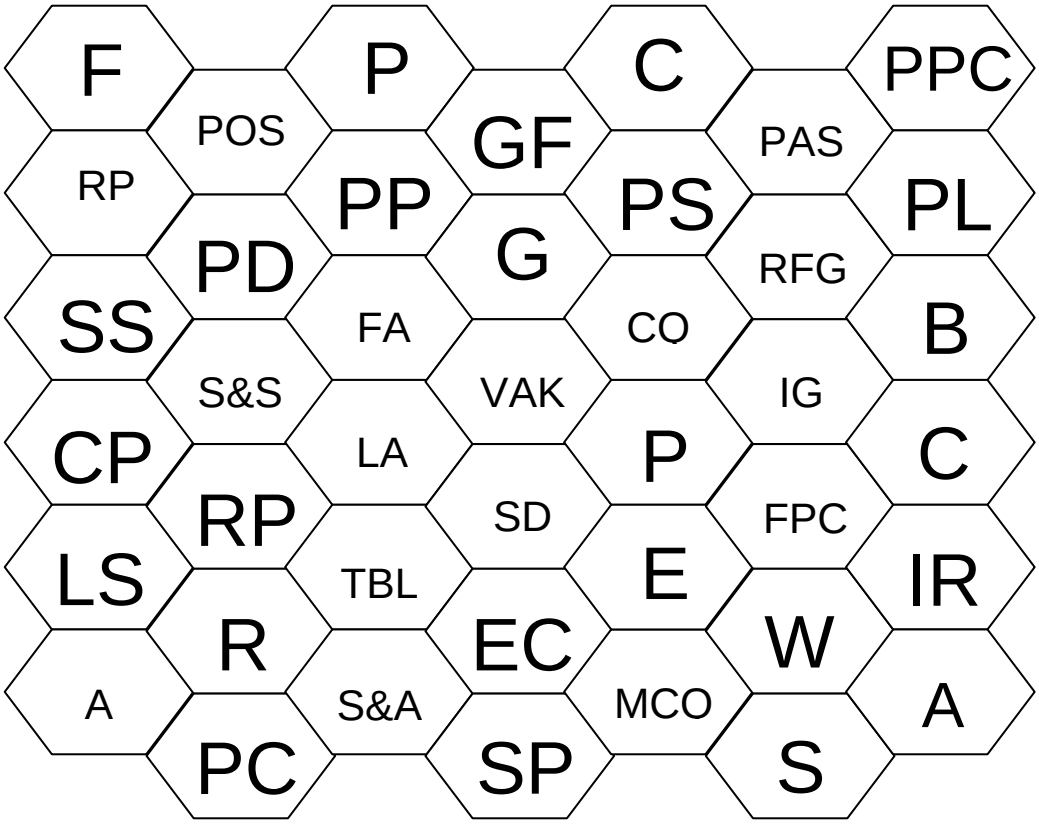


Figure 4: Blockbuster-Grid

Further to the above grid, the British Council (2008) provided questions and instructions in Tables 2.2(a) – (c) in order to illustrate the grid more:

Table 2.2(a): Blockbusters Questions and Instructions (1)

F	Giving advice, making suggestions and thanking are all what? They have different exponents.	Functions
POS	Nouns, verbs, adjectives and adverbs are all what?	Parts of speech
P	For example, on, into, above	Prepositions
GF	An activity where students have to complete the spaces	Gap fill
C	Paper knife, paperback, paper shop are all what?	Compounds
PAS	Imperfect, incorrect, unclear, wireless, hopeful all have what?	Prefixes and suffixes
PPC	Name this structure: I've been working here for 2 years	Present perfect continuous
RP	Skills can be …. or…..	Receptive/productive
PD	One is the smallest unit of sound that has meaning in a language and the other is a combination of two vowel sounds	Phonemes and diphthongs
PPP	Three possible stages of a language lesson	Present, practice, produce
GA	Why don't you ….? And if I were you I'd …. are both examples of which function	Giving advice
PS	We use this to talk about current habits and routines	Present simple
RFG	Reading quickly to get a general idea of what a text is about	Reading for gist
PL	Two writing sub skills	Planning and Linking
SS	"Listen and underline the word in the sentence that the speaker says the most strongly" is an instruction focusing on what?	Sentence stress

Table 2.2(b): Blockbusters Questions and Instructions (2)

S&S	Two different ways of reading	Skimming and scanning
SA	Speaking tasks will either focus on …….or……	Fluency or accuracy
VAK	These are three learning styles	Visual, auditory and kinesthetic
CQ	Use these to be sure that students have grasped the meaning of the new language	Concept questions
IG	An activity where each learner has part of the information and has to ask the other for the rest	Information gap
B	"The teacher asks the class to write down all the vocabulary they know connected to transport" is an example of what kind of task?	Brainstorming
CP	A language lesson should have this and you should check carefully for errors in this stage	Controlled practice
RP	A speaking activity where students can be someone else	Role play
LA	Helping learners to use dictionaries develops what?	Learner autonomy
SD	This is one method of giving controlled practice	Substitution drill
P	She, her, myself, mine are all examples of what part of speech?	Pronouns
FPC	Name this structure: I will have been teaching for 5 years by the year 2010	Future perfect continuous
C	'And, but, so' are all examples of what part of speech?	Conjunctions
LS	This is a group of words that belong to the same subject	Lexical set

Table 2.2(c): Blockbusters Questions and Instructions (3)

RP	Which, where, who, whose, that, when are what?	Relative clauses
TBL	An approach to teaching language which uses tasks as a way of helping learners to focus on meaning	Task based learning
EC	Something you should be focusing on in the presentation and controlled practice stages of your lessons	Error correction
E	When you try and get correct answer from the students, without giving it to them	Eliciting
WS	'Record' (N) and 'record' (V) have different what?	Word stress
IR	"Finish reading the story at home" is an instruction focusing on what	Intensive reading
A	A listening or reading that is real- i.e. not adapted for learners	Authentic
PC	A table with symbols on it to represent sounds	Phonemic chart
S& A	Similar and opposite words	Synonyms and antonyms
SP	Listening and acquiring language over a long time before speaking it is called what?	Silent period
MC Q	A task that asks you to choose the best answer out of a possible 3 or 4	Multiple choice question
S	There are four main ones and various sub ones	Skills
A	Not fluency	Accuracy

In view of Table 2.1(a) – (c) the research infers ordering ten (10) more precise instructions on the Blockbuster grid as follows:

1. Divide the class into two groups and give each group a color (make sure you have a colored pen for each color)
2. Explain that the aim is for one group to go across the board by linking blocks and the other to go up and down the board linking blocks.
3. To win a block the group must answer a question correctly. The letter is the first letter of the word in the answer.
4. Each group chooses a speaker.
5. The speaker chooses a letter.
6. Give the speaker a clue for their group to guess.
7. If the group guesses correctly, they win the block. Color the block in team's color.
8. If the group guesses wrongly, the other group gets a chance to guess. If they are right then they win the block.
9. Then it is the next group's turn.
10. Repeat, with a different speaker for each turn, till one group has gone all the way across the grid horizontally or vertically.

Although solving the word search puzzles and blockbuster grid are cognitively demanding tasks, the present study intended to use them as instructional tools. This was because they are capable of developing learners' vocabulary in task-based learning approach.

2.3.2 Task-Based Working Sheets

Task-Based working sheets are created in different forms. Wendlandt (2010) developed 3 task-based learning worksheets for intercultural learning and vocabulary development. The objectives were to:

1. Motivate and involve learners, making them curious about the other cultures and helping them to engage with other cultural practices;
2. Help learners to become aware of and reflect their own cultural practices;
3. Allow learners to discover and understand other cultural practices, changing perspectives in the process. During this process the integration of cultural knowledge can become necessary, either through learners or the teacher;
4. Make learners compare cultural practices, realizing similarities and differences. Learners evaluate their own and other cultural practices (critical cultural awareness), possibly developing their own new positions and creating new discourses. Initiating negotiation of meaning helps them to apply their own knowledge of language, thereby improving their vocabulary.

The following worksheet in Figure 5 is also important in vocabulary development. Students write the nouns in the matching stars. They compare with other groups and then check with their teacher.

ballet dancing, photos, dog, riding, tennis, stamps, model planes, swimming, guitar, piano, fish, guinea pig, comic, fishing, books, karate, model cars, cat, youth magazines, posters, dancing, judo

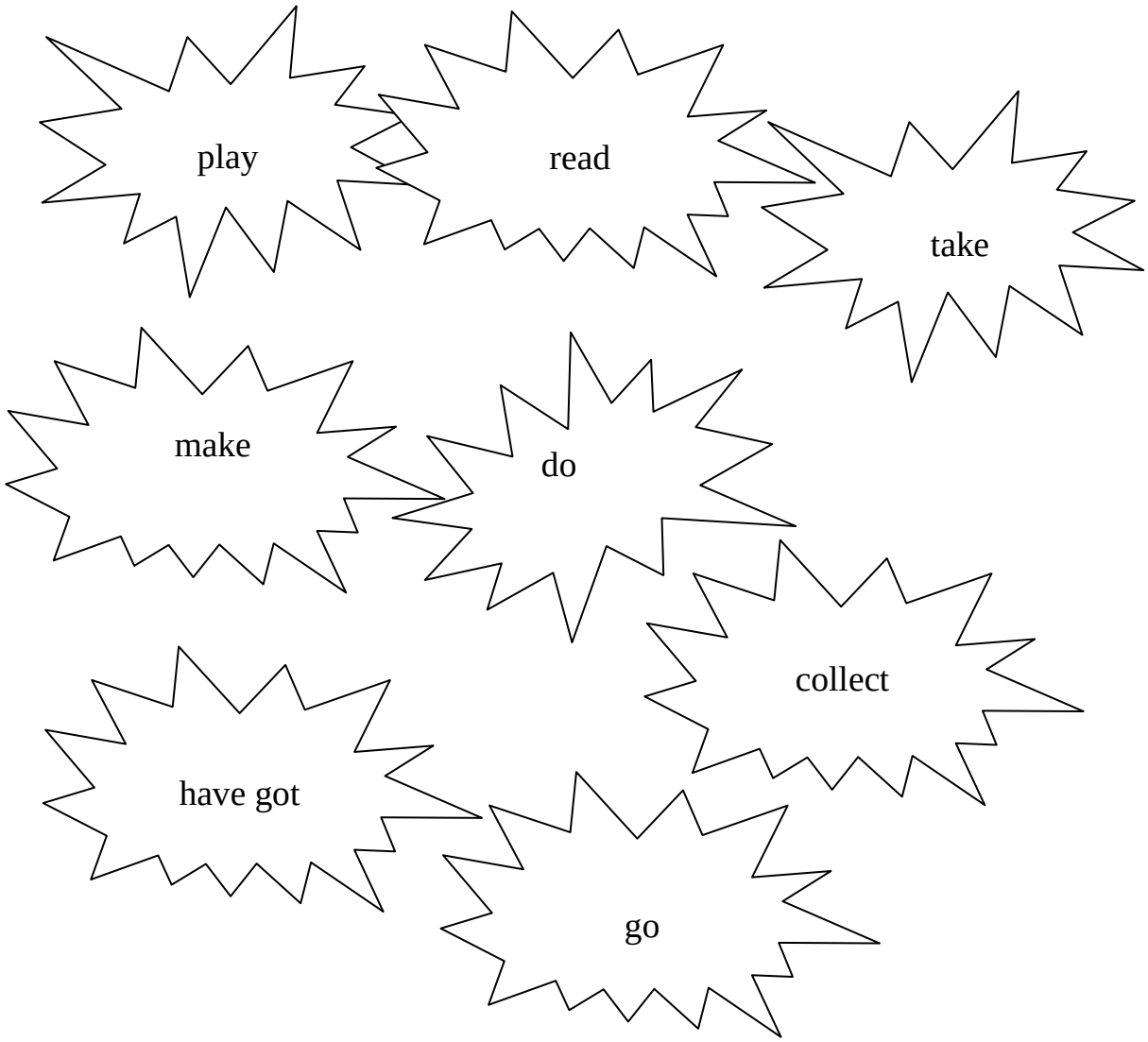


Figure 5: Hobbies (Worksheet1)

The following in Figures6 and 7 are other examples of worksheets:

Who	Name?	Correct
…enjoys singing?		
…is a good dancer?		
likes football?		
…likes playing computer games?		
…watches 'The Simpsons'?		
…prefers watching TV to reading?		

Figure 6: Is it you who…? (Worksheet 2)

The following steps are used while working with the above worksheet.

Step 1: Read the questions.

Are they true for any person in your group?

Write down his/her name.

If you aren't sure, you will have to guess.

Step 2: Take turns and ask the others if your ideas are correct; 'Lisa, is it you who enjoys singing?'

I 'm crazy about I enjoy I love I can't stand I hate I prefer	…-ing

Figure 7: Placemat Worksheet

The following steps are used while working with the above worksheet.

Step 1: in your corner of the placemat make notes on what you like doing and on what you dislike doing in your free time.

Step 2: Share your likes, preferences or dislikes in your group.

Each learner gets 1 minute to like.

Step 3: Find similarities.

Write them down in the middle of the placemat.

Similarly, Bowen (2002) provided four working sheets for task-based language learning approach. The objectives of the tasks were for students to use English to :

(1) Find out what resources were available to them and how they could use their resource room.

(2) Meet and talk to each of the teachers in their centre. Theinteractions with the teachers was hoped to develop the students vocabulary.

Below are the work sheets developed by Bowen (2002).

Worksheet One: Getting to Know Your Centre

Do you use English outside the classroom?

What do you do in your free time?

Do you read books?

Do you read magazines?

Watch films?

Surf the internet?

Note: For the question 'Do you use English outside the classroom?' the average English student does around three hours of class per work. This is normally the only contact that the student has with the subject apart from homework. This is not enough to learn the language well. Practicing English outside the classroom can be fun if the learners make it an extension of their leisure time. For the rest of the questions, learners can do all of these. At language school, they can try some fun and interesting ways to use English

outside the class. Teacher will give a special task sheet to complete (See worksheet Two).

Worksheet Two: Getting to Know Your Resources

Teacher directs learners to where the students' resources are kept. They are asked to visit each area and complete the tasks below:

a) Book Questions:

(1) Write four book titles at your level.

a.

b.

c.

d.

(2) Find a book that you would like to read this year. What's the title? Why does it interest you?

_____

_____

_____

b) Magazine Questions:

Choose a magazine from the resource room and answer the following questions:

(3) How many famous people can you identify? What do you know about one of them? Tell your partner. Write notes below if you wish.

_____

_____

_____

_____

(4) Choose an article which interests you. What's it about? Tell your partner. Write notes below if you wish.

_____

_____

_____

_____

c) Internet Questions:

(5) Write the name of your favourite personality below. Do a search for them at www.google.com and find out four interesting things about them.Write some notes below. Name _____

_____

_____

_____

Worksheet Three: Getting to Know Your Teachers: Students Survey

You have to find out and record the following information by interviewing the teachers at your school. You will have to write the questions before you do the interview.

Which of your teachers…….. ?

1. …… has the most interesting hobbies?
2. ……. can say 10 words in a language other than English or the local language? Which words?
3. ……. can give you the best explanation for the difference between the past simple and present perfect?

(Your questions)

Worksheet Four: Your Questions

Write the questions which you are going to ask the teachers below.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

Other worksheets were formulated by British Council (2008) for Task-based learning approach. The following extracts were meant to be useful in vocabulary learning and development.

Vocabulary Thought Bubbles (Worksheet)

Work in groups and brainstorm all the ways you can think of for learning vocabulary. Think about the way you learn new words. How do you learn them? How do you remember them? Write your ideas into the thought bubbles.

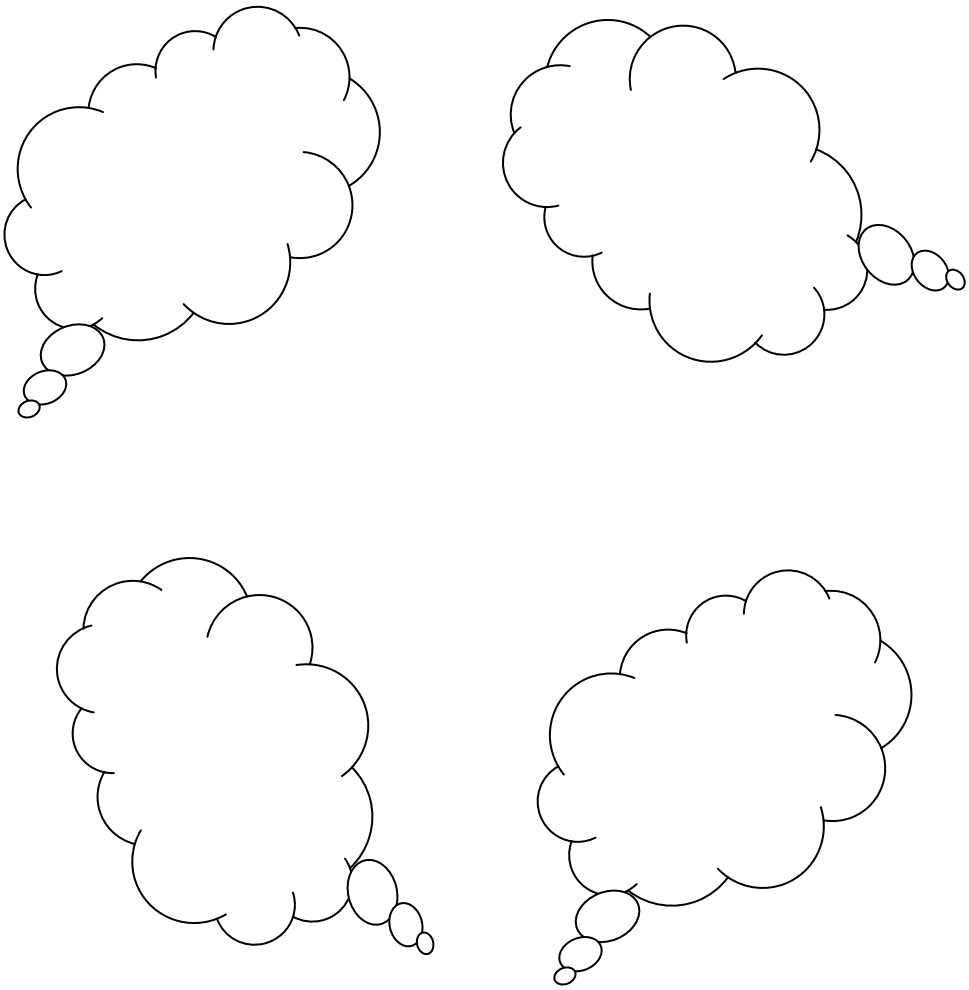


Figure 8: Vocabulary Thought Bubbles (Worksheet)

Mind (Map) Mapping Learner Needs (Work sheet)

There are a lot of factors which affect learners when they are learning a new language. Work in pairs or small groups to complete the boxes in Figure 9.

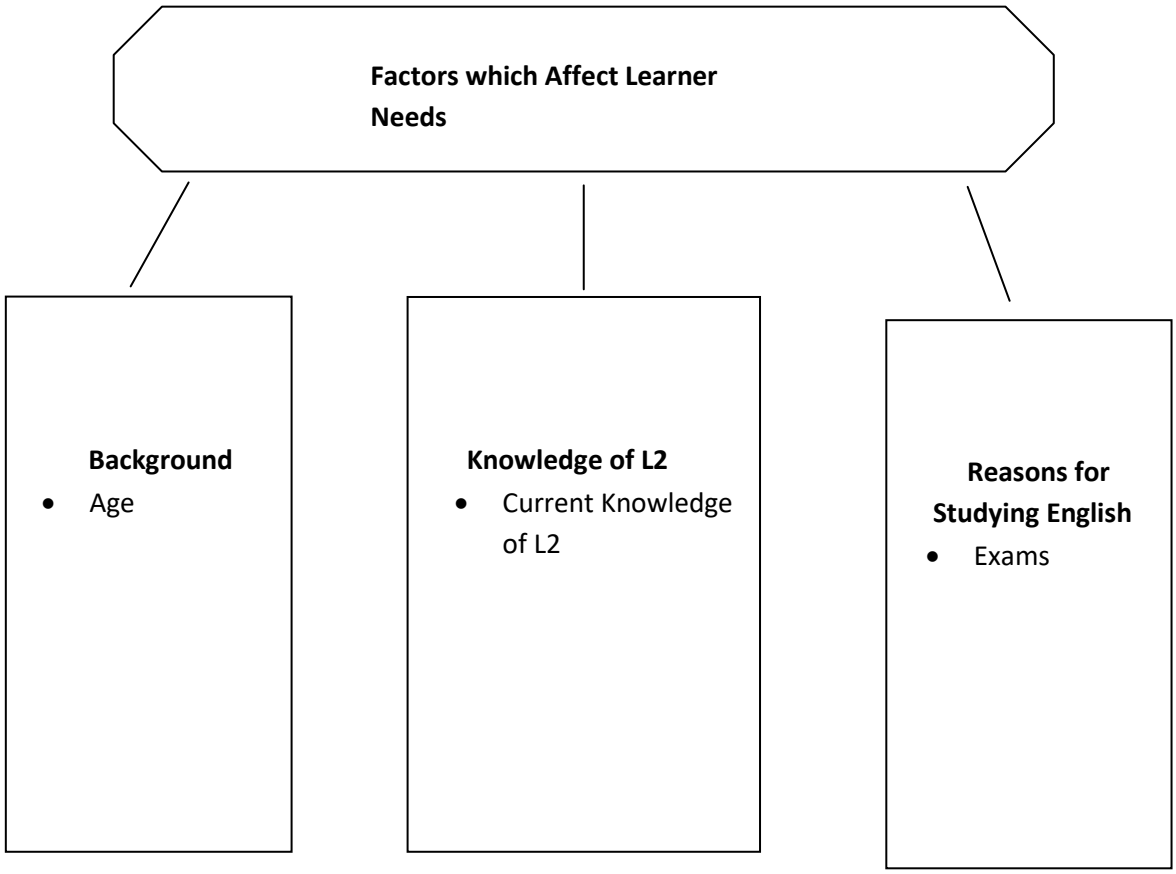


Figure 9: Mind-Map (Worksheet)

Using worksheets is an essential aspect in task-based learning approach. Worksheets reinforce instruction by guiding independent learning and making classroom learning more productive. Students are expected to learn best when they are given a chance to interact with their learning materials and to explore them. Worksheet allows students to interact with each other, and to help each other learn. Rather than assigning individual worksheets, students can be put in groups to finish the worksheets together. This will develop the communication as well as the vocabulary of the students.

Therefore, the current study intended to use various worksheets such as Mind-map, Word search and guessing meaning from context in TBL treatments to allow the students to personalize the learning process, so as to be able to complete the main tasks. Worksheet may not necessarily be related to students' profession. What matters is the interaction among students while performing the task in which vocabulary occurs incidentally when their minds focus elsewhere.

2.4 Task-Based Projects

Sunday, Owadara & Iwu (2016) examined the effect of project-based learning approach on students' achievement in physics. Two research questions and one hypothesis were used to guide the study. The design of the study was quasi-experimental design. Pre-test and post-test were used. Total number of year I NCE students used comprised 60 from two intact classes in physics department of Alvan Ikoku Federal College of Education, Owerri. Each intact class was made up of 30 students. The instrument was physics Achievement Test (PAT) on 'Electricity' made up of 30 items. The research questions were analyzed using mean and standard deviation, while t-test was used for finding the hypothesis for the study. The findings revealed that there was significant difference in performance between students taught using project-based approach and the control group taught using lecture method. The result indicated that students who used project-based approach performed higher than those who were taught using lecture method.

The above study was on project-based learning which is analogous to task-based learning approach. Nevertheless, the researchers did not work on vocabulary development of the students, but students' achievement in physics. Therefore, it is quite different from the current study. The reviewed study is also contrary to the current research in the sense that only two research questions and one hypothesis were used.

The current study used six research questions and six hypotheses. Using quasi-experimental design and only pre-test and post-test in data collection in the previous study is another distinction. The present study used true experimental design and mid-test in addition to pre-test and post-test. Therefore, these disparities paved way for the conduct of the present study.

Nwankwere & Opara (2016) embarked a study for vocabulary development of the learners of Igbo as second language in Igbo Land. The purpose was to contribute towards facilitating the learners' effective communication in Igbo. Task-based learning approach was used in the study. Data were collected from primary and secondary sources. The primary data were collected through several stages starting with a field work during which sight, point and say was first employed to elicit the Igbo terms from native speakers. There were interview session and recording of singing and dancing displayed by Ekere Aru Dance Group, Mbaise, Imo State, Nigeria. The secondary data involves glossing of the Igbo songs and sourcing of other terms from books, journals and dictionaries. Furthermore, in task-based strategies, the use of photo telling was used to elicit the Igbo names of item and objects. The data were transcribed, illustrated and analyzed. The analysis showed that TBL techniques like fieldwork and photo telling are effective means of eliciting the Igbo names of objects. The study recommends changes from the traditional formalist approach to language teaching to current learner centered approaches.

The study reviewed above is in line with the current study for being it a task-based and for vocabulary development of the learners. But the study differs from the current research in different perspectives. The study was not scientific in nature because experimentations were not involved. The involvement of interview, photo telling, music and dance made another distinction. The current study used worksheets, experimental

and control groups as well pre-test, mid-tests and post-test for data collection. These were not used in the above previous study.

Salisu, Dollah & Zakariya (2014) surveyed to investigate whether task-based learning and teaching approach could be used by the teachers of Arabic Language in the University of Ilorin, Nigeria. The researchers conducted a survey based on various pedagogical approaches utilized for teaching the university undergraduates using an unconstructed interview. A total of 32 respondents amongst whom 8 were lecturers of the department of Arabic language and 24 students provided information on the methodologies used in teaching Arabic language. Information on the utilization of learning aids in actual teaching-learning contexts and the utilization of teaching aids in actual teaching Arabic language. Information on the methodologies used in actual teaching-learning contexts and the types of resources utilized to support instruction was also included in the interview. After the data analysis, the findings revealed that the study suggests using task-based learning approach for the teaching of the language for effective communication output. The challenges facing Arabic education in Nigeria could have been reduced if the graduates of Arabic were trained with effective communication skills such as task-based learning approach which is more effective in second language teaching.

The meeting points between the above research and the current study could only be seen in the involvement of task-based learning approach and tertiary institutions as the areas of studies. The previous study was survey research while the current one is a scientific study. The present research involved experimentation using experimental and control groups for data collection. Therefore, the current study differed from the previous one.

Njemanze, Mark, Chinonso & Ahizih (2015) provided multiple task-based strategies in form of classroom interaction, helpful for English language learning in the multilingual Nigerian setting. The goal is to enable learners of English achieve communicative competence in the use of the language. The writer assert that students learn better when they are intimately connected with their fellow students: this reduces anxiety, and increases confidence. Learning is an active, social process in which students construct new ideas based on their current knowledge. Thus, learners are encouraged to work in groups to share their perspectives, bring up prior knowledge on the task.

In order to equip teachers and learners with effective language learning tools, the authors proposed the following interactive strategies that can be used to enhance English language teaching and learning. They include among others:

a) Group Work

This involves many students working together to achieve the same purpose. Group work gives students opportunity to learn from classmates and exchange information, build terms and form cohesion. At the end of the interaction, each group presents the work to the whole class. The teacher then summaries and clarifies all issues on the task.

b) Role-Play

This is an important strategy used to engage the students in activity that will bring their intellectual potentials. It enhances student's involvement in a classroom setting. By playing the role of another person, the student learns to modify his behavioral pattern and attitude.

c) Brainstorming

This involves creative activity which generates spontaneous ideas. Brainstorming can be taken as a pair-work or in groups. As learners brainstorm, each learner in the group brings to the task his or her experience and this enriches their knowledge and what is generated.

d) Diagram

This is another interactive activity used in showing the relationships among different concepts. Diagrams are graphic tools for organizing and representing knowledge.

e) Think-Pair-Share:

In this strategy, each learner is expected to first work alone, think and come up with the solution, group discussion is induced after a short period of time. The discussion centres on the answers each person or group presents to the group task. There could be disagreements, arguments as the learners discuss. They can invite the teacher who is always around to monitor and facilitate the task.

The writers averred that these interactions in English language classroom enhance learning and retention. They facilitate the development of learners. Teachers need to adopt these task-based strategies in order to improve their teaching competencies. In this case, a teacher can act as a facilitator. He makes the process of learning an easier task; helps students to clear away problems and find solutions. As a manager, the teacher plans lessons, organizes learning tasks, gives feedback and structures the classroom time. As a resource person, he offers advice and counsels when students are in need of such services. As a researcher and a learner, he tries to ascertain the students' progress rate and ways of assisting the students. The teacher's role as the

motivator, organizer and programme director is usually instrumental to the achievement of successful learning experience.

The authors' work above was rather an analysis of their own assertions than project or study. Their view points on interactive task-based strategies are quite important for the current study. Group work, brainstorming and graphic organizers were among the strategies used in the current study. Experimental treatment, data collection, the use of pre-test, post-test and analysis of data are some of the areas that differentiate the current study from the previous work.

Iliyasu (2017) conducted a study using Technology Task-Based Approach (TTBA). The study aimed to investigate the effect of TTBA on English proficiency skills in Nigerian Primary Schools. A quasi experimental design was employed in the study. The respondents of the study consisted of 62 students that form into two groups which were experimental group and control group. The experimental group was taught using TTBA while the control group used the traditional method. The period of the treatment lasted for eight weeks. The data collected through pre-test and post-test were analysed using independent t-test and paired sample test at 0.5 level of significance.

The findings of the study indicated that there was a significant effect of TTBA on the students' reading, speaking and writing skills. The results of the study revealed statistically significant differences in scores between the experimental group and control group. Thus, it is recommended that primary school teachers should integrate tasks with technology in language teaching to improve students' language proficiency skills. Nigerian Ministry of Education should organize teacher training on how to apply TTBA in language teaching.

The above research was a postgraduate study equivalent to the current study. It was conducted using task-based approach. It involved experimental and control groups; and pre-test and post-test for data collection. All these areas were related to the current study. In contrast with the current study, the preceding research was based on the use of technology which was not the focus of the current study. Again, mid-tests were involved in the current research which was not used in the previous study. Other areas of disparity between the studies include the use of worksheets, true experimental design and advanced level learners in the current research.

Umo & Chineke (2014) studied the effect of task-based language teaching on students' achievement in Igbo Essay writing in Nsukka Local Government Area of Enugu State. The researchers used random sampling and sampled out 4 schools with 303 students out of 22 co-educational secondary schools with 1,688 SS II students in the study area. Pre-test and post-test quasi-experimental research design was also used for the study. Two schools served as experimental while the other two schools as the control groups, using one class in each school. A narrative essay test was used as an instrument. Data obtained were analyzed based on one research question using mean scores while one hypothesis was tested using (ANCOVA). The results showed that students taught Igbo essay writing using task-based language teaching approach achieved significantly higher than those taught with lecture method.

Although the above and the current studies were both on task-based learning approach, they differed in many areas. While the above study was on the students' achievement in essay writing, the present research was on the students' vocabulary development. The previous study used SS II secondary students and the present study used NCE II students. In sum, the previous study used only pre-test and post-test for data collection, four week duration for the treatment, one research question, one

hypothesis and mean scores and (ANCOVA) for data analysis. But obviously, the present study differed from the above one. It used mid-tests apart from pre-test and post-test for data collection, twelve week duration for the treatment, six research questions, six hypotheses and (SPSS) and t-test for data analysis. The meeting point between the two studies is in accordance with the usefulness of task-based language learning which the reason was why the studies opted for the approach. The two studies were also empirical in nature both involving experimental treatments. The idea of experimental and control groups treatments in the previous study was a welcome procedure in the current research, though the number of groups involved differed.

Adrika (2014) discussed action based teaching as a pedagogical approach that emphasizes meaning and internalization of learning in ways that solidify flow and generate confidence and autonomy in learners. The author regards action-based approaches as closely connected to such other approaches as task-based, project-based, exploratory experiential, computer-assisted learning among others. Although the approaches may not be synonymous with one another, the action-based teaching absorbs and subordinates them. They all see the learner as an active person, not just a rote memoriser of facts or input receiver but one who also engages in constructing knowledge. The whole of the learners' hearts, bodies, senses and brains are involved.

Adrika (2014) relates action-based teaching to pedagogical scaffolding, stating that six conditions are needed to be met in the approach. Continuity can be depicted in task repetitions, connections and vacations. Contextual Support is in enacting safe and supportive environments. Inter-Subjectivity is embedded in mutual engagements and encouragements. Contingency is in task procedures. Handover/take-over can increase roles for learners that also enable them to attend to emerging skills and knowledge. Flow is when the skills and challenges fall into balance as participants get in tune with

each other. The author states that all these can be summerised into three scales or phases of micro, meso and macro. While moment to moment interactional work takes place at the micro level, steps of the particular tasks are planned at the meso level and chains of tasks, projects or so are realizable at the level of macro.

In this approach, tasks are planned for a long time period. The teacher and learners then aim to carryout and finish particular projects or achieve set goals within the time frames. Teachers and learners identify and stipulate times and then delve into interactional work that would lead to the overall achievement of the set goals.

The author was of the view that when teachers and learners appreciate one another, share ideas, plan and design tasks together, they are better disposed to engage in activities and tasks that enhance achievement of long term educational goals. They engage in step by step process and procedures that lead to other sub aims by participating in tasks that would link up to solve their problems.

The above approach and the present study, though not synonymous, are closely related. They both perceived learner as one who constructs knowledge thereby emphasizing teaching to be learner-centred. The important aspects to look into in the two approaches are working together, sharing ideas, interactions among learners and negotiation of meaning while carrying out a task. This in turn, helps learners increase their linguistic knowledge thereby developing their vocabulary. The micro, meso and macro levels in action-based approach also collaborate with the pre-task, during task and post-task phases in task-based learning approach. Therefore, task-based and action-based approaches are two sides of the same coin. As such, their phases and procedures can be used interchangeably by either teachers and learners or researchers if they so need.

Olaofe (2013) provided teachers and learners the varieties of task-based language learning tasks through task-oriented approach to facilitate effective language learning for real-life problem. Such tasks comprised students' reactive and proactive tasks, critical thinking tasks, problem-solving tasks and learner autonomous based tasks that enable learners to receive, evaluate and create a new knowledge through pair or group interactions. The author added that copious language learning tasks should be given to learners of English on daily, weekly or monthly basis to be completed in and outside classrooms.

The author further suggested the procedures to follow in assigning students certain language learning tasks to be completed on their own. The procedures are as follow:

1. **Task specification:** this entails specifying relevant tasks to the learners' real-life situation.
2. **Pre-task interactive and group discussion:** in this stage, teacher may guide learners for the goal of the task and explore meanings of certain vocabulary of the target language that may be encountered by the learners during task.
3. **Search for materials for accomplishing the tasks:** learners may seek for the materials for accomplishing the task, take notes, draft and gather opinions or ideas and organize them on how to go about the tasks.
4. **On-task or during task activities:** learners in this stage engage in the necessary activities to complete the tasks. They may gather the materials or information to answer the questions asked for the tasks.
5. **Post-task activity:** when the task is completed, learners may compare and share ideas between pairs or groups, make presentations of their findings, between groups or at the class level mostly by the leaders of the groups.

6. **Reflective activity:** this is where the teacher and the learners make discussion about the completion of the task as what went well and or what did not go well and what should be done in the next activity.

The pedagogical approach of task-oriented learning provided by the author above was somewhat related to the present study in certain areas. It involved language learning tasks for real-life situation such as problem-solving tasks, critical thinking tasks and learner autonomous based tasks which are task-based in nature. Another similarity in the two approaches was the use of pre-task, during-task and post-task phases. The use of pair and group interactions in creating new knowledge and completing a certain task was hoped to increase learners' vocabulary. Therefore, the current study adopted the use of pair and group interactions as well as the use of pre-task, during-task and post-task phases in the treatment.

Prabhu (1987) was the first to popularize task-based learning approach in his project "Second Language Pedagogy" while working in Bangalore India. The project consisted of teaching English to a small number of classes in primary and secondary schools in Southern India, over period of time varying between one and three years. It was referred to as the 'Bangalore project', the 'Bangalore-Madras Project' or the 'Procedural Syllabus Project'. But, the project team itself used the name' Communicational Teaching Project".

The promising principles and procedures in the project at that time were story completion – the teacher telling a story up to the point considered most interesting and then inviting students to suggest possible conclusions. Others were simulation (involving role-play or dramatization), puzzles of various kinds, and 'real- life talk' – the teachers and learners talking to one another, as they would outside the classroom, about themselves, their views, or their experiences. Story completion was attempted

repeatedly, but generally failed to evoke the response expected. Learners were facing new forms of activity and new concepts of what classroom activity should be about, while teachers were facing dissatisfaction with particular lesson and difficulty in identifying the sources of dissatisfaction.

Learners' activity which allowed teachers to control and regulate the process of thought was regarded as a 'task' in the project. In due course, a clear preference for classroom activities which involved learners was observed. Some form of reasoning, or inferring, or inter-relating information in a logical way was also observed. Each lesson, involves a 'pre-task' which was to be attempted as a whole-class activity, under the teacher's guidance and control. There was also a 'task' in contrast to the pre-task to be attempted by each learner (sometimes in voluntary collaboration with a fellow-learner). Sometimes assistance was sought from the teacher when necessary on specific points.

Learners were given right to consult fellow or the teacher at the 'task' stage if they wished to, either briefly or to an extent amounting to collaboration. The avoidance of group work in a more organized form was at the beginning of the project, due to a wish to confine pedagogic exploration to the project's major principles. One of the major arguments, by the project team, for organized group work is that small peer-groups provide a mutual supportive environment for learners. This is less threatening than interaction with the teacher. But at least some learners find it more humiliating to loose face in front of their peers than in front of the teacher. They wish to see themselves as being equal to the former, but not to the latter. Similarly, some learners wish to work alone, to prove to themselves that they can succeed in doing the task without help. Learners have contrasting personalities: some are gregarious, some individualistic, some dominating and some shy. There are also likes and dislikes, and

patterns of rivalry, friendship, and aspiration in the context of the class as a social group.

In conformity with the Prabhu's project, the current study adopted task-based approach which had since been initiated by the project's author. Similarly, the project involved many task-based tasks such as classification, drawing, diagrams and formation, puzzles, maps, tables among others which were valuable to the present study. Moreover, task and pre-task patterns were involved in the project. They were used in the current study together with post-task phase which was not specified in the project.

There were however significant differences between the project and the current study at various points. One noticeable point was that the project was not a true experimental study rather it was a classroom operation for developing a methodology. But, the current study is an empirical research which involved 'true experimentation'. The focus of the project was on grammatical competence. It was also concerned with developing teaching procedures in classrooms and primary and secondary schools students were used in India. In contrast, the present study focused on vocabulary development of NCE II students in Shehu Shagari Collage of Education, Sokoto, Nigeria. The study also involved pair and group work as the participants were advanced collage students and this was contrary to what it entailed in Prabhu's project.

Last but not least, Prabhu did not design any framework to guide the work. That was the reasons why the teachers and the learners faced problems of uncertainty about classroom procedures and dissatisfaction with particular lessons, in the initial stage. The current research was contrary to the project because it employed study framework which served as its guide.

Another task-based project was carried out in Washington by Chamot, Keatly, Meloni, Conglewski & Bartoshesky (2005) for developing autonomy in language learners through task-based learning strategies instruction. The goal of the project was to make students more aware of how they can learn more efficiently and effectively. The intent of TBL strategies instruction was to help all students become better language learners. The project team asserted that when students begin to understand their own learning process and can exert some control over these processes, they tend to be more responsible for their own learning.

In order to continue to be successful with learning tasks, students need to be aware of the strategies that lead to their success. The value of this awareness is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. Students with greater awareness understand the similarity between the current learning tasks and the previous ones, know the procedure for successful learning, and anticipate success as a result of knowing "how to learn" (Chamot et al, 2005). Therefore, the project group presented a variety of suggested activities instruction into their lessons. Each activity indicated the language focus and the culture goal. The activity was briefly summarized and then explained in detail including the materials needed and the procedures to follow:

1. **Sports Heroes in the News**

Task-Based Learning Strategy: Make Inference

Language: any language

Proficiency level: any level

Description of Activity: students will look at the photos that accompany magazine articles in the target language and attempt to infer what the subject matter of the articles will be.

Language Objectives: to improve reading skill; to learn sports vocabulary.

Culture Goal: to learn about sports in the target culture.

Materials: copies of articles about sports that have photos of recognizable sports heroes, in the target culture or in any other culture.

Preparation:

1. Tell students that it will be easier for them to read a magazine or newspaper article if they prepare in advance. Photos that accompany articles can often give excellent clues about the article's content. If learners recognize elements in a photo they can infer what the article will be about.
2. Give an example about how learners infer an article's content by a photo. Learners were looking at a German magazine. They saw an article with a photo of a tennis player holding a trophy. They inferred that the article would be about tennis and an event in which the player won an important match.
3. Tell students that they will be looking at photos, and they will try to infer the content of the articles.

Practice:

1) Give each student or pair students a sports article in the target language.
2) Tell the students to study the photos without reading the article. See if they can infer the content of the article.
3) Have them read the article to confirm their inference.

Reflection: Have the students reflect on how much they use this strategy in their daily lives and in their studies.

Expansion: Focus on a different subject area rather than sports.

2. **Understanding Politics**

Task- Based Learning Strategies: Transfer/ Use Cognates

Language: Any language that has cognates with English (in particular, Romance and Germanic languages)

Example: Italian

Proficiency level: intermediate

Description of Activity: students will read an article on a political topic from an Italian newspaper. They will look for English cognates.

Language objective: to develop students' reading skills and to increase students' Vocabulary by introducing them to Italian political words(or words in another Target language) in the area of government and politics that have cognates in English.

Cultural Goal: to develop students' knowledge and understanding of the Italian political system (or the political system of any other target culture);

Materials: an article from a major national daily newspaper (e.g la repubblica, 11 corriere della sera, la nazione).These Italian newspapers and others are readily available on the world wide web.

Preparation:

1) Tell students that the learning strategy is **transfer/use cognates**. If students recognize that a word in Italian is a cognate of an English word, their vocabulary can increase by leaps and bounds and this will undoubtedly improve their reading skills.
2) Students can make better progress in the target language if they can find "hooks" to relate it to their native language. Tell them of your experience. For example,

you might be able to tell them that you have studied several languages and found that, when studying Spanish and French, cognates were like free gifts! Japanese was much more difficult for you because there was very little you could transfer to it from English.

3) Tell students that they are going to read an article from an Italian newspaper. They will look for cognates in the article.

Practice:

1) Give each student a copy of an article from an Italian newspaper. (Or an article can be shown on the overhead projector for all students to see.)
2) Tell the students to skim through the article and pick out any words that look familiar to them and that they think relate to government or politics.
3) Make a master list of the appropriate cognates (on the blackboard or on a transparency).

Reflection: Ask the students to reflect on the role of cognates in their acquisition of Italian. How valuable do they believe this strategy of transfer of words from English to Italian is? Ask if they have used this strategy in learning another language, perhaps Latin or another Romance language.

Expansion: The students can continue to read newspaper and magazine and be on the lookout for additional cognates. They could keep a notebook for jotting down the cognates that they find. Warn your students of false cognates. Prepare a handout for them with a list of these 'false friends.' An Italian list would include, for example, 'morbido' (*soft*) and 'morbid' and 'attuale' (current) and 'actual.'

Adaptation: This activity can also focus on other semantic groups such as foods, animals, and clothing.

3. Describing Gadgets

Task-Based Learning Strategy: Substitute /Paraphrase

Language: any language

Proficiency Level: any level

Description of Activities: the teachers will show students a collection of typical items from the target culture. If they don't know what it is called in the target language, they will describe it so that a native speaker would know what they are referring to.

Language Objectives: to help develop fluency in speaking and to help avoid breakdown in communication; to increase vocabulary.

Culture Goal: to learn the vocabulary for common objects so as to facilitate communication when in the target culture.

Materials: common objects whose names students would possibly not know (e.g. eggbeater, timer, stapler, TV remote, billfold clothespin, pencil; sharpener). Try to include several objects that are unique to the target culture or at least not common in the students' home culture.

Preparation:

1) Explain that Substitute/paraphrase is a very useful strategy for keeping a conversation going. When learners don't know a word in the target language, substituting or paraphrasing helps avoid a breakdown in communication.
2) Provide a personal example. For example; ''when I was living in Italy, I wanted to buy a stapler. I forgot to look at the word in my dictionary before I left home. At first I hesitated to enter the store. Then I decided to try to explain the concept of the stapler. I told the salesman that I needed to put sheets of paper together in the left corner of the page.

3) Tell the students that each one will choose an object and will then explain to the class what it is by substituting an explanation for the precise word.

Practice:

1) Bring your bag of tricks to class. Spread out a Variety of items on a table in front of the class. Make sure that you have at least one for each student.
2) Ask each student to choose an item.
3) Tell each student to try to explain the item without using the actual name of the item. In some cases the students will not know the name but if someone does, he/she should still try to explain the item by using the strategy **Substitute/Paraphrase.**

Expansion: Invite a native speaker of the target language to class. Have the students describe the objects and see if the native speaker(NS)understands what the students are referring to.

Adaptation: Give the students a list of action verbs. Have them explain the action without using the actual word. For example, if you don't know the target language word 'run,' how would you describe this action to a native speaker?

4. Spanish Street Poetry

Task- Based Learning Strategies: Use Imagery

Scenes from Columbia Heights

Language: Any language, **Example**: Spanish

Proficiency Level: Intermediate High and above

Description of Activity: Students will read example of Spanish "street poetry" ("Poesia del barrio") and then write their own poetry.

Language Objectives: To improve reading and writing skills; to increase vocabulary.

Culture Goal: To learn about literature; in particular, a poetry in the target culture using original works; to identify features of poetry that evoke vivid images; to comprehend and use several colloquial phrases in Spanish that convey desired statement.

Materials: Copies of excerpts of the poem 'scenes from Columbia Heights' by Jackie Velez (below) or another poem; old newspapers or magazines with picture for students to cut up.

Scenes from "Columbia Heights" (Escenas en Columbia Heights)

Up grupo de muchachas

Con mahones apretados y anchos abajo,

Extra pintalabio y masticaban chicle como las vacas

Piensan que son duenas de mundo

Ignoran que somos todos iguales

Ellas tienen estilo pero yo tengo la sabiduria.

English Translation:

A group of girls

Wearing bell bottoms,

Extra lipstick, chewing gum like cows,

Think they own the world

They roll their eyes at me

Ignoring we are all the same

They got the style but I got the brains.

Preparation:

1) Introduce the learning strategy *Use Imagery* and explain that it aids students in comprehending complex information through the use of visual representation. Imagery is a multi-sensory approach that supports the incorporation of a variety of learning styles.
2) Model the strategy. You could say, for example, "I use imagery to recall factual information and vocabulary. I find that I can understand new ideas better if I create visuals that can be utilized to associate with various concepts or terms."
3) Tell your students that imagery is often used in literature, especially in poetry. They will read a poem and try to visualize it.

Practice:

1) Introduce the term "street poetry." Give a personal example of a piece of literature that uses more colloquial language. Students' own example from poetry or music can be elicited. The ensuing discussion can revolve around the use of language to create a setting, mood, and evoke memory.
2) Distribute the excerpt from the poem "Scenes from Columbia Heights". Have students read the excerpt through to themselves for comprehension of the language.
3) Have students choose particular phrases or scenes and create the images in their minds. Answer the following questions about the scenes: what are the colours you see? What facial expressions do you imagine? How do you feel in the neighborhood?
4) Elicit new vocabulary or colloquial phrases introduced in the poem. What do these phrases mean? What images are associated with these terms? How are they used? Are they effective in adding to the mood of the poem?

5) In pairs, have students look through magazines and cut out images that fit the images the poem brought to their mind. Encourage students to add to these pictures with their own drawing, and label the images with lines or vocabulary from the poem.

6) Have students write their own poem in Spanish.

Reflection: Ask the students if the use of imagery aided them in understanding the perspective of the author. Ask them also to reflect on whether or not the use of imagery aided in their recall of the various new phrases or terms.

5. Restaurant Etiquette

Task- Based Learning Strategies: Use Real Objects/Role Pay

Language: Any language

Proficiency Level: First Year (beginners)

Description of Activity: students will act out a restaurant scenario. They will order food and interact appropriately with the waiter, restaurant manager, and other diners.

Language Objectives: to develop students listening and reading skills; to learn food vocabulary; to learn how to make polite requests and polite complaints.

Culture Goal: to understand how to use basic target-language phrases and apply them to the scenario; to know the social etiquette to use in a target-culture restaurant.

Materials: Props for a restaurant setting: tablecloths, music, food, menus in the target language, etc.

Preparation:

1) Explain that *Role play* is a very useful learning strategy to prepare students for a real-life situation.

2) Give students an example of how you have used this strategy. Tell them, for example, that when you were in Germany, you had to go to a bakery to buy

some pastries. Before going to the bakery, you acted out your conversation with the salesperson. This gave you confidence before you had to carry out the real conversation.

3) Tell your students that they will role play a scene in a restaurant.

Practice:

1) Set up a restaurant environment.
2) Divide students into small groups and assign each student a role as a diner, a waiter/waitress or manager.
3) Go over menus so that everyone is familiar with the target-language food vocabulary and other necessary restaurant vocabulary. Introduce the phrases usually heard in a restaurant such as "We should like a table for two," "what would you like to order for your first course?" and "please bring us the check."
4) Have each group practice their scene on their own. The manager should seat the diners, the waiter/waitress will take the orders and serve the food, and the diners will talk among themselves. In the end they will settle the bills.
5) Ask each group to perform its scene in front of the entire class and have the audience critique it.

Reflection: students can assess themselves individually on the preparation and evaluation of this activity. Ask students how acting out the skits helped them better understand or remember the vocabulary and phrases.

Expansion: the class can take a field trip to a restaurant that serves target-culture food.

Adaptation: other real life scenarios can be created such as in the work place, grocery store, etc.

6. The Food Pyramid

Task-Based Learning Strategy: Group/Classify

Language: Any language,

Example: Spanish

Proficiency Level: Beginner/Low-Intermediate

Description of Activity: learners will review and learn new food vocabulary by dividing a list of target culture food into categories and labeling the Food and Drug Administration (FDA) nutritional pyramid. They will then create three days worth of ‘‘healthy’’ meals based on pyramid portion and quantity recommendations.

Language Objectives: to develop vocabulary that is related to target-culture foods.

Culture Goals: To learn about nutrition in the target culture and to learn about the composition of meals.

Materials: an extensive list of target culture foods (some new, some review); handouts of the FDA food pyramid; a simple day’s menu that you have created with foods from the list.

Preparation:

1) Explain that *group/classify* is a useful learning strategy, especially when students are trying to master vocabulary items. One way to learn a list of new terms is to memorize the list. However, explain that it is usually easier to learn the information when it is organized in a logical way. One can make associations and the information is easier to remember.
2) Give a personal example. For example, when you were learning a list of items of clothing in Spanish, you found it useful to divide the items into the categories of male, female, and child.

3) Tell the students that they are going to divide a list of target culture foods into categories as they label the FDA nutrition pyramid.

Practice:

1) Give the students the list of target-culture foods. Tell them to put the words on the pyramid. Model the activities by putting one or two words in the right place on the pyramid.
2) Have students label the pyramid in pairs and then check answer with another pair.
3) Finally, have the partners create a three-day food plan based on the sample day's menu that you created. Monitor their work to make sure that target culture foods have been assigned to the right meals!

Reflection: ask students whether categorizing the new terms helped them learn. Ask them to give other examples of how they can use the strategy *Group/Categorize* to learn more efficiently and effectively.

Expansion:

1) For homework have students record their own eating habits, using the same model. When they compare their work, more advanced learners can discuss how to change their diets to be healthier.
2) In a future lesson give students a list of vocabulary words and have them divide the terms into categories of their choice.

The correlation between the above project and the current study was apparently summarized in four points. They both involved using task- based strategies and activities like *use imagery* which is in conformity with graphic organizers found in the current study. They also included pair work and group work; as well as vocabulary development; and last, the inclusion of learners in higher education.

One area of dissimilarity was that the project focused on task-based strategies instruction to make students be aware of how they can learn more effectively. Another

area was for the teachers to be able to teach their students task-based learning strategies so that the students could be autonomous learners. But, the emphasis on the current study was rather using the strategies to develop the vocabulary of the students. Another important thing to notice is that the present study is an experimental study, whereas the project was a suggested idea on how teachers could integrate TBL strategies instruction into their lessons. Since the project involved many TBL strategies and activities that could be used for vocabulary development, it is of great value to the current study.

A similar project on task-based approach funded with support from the European Commission was brought by Pools (2009). The project focused on the structural framework of TBL and its concern with learner activity. The teacher is expected to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the second or foreign language. Each task is expected to provide the learners with new personal experience with the language. The project asserted that the consciousness raising process of the TBL approach is crucial for its success. As such, the teachers must help learners to recognize differences and similarities, help them to "correct, clarify and deepen" their perception of the second or foreign language.

In order to see the TBL cycle, meet the immediate needs of the learners and provide a framework for creating interesting classes, and able to address the students' needs, the author enclosed the following framework in Figure 10:

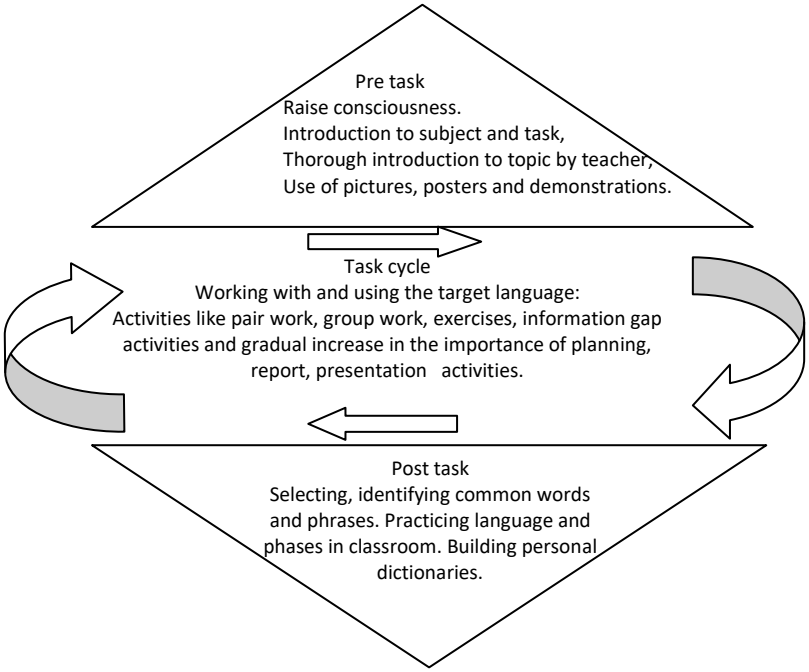


Figure 10: Structural Framework of TBL

The pre-task phase introduces the class to topics and the tasks, activating topic related words and phrases. The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. In the task cycle stage the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. The last phase in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle. The teaching techniques required for task-based learning are not very different from those of ordinary language teaching. The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching.

Teachers can easily use the method of TBL for working with texts at an intermediate level. All they have to do is to be creative and to simply think of a way to

turn text reading into a task for the students. Having a pair of scissors, glue, photos will make an open and creative mind ready.

The most important thing in the pre-task is to focus on the preparation of the main task. It prepares the students for learning new vocabulary, new phrases, new contexts and areas of investigation. The pre-task should always make students feel ready and comfortable before working with the main task and when working with texts. It is always important to include the main theme of the text and new vocabulary from the text in the phase of the pre-task.

For example, in a non-fiction activity, teachers can split the text into different sections and give the sections numbers. The sections must be divided according to the content. Teachers must hand the text to the students with the marked sections and numbers. They must also hand out another piece of paper with the specific format. Learners must read the text and fill in the format. Look at the sections in the text and write down the most important information from each section in the first column. Learners write down their own experience, opinion, knowledge about the information they find in the text in the second column in Table 2.2:

Table 2.3: Non-Fiction Activity

Text **What is this device?**	**Learners Own Opinion/Experience and Knowledge**
This device is longer than it is wide	Ruler
You have to lift your arm and make it fall to use this device	Hammer
You need this device to put something on the wall	Nail
Guess the name of this device	Suggested answer

Teacher can let the students work together or alone when they read and fill in the format. When everybody has finished with the text and the format, students should be given time to tell each other what they have chosen to write down in the format.

The motivating element here is that it becomes a choice of the student which information to put into the format and that each student will have to make a case for his/her choice when talking about the text in class. When students tell each other what they have chosen to put down in the format, they are also given a time to work with difficult words and phrases from the text. Here, they can ask each other about meanings without being exposed to the attention of the whole class and they can ask the teacher about words and phrases that they did not understand fully in the reading process.

The teacher can walk around in the classroom and monitor the students reading and filling in the format. The teacher can also listen to the students when they talk about their own work with the text. This phase leaves the teacher with a chance and opportunity to listen in and pick up good examples, but more importantly, to pick up problems and misunderstandings related to the text and the specific language.

Although the above project was neither an empirical study nor a Post graduate research of any kind, it collaborates with the current study in some areas. The project was concerned with TBL framework and the present study used such a framework as its guide. The involvement of learner activity in the project was also an area of interest in the current research. Regarding the vocabulary development, the example of task brought in the project shows the possibility of adaptation in the present study especially the pre-task phase.

2.5 Vocabulary Development: Definitions, Nature and Measuring Yardstick

The reviewed items here are three in number. They include Definitions of Vocabulary Development, Nature of Vocabulary Development and Vocabulary Development Measure yardstick.

2.5.1 Definitions

The term "vocabulary" refers to "All the words in a language, the entire vocabulary of a language" (Barcroft, Sunderman &Schmitt, 2011). The development of vocabulary refers to the process of increasing the number of words in everyday life; which must be known to communicate effectively and learn about new concepts. These include oral vocabulary (words used when speaking and listening) and reading vocabulary (words recognized or used in print) (Beck, Mckeown, & Kucan, 2002, 2008). Therefore, vocabulary development includes conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non examples of the words, relate and use them accurately within context of sentences (Snow, Griffin& Burns, 2005).

In traditional perspective, Pikulski & Templeton (2004) describe vocabulary to include listening/speaking words for children entering kindergarten, with average of vocabulary approximately 5,000 words. As children develop to read and write, they would have reading/writing vocabulary estimate to include most of the words in listening and speaking vocabulary. At upper elementary grades onward, reading/writing vocabulary come to include more words than listening/speaking vocabulary; because written language contains many words that do not usually occur in most spoken language. Another way of regarding vocabulary (Pikulski & Templeton 2004) refers to receptive vocabulary as the words people 'receive' and understand through listening and reading. But expressive vocabulary refers to words people are able to use in speaking or

writing. Later, educators fine-turned the traditional perspective and brought other broad classifications:

1. *Conversational Vocabulary*: This is Tier 1 vocabulary (Beck, Mckeown, & Kucan, 2002,2008) words that students learn through everyday conversation with parent, other family members and peers for example: happy, walk, about.
2. *Core Academic Vocabulary*: This is general purpose vocabulary (Diamond & Gutlohn, 2007).It is also called Tier 2 vocabulary (Beck, Mckeown & Kucan, 2002, 2008).It refers to High-Utility general vocabulary (Stahl & Nagy, 2006). Responsibility for teaching it refers to Elementary teachers, Middle class teachers and secondary English/ Language arts teachers' words. Students may encounter the words frequently in their reading and would be able to use them in their writings. They probably already have underlying concepts for the words for example: encounter, significant, advantage. The words can also occur across all content areas.
3. *Content-Specific Vocabulary*: This is Tier 3 vocabulary (Beck, Mckeown & Kucan, 2002, 2008). Responsibility for teaching covers elementary teachers, middle and secondary subject matter teachers' words. The words refer to new concepts in particular content areas that are significant for students to learn. For example: alliance, algebraic expression, pollution.
4. *Academic Languag*e: Responsibility for teaching: covers elementary English/Language arts teachers' words and phrases that indicate logical operations and tasks. Examples include consequently, evaluate, distinguish between, compare and contrast. Academic Language is included in content specific vocabulary because it occurs across all content areas. Students learn academic language or what is called academic vocabulary (Scott, Nagy &

Flinspach, 2008) through social interactions as members of the learning community.

The above definitions indicated that there are different versions of vocabulary development. Oral vocabulary can be developed through speaking and listening while reading vocabulary can be recognized in print. Listening and speaking vocabulary can be developed through reading and writing. At upper level, reading/writing vocabulary includes more words than listening/speaking vocabulary. This is because written language contains many words that do not usually occur in most spoken languages. Thus, the current study adopted activities and tasks that were written on worksheets to develop the vocabulary of students under study. These in turn, allowed them to complete the main tasks of article writing. Another considerable aspect found in the definitions was the classification of vocabulary which included among others, High-utility General Vocabulary and Content-Specific Vocabulary. Learners would be able to use general vocabulary they encounter in the stages of task performance (e.g. alliance, greenhouse, pollution, hypotheses).The words found in this classification can occur across all content areas. Therefore, the current research benefited from the definitions since the study involved students of four content areas vocabulary development (i.e. Arts-based, Social Science-Based, Science-Based and Technology-Based Learners).

2.5.2 Nature of Vocabulary Development

Vocabulary learning is considerably complex due to the size of potential lexicon and the multifaceted nature of its knowledge (Deng, 2010). Some words are more complex than others, having multiple meanings, while others are conceptually rich and networked. There are those words that may have different syntactic uses depending on their context within a sentence. For example, the word ‘run’ can be used as noun or a verb. Thus, learning a new word takes place overtime. Words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in

order to achieve adequate understanding of language. Rechards (1976) in Yu-Ling (2005) contends that knowing a lexical item includes knowledge of word frequency, collocations, register, case relations, underlying forms, word association and semantic structure. Learners from different background, therefore experience different levels of difficulty in learning a word, depending on how the patterns and knowledge of the word are familiar to them.

The complexity of vocabulary development involves multiple gradations and dimensions (Calfee & Drum, 1986). Nagy & Scott(2000) identify five aspects of vocabulary complexity:

1. Incrementality: knowing a word is not a matter of all-or-nothing, but an incremental process based on small steps, such as morphological processes e.g. do, does, doing, done and did.
2. Multi Dimensionality: word knowledge consists of multiple aspects of word learning such as grammar, morphology, conceptual meaning and frequency.
3. Polysemy: words often have multiple meanings. For example, the word ‘fish’ means a kind of animal living in water (e.g. the fisherman caught a fish with a hook) and can mean to move around to discover something (e.g. the spy came to fish out some secret information).
4. Interrelatedness: words are not isolated but interrelated with one another. For instance, how well a person understands a word ‘family’ depends on part of the understanding of other words such as ‘husband’ ‘wife’, ‘father’, ‘mother’, ‘children’.
5. Heterogeneity: words knowledge depends on words function, for example, knowing the word ‘either’ is different from understanding the words ‘tree’.

Explicit teaching of word meanings alone is far from enough for students to cover a rich quantity and high quality of vocabulary learning. Thus, students ought to be

exposed to a considerable amount of language skills (Nagy & Scott, 2000; Sternberg, 1987). Effective use of context improves vocabulary learning efficiency. Students use context to identify unknown words in assessing their vocabulary knowledge (Kennedy & Weener, 1974; Buikema & Graves, 1993; Kuhn & Stahl, 1998).

Incidental learning is also an important dimension in vocabulary development of students. The concept of incidental learning rises from the fact that students actually learn far more words than what they learn through direct vocabulary instruction in classroom. The average graders are estimated to know a reading vocabulary of 10,000 (Nagy & Herman, 1987).But high school graders are estimated to know about 40,000 words (Nagy & Herman, 1987) to 50,000 words (Graves, 2006).There is need for an average annual increase of about 3,000 or more words (Deng,2010). Students develop a substantial part of vocabulary knowledge through incidental learning. This is when they are exposed to contexts of reading, listening and oral conversation (Nagy, Herman & Anderson, 1985; Sternberg, 1987; Waring & Takaki, 2003).

The importance of morphology or word parts in vocabulary development has long been promoted (Dale, 1965; Nagy & Scott, 2000). Meaning of words sometimes can be understood by examining the morphemes, meaningful words parts, such as prefixes, suffixes, word endings, and word roots (Baumann et al. 2002). Knowledge of morphology as a part of meta-linguistic awareness also contributes to students' independent vocabulary learning (Baumann et, al; 2003).

Although direct vocabulary instruction is an important source for students' vocabulary development, it only accounts for a few hundred words or word parts of the vocabulary they learn throughout a school year (Deng, 2010). Therefore, the current study is concerned with task-based learning strategies with the hope of developing students' vocabulary incidentally. Students' interactions and seeking for help among peers to complete a learning task, would possibly motivate and allow them to learn

more words incidentally thereby developing their vocabulary. Marchand & Skinner (2007) assert that highly motivated students are more prone to seek help and engage in challenging learning tasks. In this way learners will take more responsibility for their studies as autonomous learners and overall vocabulary learning effect may be improved.

2.5.3 Vocabulary Development Measuring Yardstick

Vocabulary tests are contingent upon the test designers' definition of lexical knowledge. Lexical knowledge has been defined differently by many researchers. It has often been defined as the sum of interrelated "Sub knowledge" of the spoken and written form, morphological knowledge, and knowledge of word meaning. Others include collocation and grammatical knowledge, connotative and associational knowledge, and the knowledge of social or other constraints. All the above sub-knowledge could be observed in the use of a word (Nation, 1990, 2001; Richards, 1976; Ringbom, 1987). Other researchers such as Faerch, Haastrup & Phillipson (1984); and Palmberg (1987) offered an alternative definition. They assert that "Lexical knowledge is a continuum consisting of several levels of knowledge. It starts with superficial familiarity with the word and end with the ability to use the word correctly in free production".

Most vocabulary tests that are based on the knowledge components model measure just one of the sub knowledge. One of them is the comprehension of meaning (Meara & Baxton, 1987; Nation, 1983; Laufer & Goldstein, 2004). Others are production of meaning (Laufer & Nation 1999), vocabulary use (Arnaud, 1992; Laufer & Nation, 1995), or word associations (Read, 1993). However, some tests attempt to measure simultaneously several sub-knowledge such as grammatical, morphological or spoken and written forms (Read, 1989; Schmitt, 1999).

It is usually possible to test a large sample of items when just one component of knowledge is tested (Laufer & Goldstein, 2004). The test can thus claim to represent the

learners' total vocabulary. Such tests are called vocabulary "breadth" or "size" tests. This view is in accordance with Chapelle (1998) referred to as "trait" that vocabulary knowledge is the knowledge of discrete word items independent of context in which they appear.

In contrast with trait view, Read (1997, 2000) and Read & Chapelle (2001) propose to approach vocabulary assessment from an interactionist perspective. They claim that a vocabulary test should be in relation to particular context typical of the test takers' needs. It is beyond knowledge of decontextualised word lists, which develop effective communication strategies.

In accordance with Chapelle (1998) and Laufer & Goldstein (2004) views, the present study adheres to the trait view of vocabulary size assessment. Laufer (1997) and Savillle-Troike (1984) point out that tests of vocabulary size predict success in general language proficiency. Therefore, vocabulary size tests allow for more efficient placement in language teaching programmes than depth or fluency tests. Moreover, size tests can function as relatively simple and efficient research instruments providing the researcher with the vocabulary size of the participants. This could be at the beginning of the treatment and showing the growth in vocabulary after an experimental intervention. Read (2000) points out that, size tests can give a more representative picture of the overall state of the learners' vocabulary than in-depth tests.

Multiple-choice items are popular types in vocabulary testing. They are quick to administer, easy to score, can be applied to a large number of students in a short time, highly reliable, and so easy to prepare (Ozturk, 2007). The two constructs that are commonly believed as being tested by a multiple-choice vocabulary item are word meaning and word recognition. Meaning is used in contrast to other components of word knowledge such as word morphology, word association, collocation, or style among others (Ozturk, 2007) while recognition is used in contrast to recall. Schmitt

(1999) adds that it is the measure of word meaning knowledge, which also implies knowledge of form. Going by the above discussions, the current study adopted multiple-choice vocabulary test to measure the vocabulary size of the participants, before, during and after the experimental interventions.

Nation (1983) established vocabulary levels test, which is widely used for teaching and research purposes. Nation's vocabulary levels test has 18 items at each level. However, Laufer & Goldstein (2004) used 30 items at each level, following Schmitt et al (2001) validated version of the vocabulary levels test. In the process of validation, it was found that thirty items were sufficient to be considered representative of each level (Laufer & Goldstein, 2004). In accordance with this view, the current study adopts the vocabulary level test of fifty items for all the categories of students. The study includes four categories of learners tested in total. The test is in accordance with patterns developed by Hayley (2011). It is standardized by the experts of the fields, in the college departments of the study area.

2.6 Task-Based Learning and Vocabulary Development in Subject Content Areas

Brewster (2004) asserts that task-based in content-based language teaching promotes use of a range of linguistic and cognitive process, much of which is transferable across subjects and even from second language (L2) to first language (L1). This transferability, as stated by Brewster (2004) was recognized in the Hong Kong English Language Curriculum Guide. Schools were encouraged to establish a cross-curricular linkage when developing their schools-based language programmes. The aim was to develop learners' vocabulary skills and broaden their experience of language learning tasks or activities in contexts that are related to one or more key learning areas. Learners are engaged in a range of tasks. Guidelines are provided for teachers which suggest areas in curriculum where content and language can be used to best advantage

in each subject area and which suggest activities and objectives for all skills. Learners tend to acquire a large vocabulary, develop learning strategies in task-based and learn to recognize basic differences. Brewster (2004) provides the following extracts on the topic of food illustrating the levels of pupils from grades 4-6 on this topic:

a. Where Food Comes From/Plants

Pupils choose favourite fruit and classify whether it grows in cold or hot countries. Pupils classify vegetables according to whether they are eaten cooked, raw and whether all of it is eaten. Pupils classify both according to whether they grow on trees, bushes or on the ground.

i. **Language:** Names of fruits and vegetables, colours, sentence patterns 'Tomatoes are red; Tomatoes grow on bushes.'

ii. **Thinking:** Classifying types of food.

b. Food and Health/Food Pyramid

Pupils listen and match labels of food, draw missing food and classify food items under meals e.g. breakfast foods. Pupils classify food drawn in a healthy eating pyramid where food at the top and upper middle and bottom should be eaten a little; food at the lower middle and bottom should be eaten a lot. Pupils draw traffic lights for different foods which they should eat a lot of (red), eat some in moderation (amber) or eat very little of (green).

i. **Language**: Names of foods; sentence patterns 'There is some bread' using countable and non-countable nouns. Pattern 'There are a lot of sweets, I eat a little/ a lot of …..

ii. **Thinking**: Classify healthy and less healthy types of food.

The author views task-based tasks to work well if they tend to have the following features:

1) A task-based learning approach is carried out in pairs, groups or individually which presents a scenario holistically and then systematically works backwards through its components parts.
2) The focus is on language and school learning.
3) There is little or no emphasis on a presentation, practice or production stages (PPP).
4) The tasks draw on a range of integrated skills, with numerous opportunities for listening, speaking, reading and writing. These tasks are carefully sequenced to provide task continuity.
5) Language processes include providing evidence of learning (e.g. vocabulary development), such as through listening or reading to label diagrams or underline key words. Other language processes include speaking and writing to produce models or a quiz. Strategies include those such as predicting, making and checking hypotheses, matching causes and their effects and classifying.
6) There has been careful analysis of the linguistic and cognitive demands of the tasks.Thus they are supported by clearly focused and contextualized activities which support the development of language and thinking processes.
7) The tasks are all scaffolded or supported by contextualization in the form of visuals which might include graphic organizers. Such organizers include diagrams, tables, maps, charts, realia, use of the internet, DVD, and the likes.
8) Some of the work is differentiated so that reading tasks for example are supported by spoken versions of texts on cassette for slow learners. Such activities can be graded at word, phrase, sentence or simple text levels.
9) The task is presented as 'public' product to classmates which is chosen by the learners themselves and allows for creativity and personalization.

The above author's view of task-based signifies the possibility of developing learners' vocabulary through tasks in subject content areas. The emphasis of the author was on young learners' vocabulary. This is contrary to the current study which was on the advanced learner's vocabulary development. In another diversion, the above author illustrates what is obtainable in Hong Kong area where task-based is recognized in the English Language Curriculum Guide. This indicates that learners in Hong Kong are familiar with task-based learning. As such, they find the tasks so interesting and easier to complete. In contrast, the current study area is Shehu Shagari College of Education Sokoto, Nigeria. Here (to the best knowledge of the researcher) task-based learning is yet to be recognized in the curriculum. As such, learners find the tasks so new and challenging. Conversely, the meeting point between Brewster (2004) view above and the current study can be recognized in some areas. Examples include pair work, group work, and supporting or scaffolding of tasks by contextualization in the form of visual and graphic organizers. The use of organizers such as diagrams, tables, maps or charts creates interest in activities and reduces complexity in tasks for learners to complete. This is a valuable point considered in the current study, especially during task performance.

Similarly, a task-based in subject content areas and student-oriented was designed in the University of Agriculture, Abeokuta Nigeria by Adebiyi, Akeredolu, Sotiloye, Bodunde, Aduradolu, & Olaita (2016). It was designed as a GNS 101 course titled the Use of English; to help students improve their ability to read and understand scientific articles, to think about them critically, and to communicate about them in English. They will also learn the use of language related to their scientific and technical fields. As a result, students gain confidence in reading scientific journals and articles

and using English vocabulary for their major subjects (Agricultural science, Biology, chemistry, Environmental science, Physics, and Computer science).

At the end of the course, students should be able to communicate effectively in different situations and setting with (L2) or foreign language (FL): using authentic, appropriate and correct linguistic forms and in subject matter areas in general. Therefore, the course hoped to equip the students with the requisite linguistic skills for pursuing University education in their specialization areas.

Adebiyi et al (2016),state that language learning is most effective when it takes place through meaningful interactive tasks. They stressed that language learners learn most when they are engaged in meaningful, purposeful activities of social and cognitive nature in the context of the classroom (Content-based instruction) and outside it (social settings). Thus, students shall be given some tasks to perform in and outside the class. Reading skill is one of the main contents of the course which develops fast reading in students, facilitates vocabulary development, enhances and improves comprehension for specific and main ideas, reference and critical interpretations. The application of the above skill is meant to study two prescribed texts (i.e. short stories). Learners read the texts, analyze them in terms of content language, make presentations and compare their findings for feedback.

The above course, designed in task-based approach, anchors with the present study as they both recognize the transferability of tasks across subjects and content areas. The course was designed to help students develop confidence in using language skills as well as vocabulary development in their major subjects such as Agricultural science, Biology, Physics among others. In similarity, the current study involved the development of vocabulary in Arts, Social Science, Science and Technology based learners. Another area of convergence between the course and the present study is the

involvement of the advanced level learners as their participants–university and College of Education students respectively. However, one area of divergence between the two is that, the latter is an empirical research; while the former a course of study.

Nevertheless, the course being a task-based, focusing on what teachers and learners do while engaged in meaningful teaching and learning activities or task; hoped to be put into utilization for the achievement of educational goals. The applications and implementations of such an approach in the Nigerian educational system tend to be crucial issues in developmental programmes. Adrika (2014) states that Nigerian teachers need to produce students that can 'do' not just those that possess theoretical jargons. The students go to school to receive education and to develop appropriate attitude, acquire knowledge, skills and abilities for meaningful living within the society. Issues such as agricultural capacity building for self-sufficiency and technological growth of today and tomorrow Nigeria are a case in point. Van Lier (2004) in Adrika (2014) maintains that when teachers appreciate one another, they can share plan and design activities together. As such they are better disposed to engage in activities and tasks that enhance achievement of long term educational goals. They engage in step by step processes and procedures that lead to other sub aims. This could be done by participating in tasks that would specifically link up to resolve the challenges on their way. The current study hoped to facilitate achievement of the above issues as it involved series of meaningful activities. These are indeed part of the dynamic system of classroom and educational activities. It is also believed that from the activities, a community of practice evolves as a result of shared ideas, experiences, procedures and goals evident in interactions, negotiation, organization and personalization of learning.

2.7 Task-Based Learning and Vocabulary Development in Arts and Social Science Disciplines

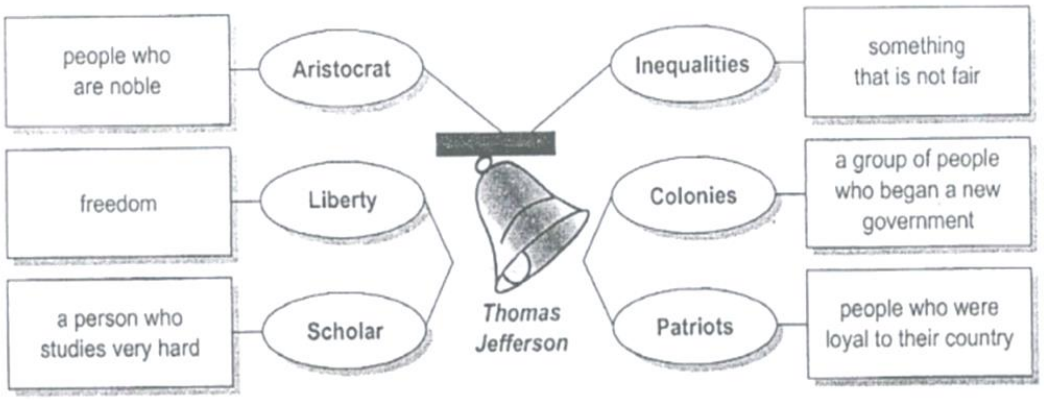
Vocabulary development in Arts and Social Science disciplines is an important aspect that promotes language learning (National Reading Panel (NRP) (2002). Example of such approaches that promote rich and powerful vocabularies in arts and social science contexts at all grade levels is task-based learning. One of the most task-based learning strategies used to promote students' vocabulary in arts and social science is word mapping. The word mapping strategy or semantic mapping is one of the strongest approaches to teaching vocabulary because it engages students in thinking about word relationships (Graves, 2008).

In arts and social science contexts, word mapping may be adapted to the nature of vocabulary learning. For instance in learning some words, it is appropriate to have students explore synonyms, antonyms, and origin of words. Yet for other words, it is helpful to find examples and non-examples of the words (NRP, 2002). Reutzel & Cooter (2008) suggest the use of word maps with English Language learners for vocabulary development. This is because it offers a way for them to demonstrate and connect their prior knowledge to new concepts. At the same time, it serves as a useful tool to categorize information in social science and historical events.

As cited in Essential Strategies for Teaching Vocabulary (ESTV, 2010) a teacher has used an integrated language arts and social studies unit to help students learn about the American colonies and their conflicts with Great Britain. One of the aspects of the unit was to study the contributions of the founding fathers. The teacher created a text set that included the following literature. The first book is Thomas Jefferson: A Picture Book Biography by Giblin (1994). Others include Thomas Jefferson by Harness (2004), The Revolutionary John Adams by Harness (2003), and A Picture Book of Dolley. The last two consist of James Madeson by Adler & Adler (2009), and Farmer George Plants

a Nation by Thomas (2008). Students were divided into four literature circles, and members in each group were reading the same book. To introduce the key vocabulary for understanding each book, the teacher created four word maps, one for each book. Students were then asked to use their word maps during and after reading by elaborating or building on word meanings from their readings and discussions within the literature circles. They were also asked to find new words and meanings to add to their word maps. Students then shared their word maps with members of their literature groups and later with the class during the discussions of the readings. The following diagram in Figure 11depicts the word map that was used by the teacher before reading and the word map that students created during and after reading.

WORD MAP BEFORE READING



WORD MAP DURING AND AFTER READING

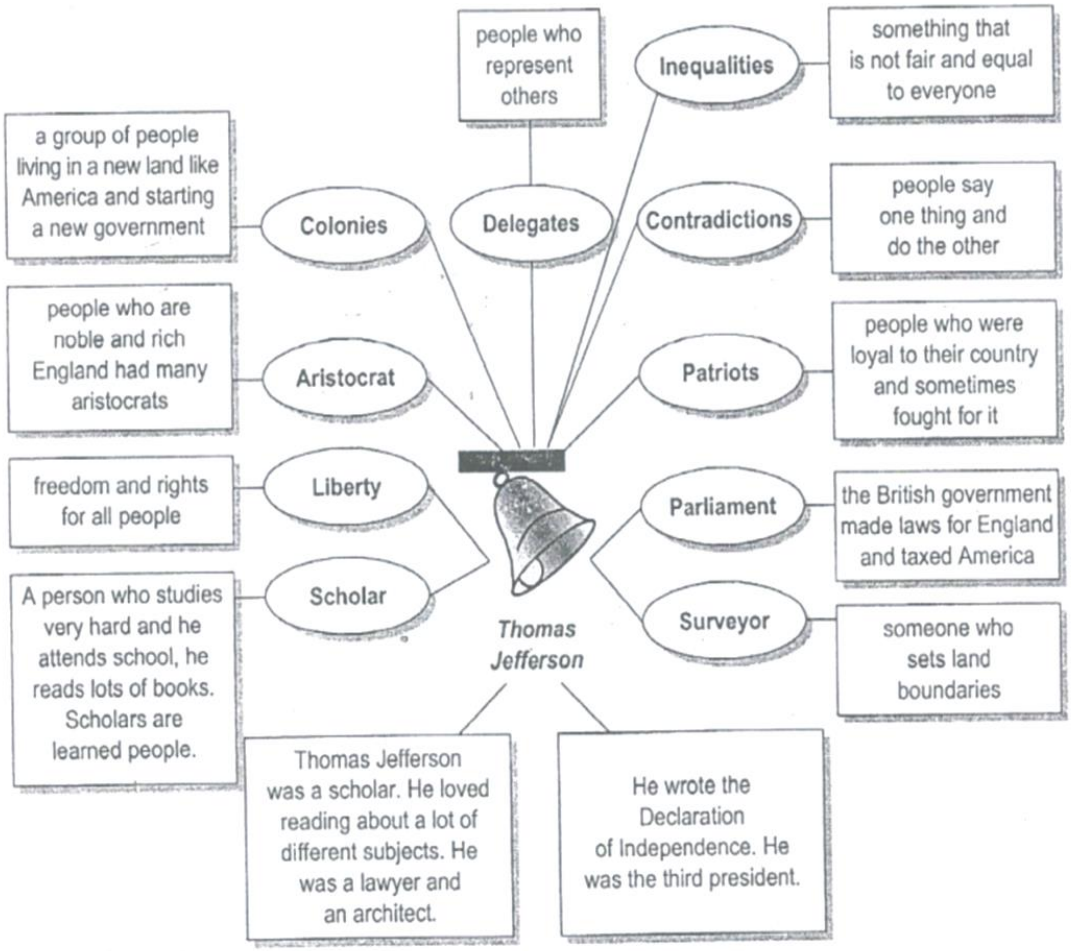


Figure 11: Word Maps for Vocabulary (Jefferson, 1994 Harness 2004)

Although the above study was conducted in order to find out how vocabulary can be developed in arts and social science areas. It was not as scientific or empirical in nature like the current research. It lacks experimental treatment and there was neither vocabulary test at the beginning nor at the end of the study to find the levels of vocabulary development. The present research is interested in finding out the levels of students' vocabulary at the beginning and its development at the end of the study. It also employed treatment procedures using control and experimental groups and tests in order to find the impact of TBL strategies on the development of students' vocabulary. Another disparity is that reading books were used in the above study where as practical worksheets were involved in the current research. However, the interesting thing about the above study is how the students were able to have created their own word map from the one given to them initially by the teacher. This shows that students were able to build more vocabulary in the word-map they created during and after reading, and more negotiated meanings over the teacher's word map. Since word map and mind map are two sides of the same coin, the current study appreciated the use of mind map as one of the adopted task-based learning strategies for vocabulary development of the students.

Other approaches of task-based learning and vocabulary development in arts and social science areas are vocabulary journals. These journals are specific type of learning log where students record "their ideas and information from content areas in a notebook and responses" (Popp, 1997) about new words that they have learned from reading literature or textbooks. Students use their vocabulary journals to explore the words meanings, make connections between the new words and their own experiences and ideas they already know, and produce rich definitions. Essential Strategies for Teaching Vocabulary (ESTV, 2010) reports that students in third grade, studying in arts and social science units were taught geography on extreme weather conditions. These

include hurricanes, tornadoes, rainstorms, and severe drought. The teacher introduced the topic of tornadoes and provided instruction on key words such as tornadoes, cumulonimbus clouds, thunder head, condensation, downdraft, and updraft. Students were engaged in task-based reading from books on the topic. The teacher directed students to use their vocabulary journals to expand the meaning of the key words and to note any important words that relate to the word 'tornado'. After their readings, the students shared their vocabulary journals with their learning partners to discuss the interesting words and their meanings that they gained from the readings. The following Figure 12 is the students' entry in a vocabulary journal for 'Tornadoes' by Gibbons (2009):

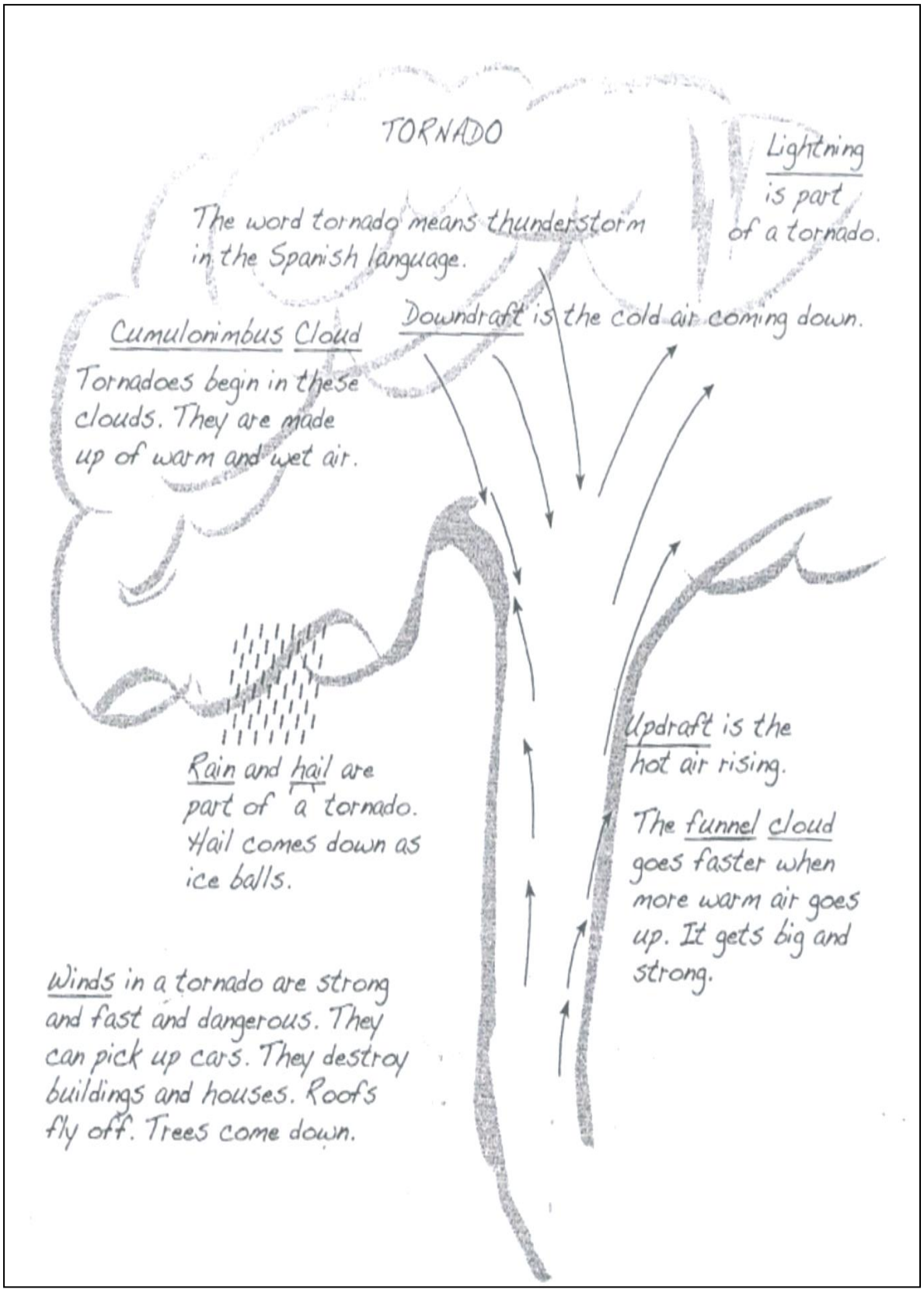


Figure 12: Students' Entry in Vocabulary Journal for Tornadoes by Gibbons (2009)

The study above was also not scientific in nature. The study neither involved experimental treatments nor tests of any kind. Therefore, the current study differs from the above in that it included experimental treatments for the participants. It is also not in line with above study for involving more or less practical activities using worksheets which are productive in nature. This contradicts the above reading-based tasks which are receptive. Conversely, what relates the two studies is being them both task-based for vocabulary development. One thing to notice is that the previous study used vocabulary journals as its tool. But the present research used various strategies such as graphic organizers, word search puzzles, brainstorming and many more. Thus, the use of more activities in the current research tends to expand more vocabulary of students than that of the previous study. Nevertheless, learners benefit from the method of using vocabulary journals while noting down important words, phrases or sentences. This is when they engage in any phase of the study for task completion.

2.8 Task-Based Learning and Vocabulary Development in Science and Technology Areas

Changing the way and what teachers teach in science and technology is a continuing professional concern (Effandi & Zanaton, 2007). Science and technology teachers need to ensure that their teaching is effective in preparing the students of today to become successful individuals of tomorrow. Task-based learning approach for vocabulary development in science and technology is helpful in meeting the immediate needs of the learners and provides the frame work for fun and engaging classes (Hadley, 2000).

A needs analysis of the language learning of students at Nagaoka National College of Technology (NNCT) was conducted in Japan (Hadley, 1998 in Hadley, 2000). It was found that the needs for the students were for the ability to read academic

and technical materials in English. Hence, they would be able to write short notes or technical instructions and to gain enough reading and vocabulary development. This would enable them to transfer to a four-year university. The vocabulary comprehension test was developed from a list of the most frequent words that were taken from a corpus of academic and technical materials. The finding suggested that the learners at the college had only a rudimentary knowledge of the words needed to comprehend the basic materials for reading. The author states that the students at NNCT, and other technical junior colleges were unaccustomed to speaking English publically. Thus, it was decided that task-based learning approach would be the most expedient for the situation at the colleges. Therefore, Hadley (2000) developed a task-based learning approach for science and technology with an emphasis upon reading and the building of vocabulary.

The writer indicates that, in the pre-task stage, the students are introduced to the topic through consciousness-raising activities. These are tasks that require the students to recognize or decode the essential vocabulary for the lessons. In the task cycle or during the task phase, the students work with the information gaps or group work activities that help them to recall and establish their meanings. The vocabulary is circulated then through short reading tasks or other oral pair work tasks that focus on the topics. The post-task stage involves the learners' exposure to tasks that they may encounter at the university level later. Articles that more formally discuss the lessons topics are given to students; followed by short lectures on subjects related to the topics again.

A lesson is planned to take approximately ninety minutes. Each lesson splits learners into groups 'A' and 'B' in order to require students to participate in different groups and tasks. 'A' students and other 'A' students would be asked to work together in the pre-task consciousness raising activities, and so also 'B' students. In the main task, an 'A' student is usually required to seek out and work with another 'B' student.

Task 1 involves topics and titles introduction and then learners are asked to look at pictures, visual or graphic organizers and suggest what each of the items might be. Students are told to tell the answer to the teacher after some minutes. If they do not know, the answers are told to them.

In task 2, the students are to decode the essential vocabulary from their native language into the target language. This encourages learners who normally do little to participate in the lessons to bring their dictionaries to class. This kind of task is hoped to reduce the cognitive load on students as they struggle for an understanding of the essential vocabulary. It is also hoped to facilitate success in the later tasks where there is discouragement in the use of the students' native language.

In task 3, information gaps activities are involved. In these activities, students 'A' have halves of the vocabulary words on the cross word puzzles and halves of their definitions; while students 'B' have the other halves. Without showing the answers out, the learners are asked to speak to each other and fill out the vocabulary words and definitions on their puzzles.

Task 4 involves coming together of 'A' and 'B' students to practice dialogues about issues related to the topics. In this task, a student may have a half of the dialogue and they are required to look and listen to the partners. The conversation is centred on understanding of science and technology graphs and concepts that are related to the lessons topics by using the vocabulary introduced in the pre-tasks.

Task 5 comprises post-task stage where students are given article to read and answer the questions on it. At this time, students are expected to have accessed their background knowledge in their subjects and worked with the vocabulary adequately enough to do this task. Then, the teacher gives a short presentation on the lesson topics. Understanding the lecture content then becomes easily comprehensible for the vast

majority of the learners in the class. The students are then reminded of the main vocabulary, important concepts related to the topics and this concludes the lesson.

The above approach could be seen as an idea developed by the author to answer the needs of the students in Japan and to serve as a guide to teachers in developing learners' vocabulary for science and technology. The idea is helpful to the current research since the science and technology students' vocabulary development is one part of the study. The stages developed in lesson by the author that include pre-task, during task or task cycle and post-task phases, and the use of graphic organizers and the cross word puzzles are also useful for the present research. Conversely, the idea above was not reported as a scientific research brought by the author; rather, it is to serve as a guide for vocabulary development in science and technology. Here, the idea contradicts the current study which is based on the experimental research. Another point of departure is that the author restricted his idea based on the development of vocabulary for science and technology students alone.But the current study included arts and social science students.

Ideally, the author's view above illustrates the relevance of science and technology vocabulary teaching in Japan. The fact is that Japan is known as one of the technologically developed countries in the world. For example, many electronic devices such as radio, televisions, phones, computers, generators, projectors, including vehicles e.g. bicycles, motorcycles and cars are labeled "Japan technology" or "made in Japan".This is evident from the importance placed upon science and technology vocabulary together with related relevant concepts teaching and learning in the country.

Significantly, the approach is worthy of trials, application and implementation in Nigeria. It could be done with aim of providing quality and up-to-date language teaching and learning. This may aid vocabulary development for scientific and technological growth of the country. Nigerian learners are whole personality-not just

input-processing hands. They have social inclination embedding their dreams, aspirations and concerns. They should be assisted to develop a productive personality that would link selves and worldly demands and futures (Adrika, 2014). The growth of science and technology is overwhelming in Nigeria according to what Ohio (2012) laments for the issue of Information Communication Technology (ICT) which is now being emphasized and reinforced in the schools. One of the problems is lack of adequate trained staff to handle the subject. Another problem is non-availability of the required and conducive environment to mount whatever computers are assembled. Also lack of provision of standard classrooms, well equipped workshops and laboratories, are all outlined as factors affecting the development of the field in Nigeria.

The provision of the materials and changing the direct presentation of science and technology lessons to task-based are great efforts. These enable students to meet the challenges ahead and demands of the work environment and of daily living. An American association for the advancement of science (1989) reports that collaborative nature of scientific and technological work should be strongly reinforced by frequent group activity (i.e. task-based learning) in the classroom. Scientists and engineers work mostly in groups and less often isolated investigators. Similarly, students should gain experience sharing responsibility for learning with each other.

2.9 Previous Studies on Task-Based Learning and Vocabulary Development

Task-Based learning gives teachers opportunities to involve learners to develop their vocabulary, as it is a useful approach for the teaching of language centered tasks, learning-centred tasks and learner-centred tasks (Kumaravadivelu, 2006). The central focus of task-based learning approach is on the role of interaction and collaboration among peers. Learners' task-based interaction provides peer assistance as they focus on negotiation of word meaning to carry out tasks together (Newton, 2013); and through this interaction, students develop their vocabulary (Scott, Nagy & Flinspach, 2008).

To ascertain the potentialities of task-based learning in learners' vocabulary development, Chandrawati (2010/2011) academic year, conducted a study to enrich learners' vocabulary through task-based learning. The objective of the research was to find out whether task-based learning could enrich the students' vocabulary.

The study was conducted with fourth grade students of Yosodipuro Surakarta and the data were collected through the use of interviews, observation, document and test. The data analysis revealed that task-based learning can enrich students' vocabulary: the students could easily grasp and remember the meaning of new words, spell the English words correctly and pronounce them well. It was concluded that there was enrichment in the learners' vocabulary.

The above study involved developing learners' vocabulary through task-based and using data analysis to ascertain results which are also concerns of the current study. Conversely, the above study is different from the present research in the areas of data collection procedures and the level of the participants. The study used interviews, observation and documentation and test to collect data. But the current study employed experimental treatments and tests which are more scientific than what were used in the above study. The involvement of fourth grade students as participants in the above study is another contradiction. The present research used NCE II Students as its participants who are more advanced than fourth grade learners. The current study used varieties of activities such as graphic organizers and word search puzzles to explore the vocabulary for students to learn in the class. This was not found in the above study. Nevertheless, a useful aspect from the review is the statement of objectives which cut-across those of the current research. This is relevant in finding out whether or not task-based approach enriches the vocabulary of students.

Okcu (2014) investigated the effects of task-based learning on reading comprehension and new vocabulary learning in Turkish EFL setting. The participants

were selected from one of the private universities in Istanbul, Turkey and 55 students were selected and put into two groups as experimental and control groups for the study. The experimental group received task-based instruction while the control group was taught in the traditional reading method. The results of the study revealed that both groups have improved in their learning. However, there was a significant difference between the mean scores of the two groups indicating that the experimental group was more successful in terms of comprehension and vocabulary development.

The study above and the current research correspond with each other in that they both aimed to develop learners' vocabulary through task-based learning approach. Likewise, both the two studies' participants are advanced learners and the use of experimental treatment was employed in them. However, the areas of disparity between the studies include an experimental and a control group for the above study. But the current research involved eight groups. Another disparity was found in the studies' areas; where a private university was used for the above study, the present research used a public College of Education. The above study restricted itself on the use of reading comprehension tasks alone. But the current research used practical activities or tasks on worksheets, which are more active than reading that is passive. One useful area to note is the procedure of treatment involving TBL approach for experimental group. Traditional method for control group was also used in the current study.

Similarly, Tavakoli (2015) investigates L2 vocabulary learning through a reading writing task: The case study of advanced learners of English. Thirty students read a passage with a number of unknown vocabulary items and used the new words to complete a summary/opinion writing task. Vocabulary learning post-test was used at the end of the experiment to assess their vocabulary development. The results showed that the use of new vocabulary and the quality of writing were related to the result of the vocabulary learning post-test. The qualitative analysis of the data suggested that

although the learners used the writing opportunity to practice the new words, the physical use of the new words may not necessarily instigate the actual learning of the items.

The above research is in line with the present study in that they both have advanced learners as their participants. They also included post-test at the end of the experiment to assess the vocabulary development of the students. The use of only a reading/writing task in the above study is one area of disparity. The current research employed about nine worksheets activities used in the task-based stages. Another area in which the current study contradicts the above research is that, it included mid-tests to assess the levels of development of the learners' vocabulary between stages.

Furthermore, Wanlu (2011) compares the effectiveness of Jigsaw task and Information gap task in understanding new words and retaining them. Sixteen pupils were involved in the study and were divided into two groups with either a Jigsaw task or an Information gap task. The study consisted of a pre-test, immediate and delayed post-tests and a questionnaire. The results indicated that pupils who performed information gap task in group B performed higher in terms of recognizing the meaning of words. However when it came to the depth of vocabulary knowledge and word meaning retention, pupils with jigsaw task in group 'A' performed higher than group 'B'. The pupils' assertion indicated that they enjoyed doing the Jigsaw task more than the information gap task, and this showed that Jigsaw task best promotes pupils' understanding and retention of words.

Although the study above and the current research involved both task-based and vocabulary development of learners they differ in certain areas. The research reviewed above was a comparative study of task-types, where jigsaw and information gap tasks effectiveness were compared. The present research used pre-task, during task and post-task phases to find the levels of the vocabulary development between stages. The

involvement of young learners in the previous study makes another distinction. The current study was concerned with the advanced learners not beginners. The employment of a questionnaire and a delayed post-test in the study above forms a wider contradiction. The present study did not use questionnaire because it possibly attracts false information. Also, the use of delayed post-test was not a concern in the current study. The delay affects full participation of learners in the test and their ability to remember the tasks performed. Students' memory of the vocabulary used during the task performance may also be affected.

Another report came from Ajideh, Rahimpour, Aminu & Farrokhi (2013) where they investigated the effect of motivational involvement in task performance on short term and long-term retention and ease of activation of L2 vocabulary. Two intact classes of Junior Students of English as a foreign language at the Islamic Azad University Tabriz Branch participated in the study with 24 students in the control group and 27 students in the motivational involvement group. The findings revealed that the motivational involvement group performed better than the control group in the acquisition of vocabulary introduced through the task. But, unlike short-term, the long term acquisition of vocabulary was not significantly affected by motivational involvement as there was considerable decay of retention and ease of activation upon the delayed post-test.

The foregoing research of the above authors was quite different from the current study. The authors based their study in the motivational involvement in task performance on short and long terms retention of vocabulary. The present research used pre-task consciousness raising activities such as warmers to activate students' interest in the task-performance. The participation of only two classes of junior students of English as a foreign language in the above study was other disparities. The current study, unlike the above, comprised four classes of experimental groups and other four for the control.

Likewise, advanced students and not only of English participated in the present research since it aimed at developing the vocabulary of learners in arts, social science, science and technology based areas.

Touti (2013) compares the effectiveness of two task types (i.e. fill-in blank and writing tasks) at the text level on the retention rate of incidental vocabulary items. The study employed 64 Iranian intermediate EFL learners fallen into two 32 experimental groups named as fill-in-the-blank and writing. Pre-test and post-test were used to obtain the data. The findings revealed that the tasks through writing treatment provided better incidental vocabulary retention rate than fill-in-the-blank tasks.

The research above was another comparative study of task-types which is contrary to the current study. The study used only two tasks of fill-in-blank and writing, as well as two experimental groups, to find the text level on the retention rate of incidental vocabulary items. The present study used more than two tasks, two experimental groups and was not based on the retention rate of the vocabulary items. It involved the development of the vocabulary at larger rate. Nevertheless, what collaborates the two studies is being them task-based on vocabulary development as well as the use of pre-testto find initial vocabulary levels of participants.

Kavaliauskiene (2005) investigates whether task-based learning has advantages over the more traditional present, practice and produce (PPP) approach in English for specific purposes (ESP) vocabulary learning at tertiary level. There were fifty six participants in the study who have had a three-term instruction twice a week in ESP, and were requested to respond to questionnaires and individual interviews. The findings revealed that TBL tasks enhanced learning ESP vocabulary and improved speaking and listening skills as well as students' attitudes to the utility of TBL tasks. The findings of the study correspond with that of Hedayatipanah, Mirzaei & Azizifar (2015). They examined the vocabulary teaching in English for Specific Purposes (ESP) classes within

the model of task-based language teaching. They focused on accounting students at Scientific and Applied University of Technology Centre of Dehloran in the country of Iran.

The preceding study is different from the current research; since it was restricted to and aimed at developing the vocabulary of English for Specific Purposes(ESP) alone. The current study is concerned with more than one area, but included other aspects such as arts, social science, science and technology that can boost general vocabulary knowledge. Another departing area is the use of questionnaires and interviews in the reviewed study. The present research has no interest in the use of questionnaires and interviews, because participants would possibly provide unreliable responses. Its concern was experimental treatment which is purely scientific. However, an undisputable point of similarity between the two studies is the inclusion of advanced learners as their research participants. This point was supported by the current study aiming at advanced level vocabulary development.

Yanguas (2012) explores task-based oral computer mediated communication and second language vocabulary acquisition. The study investigates possible differences between two modes of oral Computer-Mediated Communication (CMC) (Audio and Video) and traditional Face-to-Face (FTF) interaction in terms of L2 vocabulary development. It also investigates participants' perceptions regarding these computer-mediated modes of communication. A total of fifty-eight third semester college students of Spanish participated in the study, put into face-to-face, Video CMC and Audio CMC groups. The findings after the analysis showed no significant differences among groups for production or written recognition measures. In aural comprehension measures the Audio CMC group performed significantly higher than both other groups and the participants generally had positive attitudes towards the approach.

The similarity between the current research and the above study is apparent in the sense that they were both concerned with task-based learning and vocabulary development. Other area of convergence is the involvement of college students as participants in both studies. Conversely, the use of computer-mediated communication (CMC) interaction for vocabulary development in the above research is an area of difference. The present study unlike the one above, employed normal classroom task-based activities. Learners interact physically and share ideas with peers to complete a given task. Again, the previous study investigates the participants' perception while the current research sought for the real effectiveness of the approach through experimental treatments. Moreover, the oral communication aspects measured in the study above was not a concern of the present research, but the learners' knowledge of the vocabulary items.

Fallahrafie, Rahmany & Sadeghi (2015) conducted a study on the incidental vocabulary teaching and learning within the framework of task-based activities. It was in the hope of improving learners' vocabulary acquiring in English for Specific Purposes courses (ESP). They concentrated on Mechanical Engineering Students. Fifty five male and female students taking their ESP courses at Islamic Azad University of Hashtgerd Iran, participated in the research. The participants were put in an experimental and a control group. The experimental group was taught technical vocabularies using task-based approach. The control group was taught using traditional method. The findings of the study indicate that the participants in the experimental group taught using task-based approach performed better than those in the control group.

The research reviewed above was somewhat similar with the current study in the areas of task-based activities for vocabulary development. The selection of advanced

learners (though, university and college of education students) was also a common thing between the two studies. Contrastively, the research above is narrow in nature for concentrating on mechanical engineering students alone. The present study is wider than the above investigation as it accommodated four categories of students (i.e. Arts, Social Science, Science and Technology). Therefore, the current research used four experimental and four control groups to suit the work.

Also, Lee (2014) examines the role of collaborative tasks in the learners' acquisition of new vocabulary words in its proper and meaningful context over time. A total number of English Language Learners in Korea were randomly assigned to either a control group or collaborative task group. The control group was provided with explicit vocabulary exercises, while the experimental (collaborative task) group performed collaborative tasks in pairs. The findings of the study revealed that task-based approach used by the experimental group resulted in higher retention of new words over time. This indicated the benefits of collaborative tasks in promoting second language vocabulary learning.

Even though the collaborative tasks were involved in the above research and the current study as well; there are areas of contradiction between the two. The reviewed research used a total number of learners which is almost impossible in the current study for its width. The use of English language students alone in the above study was another difference. The current research encompassed large areas of coverage, in which English language learners form only a segment. Thus, the study hoped to explore and develop more varieties of vocabulary; unlike the above one.

Again, Mehregan (2014) investigates the impact of language game-based tasks on the vocabulary achievement of Iranian learners. About 40 Iranian male and female young language learners at Kish English Language Institute were selected. They were

put into comparison group of 20 and experimental group of 20. The experimental group was taught using game-based tasks while the comparison group was taught without game-based. The results of the study showed that the game-based experimental group outperformed the comparison groups in vocabulary achievement. This indicates that game-based approach provides a sort of task-based approach in which learners cooperate and work together to achieve the end result.

Being conducted for young learners of language is what makes the above study different from the current research. The present study is not based on young learners, but concentrated on advanced and more than only language learning students. Also, the concentration of the above research on game-based tasks forms an additional disparity. Even though the game-based tasks are found attractive in the present study, they comeat the beginning of pre-task stage to arouse the interest of the learners towards the main task. The more concerned activities for the current research are those found in task cycle or during task stage, to enable learners accomplish the main task.

Khansir, Basri & Hajivandi (2013) also investigated the impact of different tasks on Iranian EFL students' vocabulary learning in Payam-e-Nour University in Bushehr, Iran. Sixty male and female students participated in the study and were taught three kinds of tasks such as reading comprehension, reading comprehension with fill-in-the gaps and sentence writing. The participants were divided into three groups, each with one of the three tasks. The data analysis revealed that the group taught with fill-in-the gaps task-based involvement performed higher in terms of incidental vocabulary learning than the other groups without task-based involvement.

The use of reading comprehension in the above research differentiates it from the present study. In addition, only three groups and three tasks were used in the study. Furthermore, only sixty students participated in the study. However, the research

reviewed above corresponds with the current study for being the participants' advanced level students. Notwithstanding, the learners involved in the present research outnumbered those in the study above, and the use of only three tasks in the above research indicates its narrowness. Conversely, the current study is designed to cover large number of participants, activities as well as wider varieties of vocabulary.

Another study was carried out by Mesa, Bruton & Ridgway (2007) where they investigated the effect of task-based reading on Foreign Language (FL) vocabulary learning of secondary school English as Foreign Language (EFL) students. The students, in two genuine classes were asked to complete four task-based reading texts under two conditions: either with teacher support or with peer collaborative support. The results based on the delayed L2-L1 translation recognition post-test of the targeted vocabulary items indicated that the scores for the teacher supported conditions were higher than those of the peer supported conditions.

Unlike the present study, the research above employed only reading strategy (though, task-based) for vocabulary development. The current research did not use only text reading strategy, but others like puzzles, matching, classifying, word completion and many more. Other area of divergence is the use of secondary school English language learners in the above study. But NCE II students of different disciplines were involved in the present research. In the same vein, the use of delayed L_2-L_1 translation recognition post-test in the previous study was indeed contrary to the idea of the current research. The present study's post-test administered immediately after the completion of the task to avoid participation failure in the test. Likewise, L_2-L_1 translation post-test is not recognized by the current research in the sense that it may provide incomplete meaning of certain concepts because of cultural and linguistic differences. In turn, this study adhered to multiple choice tests to measure the vocabulary knowledge of word

meaning. The use of peer collaborative support in the above study was valuable to the current research. It was useful in pair and group activities during task performance.

Hedayatipanah, Mirzaei & Azizifar (2015) examine the vocabulary teaching in English Language for Specific Purposes (ESP) classes within the model of task-based language teaching. Their focus was on accounting students at Scientific and Applied University of Technology Centre of Dehloran in the country of Iran. Forty BA students of accounting between the ages of 19 – 26 participated in the study and were assigned to two groups of 20 as control group and an experimental group which include 12 males and 8 females. Teacher-made pre-test and post-test of technical vocabulary were administered to the participants. The experimental group was taught using task-based instruction within seven weeks and the control group was taught in traditional method. After the treatment and the analysis of the data, the findings were revealed. The participants' performance in the task-based class was significantly better than that of the traditional class. Males notably performed better than females in the experimental group.

Above is an ESP study focusing on accounting students alone. Even though the study was concerned with task-based learning for vocabulary development of advanced learners, its restriction on only ESP differentiates it from the current research. Another area of departure could be seen in the number of participants and their groups. The above research used only forty students assigned to two groups; while the current study involved 200 learners for eight groups. Again contrary to seven weeks of treatment used in the previous research, the current study involved twelve. This indicates that the present study's duration is longer than the previous one's.

Moreover, Shahbazy & Oghli (2015) conducted a comparative study of using receptive and productive tasks on the vocabulary development of upper-intermediate

Iranian EFL learners. Fifty upper intermediate English learners aged 16 – 19 received vocabulary test and thirty learners who had got higher marks were selected for the treatment and divided into two experimental groups. In the receptive group, the learners completed True/False, matching and multiple choice tasks; while in the productive group learners completed short-response, fill-in blank and sentence writing tasks. Both groups after the treatments were given immediate and delayed post-tests to examine their vocabulary development. The findings indicated that both groups had development in their vocabulary, but the learners who did the productive tasks out performed those who did the receptive tasks.

In comparison, both the above study and the current research focused on task-based approach and vocabulary development. Nevertheless, the study above was centred on comparing task-types to find the effectiveness of other tasks over another in vocabulary learning. The current study focused on the impact of TBL strategies in developing learners' vocabulary at larger rate. The issue of the delayed post-test in the previous research was contrary to the present study's idea as already stated. Again, the involvement of only English language learners in the previous study is a restricting idea. The current research has included more disciplines (as stated earlier) than English. Thus, it could be seen as task-based multi-disciplinary study for general vocabulary development.

Bataineh (2014) examined the effect of using website game-based tasks on the route and the rate of pupils' reading comprehension, vocabulary development and motivation in Saudi Arabia. Forty male pupils from Madinah Directorate of Education were selected for the study. The pupils were randomly selected from Anwar Al-Faihaa School in the first semester of 2011-2012 academic sessions. Some 20 pupils from sixty grades of section (A) were assigned to the experimental group; while the other 20 from

section (B) served as the control group. Pupils in the experimental group were taught using game-based task; while the pupils in the control group were thought in the traditional method. The data were collected using pre-test and post-test. The findings revealed that the pupils in the experimental group performed better than those in the control group.

The above study though task-based in nature, was conducted using computer devices. Again, primary grades were used in the study. Nevertheless, other areas are related to the current study, though with some differences. The areas that are somewhat related consist of experimental and control groups, pre-test and post-test. However, the studies differ in the study areas and the levels of the participants. The previous study was conducted in Madinah, Saudi Arabia while the current study is in Africa, Sokoto Nigeria.

Lin (2014) compared computer-assisted collaborative learning tasks with computer-free and individual learning tasks. The study examined each of their effects on learning English vocabulary followed by an analysis of the learner behaviour patterns. In northern Taiwan, a junior high school normal classroom was equipped with an interactive white board seven desktop computers. The total of 76 participants from three intact classes was asked to finish five review activities of the target English vocabulary. The learning for the group of computer supported collaborative task took place in the technology assisted classroom. But that of computer-free collaboration and that of individual learning took place in normal classrooms. The results of the vocabulary test indicated that there were no significant differences among the three groups. Those in the technology-support class outperformed those in the other two classes in the retention of their vocabulary. The analysis of the students' behaviours indicated that those in the computer-assisted class had better results.

In the above study, the author compared learning tasks of computer-assisted collaborative, computer-free collaborative and individual learning. The same tasks were given to all the groups; therefore there was no issue of control groups. Again, there was only post experimental test without pre-test in the preceding study. In disparity with the foregone research, the current involved control groups and pre-test. There were also mid-tests between stages in the current study. The relation between the previous and the present study is in the areas of using task-based tasks and for vocabulary development.

Ulanoff & Sandra (2014) examined gains made in second language vocabulary as a result of different task-based literacy lessons. Students in the three randomly selected third-grade classes in the Los Angeles area were chosen to serve as the control group (without treatment) using concurrent translation. The preview-review group served as the experimental group. The learners were given a pre-test to assess their knowledge of selected vocabulary items. After the pre-test, the learners were given listening activities. Group 1 (control) listened to a story in English with no intervention or explanation of the story. Group 2 listened to the same story in English with the reader using the concurrent translation from one language to the other. Group 3 heard the same story in English using their previous knowledge by previewing important points and difficult vocabulary in Spanish (preview Strategy). They also reviewed the story in Spanish after the reading in order to reinforce important points (review). After the post-test of the same vocabulary items, the results indicated that the students in the preview-review strategy group scored significantly higher than the control and concurrent translation groups. The concurrent translation group had the lowest scores.

The research above was another comparative study. The research compared a control group without treatment, a concurrent translation group and a preview-review strategy group using only listening activities. The study was conducted using young

learners as participants. It is quite different from the present study in the sense that the current study used advanced learners as its subjects. Again, the use of listening activities in the previous research differentiated it from the current study. Nevertheless, the meeting points between the previous and current studies are obvious in the involvement of experimentation, pre-test, post-test and the development of the learners' vocabulary.

Orawiwatnakul (2013) investigated the effects of crossword puzzles on vocabulary development. Sixty-eight students enrolled in a fundamental English course participated in the study. Vocabulary tests were used in the pre-test and post-test and a questionnaire surveying the students' attitudes toward learning. The data analysis indicated that the post-test scores of the students were higher than their pre-test scores at a significant level of 0.05. Students were initially classified into three groups based on their vocabulary proficiency. It was found that students in all groups had improved their vocabulary knowledge at a significant level of 0.05. The study showed that significant differences existed in the scores of the three tests which students gained from the tests and the final examination. The results of the questionnaire illustrated students' favourable attitudes toward learning vocabulary through crossword puzzles.

The author of the above study used only crossword puzzles activities in the conduct of research. Likewise, only pre-test and post-test were used. Again, a questionnaire was used for students' attitudes to learning. However, the research involved task-based learning strategy for vocabulary development, pre-test and post-test which were also included in the current study. The previous study used final examination because the study was extended to a course of study not just a research. But the current study is not a course of study. The research was a true experimental and a postgraduate study.

2.10 Task-Based Learning and Vocabulary Development Strategies Adopted for the Present Study

Task-Based Learning Strategies for vocabulary development are more determined by specific nature of the task and the resources of the learners (Chamot et al, 2005). Many task-based learning tasks are accomplished using different strategies, either simultaneously or sometimes in sequence. Using the strategies one- by-one gives students opportunity to develop vocabulary that will allow them to integrate the strategies for different kinds of language learning tasks. In this way, the TBL strategies allow the learners to find new vocabulary when they want to, and to use language experimentally and creatively (Spratt et al, 2005) to complete a given task. Therefore, TBL strategies were extracted from British Council (2008) Teaching Knowledge Test (TKT) and Content and Language Integrated Learning CLIL (2010). Their essential points or ideas were modified and adopted for the present study in order to develop the vocabulary of students and allow them accomplish the given tasks. Such details have been summarised in Table 2.3 below:

Table 2.4 Task-Based Learning Strategies Developed by British Council (2008, 2010)

Strategy	Language Skills/ Sub Skills	Likely Uses of Sub-Skills
Vocabulary Thought Bubbles (Brainstorming)	Vocabulary Development Speaking Writing Thinking	• Activate target language development • Develop thinking skills • Promote positive class dynamics when done in groups
Word formation (Creating/Making)	Vocabulary Development Speaking Spelling Reading Thinking	• Apply a rule • Transfer knowledge • Provide integrated learning skills • Develop confidence
Umbrella Story (Make Inference)	Vocabulary Development Reading Grammar Thinking Speaking	• Development skills • Introduce new words in the target language • Use context to figure out meaning

Strategy	Language Skills/ Sub Skills	Likely Uses of Sub-Skills
Find it (Word Search Puzzle)	Vocabulary Development Speaking Spelling Reading Thinking	• Discover new word • Banish boredom • Apply a rule • Develop confidence • Activate brain work out Motivate learners
Gapped Words and Jumbled Sentences	Vocabulary Development Speaking Reading Writing Grammar Arranging	• Develop understanding of text coherence and cohesion • Introduce new words in the target language • Activate lexis knowledge
Messy Teenager's Bedroom (classifying)	Vocabulary Development Speaking Arranging Writing Reading	• Provide a mental oral or written classification of information. • Provide written lexical sets of head words. • Explore varied vocabulary of target language.
Brainstorming Functional Language for Academic and General Situations	Vocabulary Development Speaking Listening Discussing Grammar	• Create interest in topics • Activate lexis, ideas, topics and prior knowledge • Activate interactive activity • Give learners opportunities to speak
Terminology Check (Matching/Table completion)	Vocabulary development Speaking Writing Reading	• Create visual representation of important relationships between concepts • Identify and write down important words and ideas • Develop thinking skills • Display both content and language
Guessing Meaning from Context	Vocabulary Development Speaking Reading Writing Grammar	• Use context and prior knowledge to figure out meaning • Read between the lines • Develop understanding of texts • Develop confidence in target language

Above TBL strategies were used for students to develop their vocabulary and make them independent or autonomous learners. In addition to the above, other strategies that were used to explore and introduce vocabulary again and again include

warmers and lead-ins. These have been helpful for pre-task activities in each lesson. Warmer is a short activity at the start of the lesson to get learners “in the mood” as well as to engage them with the language. For example, a vocabulary game; as a brief mingle activity can be played with questions e.g. did you have a good weekend? Also asking learners to stand in a line according to height then divide them into equal groups etc. Lead-in is an activity which precedes the main input part of the lesson to help to arouse interest, set the scene, establish context. For example; a short discussion, brainstorming around a topic, asking learners if they read magazines and elicit what sections there are in magazines, etc (British Council, 2008). Although there are no best learning strategies (Spratt et al, 2005), using TBL strategies definitely makes learning more successful and that learners can be trained to use them. Therefore, the current study adopted the above TBL strategies for vocabulary development of the students under study.

2.11 Gains from the Literature Reviewed

In order to properly acknowledge the literature reviewed, Table 2.5 indicates topics and authors reviewed, summary of the aspects reviewed and the gains from the review applicable to the current study.

Table 2.5: Gains from Literature Reviewed

Topics and Authors Reviewed	Summary of Aspects Reviewed	Gains from the Review andwhere Applicable to Current Study
For Definitions and nature of task-based learning, authors reviewed include Nunan 1989, 2003, 2004; Richards & Rodgers, 2001; Willis, 1996; Bygate, Skehan & Swain, 2001; Ellis, 2000, 2003; Klapper, 2003; Edwards & Willis, 2005; Skehan, 1998; Hanauer, 2001; Rothesay 2014;.	Definitions and nature or characteristics and features of task-based learning were reviewed. These were obtained from the introductions and literature reviews found in the authors' work. In sum, TBL tasks were seen to include activities for learners' interactions and communication of meanings.	Knowledge gained from what tasks and activities of TBL are, were used for the implementation of strategies during the task performance. These reviews were also used as part of the literature review of the current research. The reviews paved ways for selecting effective activities to allow students' vocabulary development.
Issues in task-based learning. The authors reviewed are Stroud, 2013; Hu, 2005; Carless 2002, 2007; Cheung & Dornyei, 2007; and Csizer, 1998; Gagne, Briggs & Wager, 1988; Madrid, 2002;Papi and Abdollahzadeh, 2012; Small, Dodge & Jiang, 1996; Keller, 1987, 1992;	Teachers' lack of familiarity with TBL approach in language learning was reviewed. Analysis of motivational design to tasks in order to know how to motivate learners in TBL approach was also reviewed.	Problems related to classroom noise, overuse of mother tongue, interference before one's turn and laxity in task performance were identified as some issues in TBL. Activities such as warmers, lead-ins, brainstorming together with change of pairing or grouping of students could arouse learners' interest. These were used during task phases for the success of the study.
Importance of task-based learning. Rothesay, 2014; Ellis, 2003, 2009; Andon, 2010; Ciubancan, 2012; Nunan, 2004; Van et al, 2006; Klapper, 2003; Shehadeh, 2005; Widodo, 2012; Skehan, 2003a, 2003b, 2003c, 2007,Butter, 2011; Ilin, Inozu &Yumru, 2007; were reviewed for the topic.	Concepts of task-based learning, learners' learners-centred activity were reviewed. In addition to these, communicative and interactive tasks were reviewed as regard to TBL. The importance is in form of the roles TBL plays in second language learning and vocabulary development.	The importance of TBL approach differentiated it from the traditional method, thereby encouraging learner-centred activities. These communicative and interactive tasks were used to help students get meaningful feedback in the pre-task, task cycle and post task phases of the study. This interactional feedback, in turn, was hoped to promote the vocabulary development of the learners.

Topics and Authors Reviewed	Summary of the Aspects Reviewed	Gains from the Review andwhere Applicable to the Current Study
Types of task-based learning strategies. These were obtained in Chamot et al, 2005; Prabhu, 1987; and Larson, 2001.	Topics reviewed include categories and types of task-based learning strategies.	Strategies such as make inference, use graphic organizers, and cooperate are realized in their views. These are related to the strategies adopted for the current study and were used in the stages of the task performance.
Advantages and disadvantages of task-based learning strategies. Here, the authors include Nunan, 1989, Brean,1989, Ellis, 2009;	Advantages and disadvantages, strengths and weaknesses of task-based learning strategies were reviewed. Automaticity in learning conditions for learning, were inclusive for	Advantages and disadvantages of task-based learning were realized and made clear. The knowledge gained were used to strengthen the advantages to minimize the limitations as regards the disadvantages. Supporting the
Ganta,2015,Segadowitz, 2003,Rider et al 2007; Dekeyser, 2003; Johnson 1988; Newton, 2001; Hulstijn, 1992; Andon, 2010Candlin, 1987;Tavakoli 2009; Skehan, 1998, 2002; Nunan & Keobke1995; Kumaravadivelu, 2003,Murphy, 2003; Branden, 2006; Wang, 1996; Coughlan & Duff, 1994; Littlewood, 2004; Jacobson, 1960; Cook, 2000.	The advantages. Task difficulty, teachers' and learners' perceptions, cultural relativity, heterogeneous classes, and learner's needs were as well reviewed as regards disadvantages.	Learners with the use of language in the pre-task were hoped to create a good atmosphere for learning. In all stages of the current study, pairing and grouping were used to minimize the problems of large class and cultural diversity.
Task-based working Tools. Authors reviewed included Fisher & Schumaker, 1995; Bromly, Irwin-Devitis& Modlo, 1995; Brad Baxendell, 2003; British Council, 2008, 2010; Fisher, 2015.	Graphic organizers; such as concept map, flow diagram, Venn diagram, cause and effect diagram, main idea and details chart were reviewed. Others include tree diagram, mind map, timeline, T-chart, labeled picture, cycle. Also word search and Block-buster grid were reviewed.	Tools were found useful and important in task-based learning and vocabulary development. As such, the current study adapted some of them in the task-based learning approach for the treatment of the experimental groups.

Topics and Authors Reviewed	Summary of the Aspects Reviewed	Gains from the Review and where Applicable to the Current Study
Task-based working Sheets. Reviewed authors include Wendlandt, 2010; Bowen, 2002; British Council, 2008.	Task-based intercultural learning and vocabulary development worksheets were reviewed. They include Hobbies, is it you who…? And placement worksheets. Other aspects comprise of task-based language learning working sheets which are Getting to know your resources, and Getting to Know your teachers: students survey and interview questions. Also inclusive, were vocabulary thought bubbles and mind map work- sheets.	Worksheets are identified to reinforce classroom learning, promote interactions between learners and develop communication and vocabulary of students. Thus, they are adaptable to be used for the experimental treatments; so as to allow learners complete the main task.
Task-based learning projects in Nigeria. The author reviewed are Umo and Chineke, 2014; Adrika, 2014; and Olaofe, 2013a. Others include: Sunday, Owadara & Iwu, 2016; Opara & Nwankwere, 2016; Salisu, Dollah & Zakariya, 2014; Njemanze, Mark, Chinomso & Ahizih, 2015; and Salisu, 2017.	Aspects reviewed are the effects of task-based language teaching on students' achievement in Igbo essay writing, action-based teaching as a pedagogical approach, and task-oriented approach to facilitate effective language learning for real-life problem.Other aspects include: project-based learning on students achievement, vocabulary development of Igbo learners for classroom interactions and the effect of TTBA on English proficiency skills.	The ideas for task-based procedures in treatments to find the effect to TBL, working together, sharing ideas, interaction among learners and negotiation of meanings are important in the current study. These are applicable in the pre-task, during task and post-task phases of this study with hope of developing learners' vocabulary which allow them to complete a given task. Ideas developed by the authors for classroom interaction were also helpful in the task completion in the current study.
Task-Based projects in other countries. The authors here include Prabhu, 1987; Chamot et al, 2005; and Pools, 2009.	In Bangalore project (Second Language Pedagogy); aspects include principles and procedures, task and pre task and group work. In Developing Autonomy in language learners; task based learning strategies instruction were reviewed including make inference, transfer/ use cognates, paraphrase, use	TBL tasks such as classification, puzzles, maps, tables, were found adaptable to the current study. Fair work and group work as well as strategies like make inferences, group or classify were also used in the three phases. Procedures obtained in the structural framework of TBL were also used to serve as guide to the present study's framework.

Topics and Authors Reviewed	Summary of the Aspects Reviewed	Gains from the Review andwhere Applicable to the Current Study
	imagery, role- play and group/ classify. Other aspects in the project (Structural Framework of TBL) are the TBL framework, and task-based learning activities-examples.	
Definitions of vocabulary development. The authors were Barcroft, Sunderman, & Schmitt, 2011; Beck, Mckeown & Kucan, 2002, 2008; Snow, Griffin &Burns, 2005; Pikulski & Templeton, 2004; Stahl &Nagy, 2006; Scott, Nagy &Flinspach 2008.	Oral vocabulary, Reading vocabulary; Traditional perspective of Listening/Reading vocabulary, Reading/Writing vocabulary; and classifications of vocabulary such as Conversational, Core academic, Content specific vocabulary and Academic language were reviewed.	Benefits from the review were the identification of types and classifications of vocabulary which was used in the current study. Written vocabulary words were used by the students in order to practice worksheets activities in the stages of task performance. High-utility general vocabulary and content specific words such as alliance, advantages, pollution and many others were helpful to the learners in the study. This is because the words occur across all content areas. They were important in all the stages of the study for the completion of the main task.
Nature of vocabulary development. Reviewed authors were Deng, 2010; Rechard,1976; Yu-Ling, 2005; Calfee & Drum , 1986; Nagy & Scott, 2000; Sternberg, 1987; Kennedy & Weener, 1974; Buikema & Graves, 1998; Kuhn &Stahl, 1998; Nagy &Herman, 1987; Graves, 2006; Nagy, Herman &Takaki; 2003; Dale, 1965; Baumann et al, 2002, 2003; and Marchand & Skinner, 2007.	Aspects reviewed were lexical knowledge, complexity of vocabulary development contextual analysis, incidental learning, and morphological knowledge.	Nature of vocabulary development was realized as gradual increase in word knowledge. Students develop their vocabulary knowledge through incidental learning when exposed to contexts of interactions to complete a given task. Interactive activities and tasks were provided through TBL strategies to incidentally develop the vocabulary of the students in this study. The development of the vocabulary was hoped to occur during all the stages in this research, as the learners interacted, sought for help among peers to complete a given task.

Topics and Authors Reviewed	Summary of Aspects Reviewed	Gains from Review andwhere Applicable to Current Study
Vocabulary development measuring yardstick. Authors reviewed include: Nation, 1983, 1990, 2001; Richards, 1976;Ringbon, 1987; Faerch, Haastrup & Phillipson, 1984; Palmberg, 1987; Meara & Baxton, 1987; Laufer and Goldstein, 2004; Laufer & Nation, 1995, 1999; Arnaud, 1992; Read 1989, 1993, 19997, 2000; Chapelle, 1998; Laufer, 1997, Saville-Troike, 1984; Ozturk, 2007; Schmitt, 1999; Schmitt et al, 2001; and Read & Chapelle, 2001.	Definitions of lexical knowledge by test designers were reviewed. Other aspects include vocabulary test comprising that of size and depth. Multiple-choice vocabulary test, vocabulary level tests were also reviewed.	Review indicates that vocabulary size tests give a more representative picture of the overall state of the learners' vocabulary than depth tests. Therefore, they were used in current research to measure the vocabulary levels of the learners at the beginning, middle and end of the study.Again, multiple choice test is pointed out to be effective in measuring vocabulary knowledge of word meaning.Itcan be applied to large number of students, quick to administer, easy to score and highly reliable. The current study adopted these tests to measure the students' vocabulary knowledge of word meaning; thereby finding the levels of their vocabulary size and growth. The tests serve as the instruments for data collection in the study.
Task-based learning and vocabulary development. Types and strategies in subject content areas. The authors were Brewster, 2004; Adebiyi et al, 2016; Adrika, 2014; and Van lier, 2004.		Current study benefited from the emphasis paid on the use of visual and graphic organizers; and the recognition of pair and group work, by the above authors. The present study used them to facilitate participants' vocabulary development in all stages. The transferability of activities and tasks across subjects and content areas is also an important point. This indicates that tasks and activities can were important to all areas involved in the current study for developing students' vocabulary in their content subjects.

Topics and Authors Reviewed	Summary of Aspects Reviewed	Gains from Review andwhere Applicable to Current Study
Task- based and vocabulary development in arts and social science areas. The reviewed authors comprise of National Reading Panel (NRP) 2000; Graves, 2008; Reutzel & Cooter, 2008; NRP; 2010; Gibbin, 1994; Harness, 2003, 2004, Adler & Adler, 2009; Thomas, 2008; Popp 1997; Gibbons, 2009;	TBL word mapping strategy for vocabulary development in arts and social science areas was reviewed. Another aspect reviewed for vocabulary development in arts and social science areas was the TBL vocabulary journal.	With the knowledge gained from word mapping strategy, learners were hoped to use mind mapping strategy as effective as possible. Mind map was used as one of the adopted strategies in this research in line with word mapping strategy obtained from the review. Students were hoped to provide more information or create their own word maps while trying to apply such a strategy during the study. Again, learners were hoped to use the method of using vocabulary journals to note down important words and phrases in any stage of the study, so as to be able to complete the tasks.
Task-based, science and technology vocabulary development. Authors reviewed were; Efandi & Zanaton, 2006; Hadley, 1998, 2000; Adrika, 2014; Ohia, 2012; and American Association for the Advancement of Science, 1989.	Needs analysis of Language learning of students in Japan was reviewed. Task-based phases i.e. pre-task, task cycle and post-task stages together with the lesson plan procedure were also reviewed.	Stages developed in the review for TBL lesson i.e. pre-task, during task or task cycle and post-task phases were used for the current study in task performance. Again, the use of graphic organizers and cross word puzzles was adaptable to the current study in the stages of task performance.
Previous studies on task-based learning and vocabulary development. Authors reviewed include; Chandrawati, 2010/2011; Okcu, 2014; Tabakoli, 2015; Wanlu, 2011; Ajideh, Rahimpour, Aminu &Farrokhi, 2013Touti; 2013; Kavaliouskiene, 2005, Yanguas, 2012; Fallarafie, Rahmany & Sadeghi, 2015; Lee,	Aspects reviewed included; enriching vocabulary through task-based learning, effects of TBL on reading comprehension and new vocabulary learning, L2 vocabulary learning through a reading writing task and effectiveness of Jigsaw and information gap tasks in understanding new words and retaining them. Other aspects were motivational involvement in task performance on short and long terms retention of L2	A valuable benefit from the review began in the statement of objective aiming at finding out whether or not TBL enriches the vocabulary of the learners. This was useful in the objectives and research questions of the current research. The use of advanced level learners in certain areas was supported by the current study which was trying to develop the vocabulary of college students in the study area. The current study also benefited from the review in the area of pre-test and posttest to find the levels of students' vocabulary development. Although the present

Topics and Authors Reviewed	Summary of Aspects Reviewed	Gains from Review andwhere Applicable to Current Study
2014; Mehregan, 2014; Khansir, Basri & Hajivandi, 2013 Mesa, Bruton & Ridgway, 2007; Hedayatipanah, Mirzaei &Azizifar, 2015; Shahabazy & Oghli, 2015. Others include: Bataineh, 2014, Lin, 2014; Ulanoff & Sandra, 2014 and Orawiwatnakul, 2013	vocabulary, the effectiveness of fill-in-blanks and writing tasks on the retention of incidental vocabulary items and TBL advantages over PPP approach in ESP vocabulary learning. Also inclusive were TBL oral computer mediated communication and L2 vocabulary development, incidental vocabulary teaching and learning within the framework of TBL for ESP Vocabulary improvement, collaborative tasks in the learners' vocabulary development and the impact of game based tasks on vocabulary achievement. Other aspects were impact of different tasks on vocabulary learning, effect of TBL reading on FL vocabulary learning, vocabulary teaching in ESP classes focusing on accounting students, and comparative study of receptive and productive tasks on vocabulary development. Also topics such as use of game-based tasks, different lessons implementation and effects of crossword puzzles on vocabulary development were reviewed.	research involved mid-tests to find the developmental levels of students' vocabulary between stages, the pre-test and post-test had not been avoided at the beginning and end of the study respectively. Other important aspects gained from the review include pair work and group work in which learners were supported by their peers in collaborative activities. Pair and group work activities were used in all stages of the current study. Crossword puzzles strategies gained from the review were also used as effective means of vocabulary development in the current research.
Task-based and Vocabulary	The review comprised of aspects such as listing and	All strategies identified in the review were adopted used in the current

Topics and Authors Reviewed	Summary of Aspects Reviewed	Gains from Review and where Applicable to Current Study
Development Strategies Adopted for the Present Study. Authors reviewed consist of Chamot et al, 2005; Spratt el al, 2005; British Council 2008, 2010.	ranking, find it, gapped words/jumbled sentences, classifying, brainstorming, use graphic organizers, and makes inferences.	study. They were used in the stages of the research to arouse Interest, explore important words and phrases for students and use were in task performance.
Theoretical framework of the study. The reviewed authors were La fuente, 2006; Ruso, 2007; Ilin, Inozu &Yumru, 2007; Kavaliauskiene, 2005; Joe 1998; Willis, 1996, 1998, Richards & Rodgers, 2001; Skehan, 1998; Ellis, 2003; Rooney, 2000.	Framework for task-based learning, theory of making meaning in language teaching and learning, theory of lexical units and conversation, and the three principal phases in TBL framework and Socio-cultural theory (SCT) perspective of second language pedagogy.	Ideas of TBL framework such as pre-task phase, during task phase and post-task phase identified in the review, were applied in designing the framework of this study. The framework of this study was adopted from Willis 1996, which encompasses all the three phases' central to TBL approach.

2.12 Theoretical Framework

Task-based learning approach provides tasks that can be used in classes to enhance learners' vocabulary development (La Fuente, 2006 Ruso, 2007; Ilin, Inozu, & Yumru, 2007; Kavaliauskiene, 2005; Joe, 1998). The current study adopted its framework based on the procedures developed by Willis (1996). In the framework for task-based learning Willis (1996) provides three stages: the pre-task, the task cycle and the focus on language. While Willis (1996) model ends with language focus, other researchers such as Andendorff (2014), Ciubancan (2012) and Sarani & Sahebi (2012) view that there should also be an evaluation of the task process. This is referred to as the 'post-task' and the last stage. Certainly, this conforms to the present research's procedures. Therefore, the present study adopted British Council's TBL strategies (2008 and 2010) together with Willis (1996) Task-Based stages. Willis (1996) provides a

useful methodology to develop tasks. She sees tasks as always "activities where the target language is used by the learners for a communicative purpose in order to achieve an outcome". She also explains, "it is the challenge of achieving the outcome that makes task-based learning an interesting approach for classroom learning".

A lot of procedures and stages have been devised so far, and they all have in common three principal stages: *pre-task, task cycle*, and *post-task*. In the *pre-task,* teacher explores the topic with the class, highlights related useful words and phrases, help learners understand instructions and prepare for the task.

Task cycle can be divided into *task, planning* and *report* stages. At *Task stage* learners work in pairs or small groups depending on the type of activity, teacher monitors, encouraging all attempts at communication, not correcting. Mistakes do not matter. Learners use what linguistic resources they possess to achieve the goals of the task.

At planning stage: students prepare to report their work to the group level or class (orally or in writing). They indicate how they did their task, what they decided or discovered.

At Report stage, groups present their reports to the class, or exchange written report and compare results. Teacher chairs the session and comments on the content of the reports. Learners can suggest the best solution, make notes on points of interest and discuss them later, write questions to ask the presenters.

Post task stage involves feedback, reflection, evaluation and focus on language. The learners and the teacher benefit from feedback session in the sense that they learn for the improvement of tasks, or planning of the next task cycle.

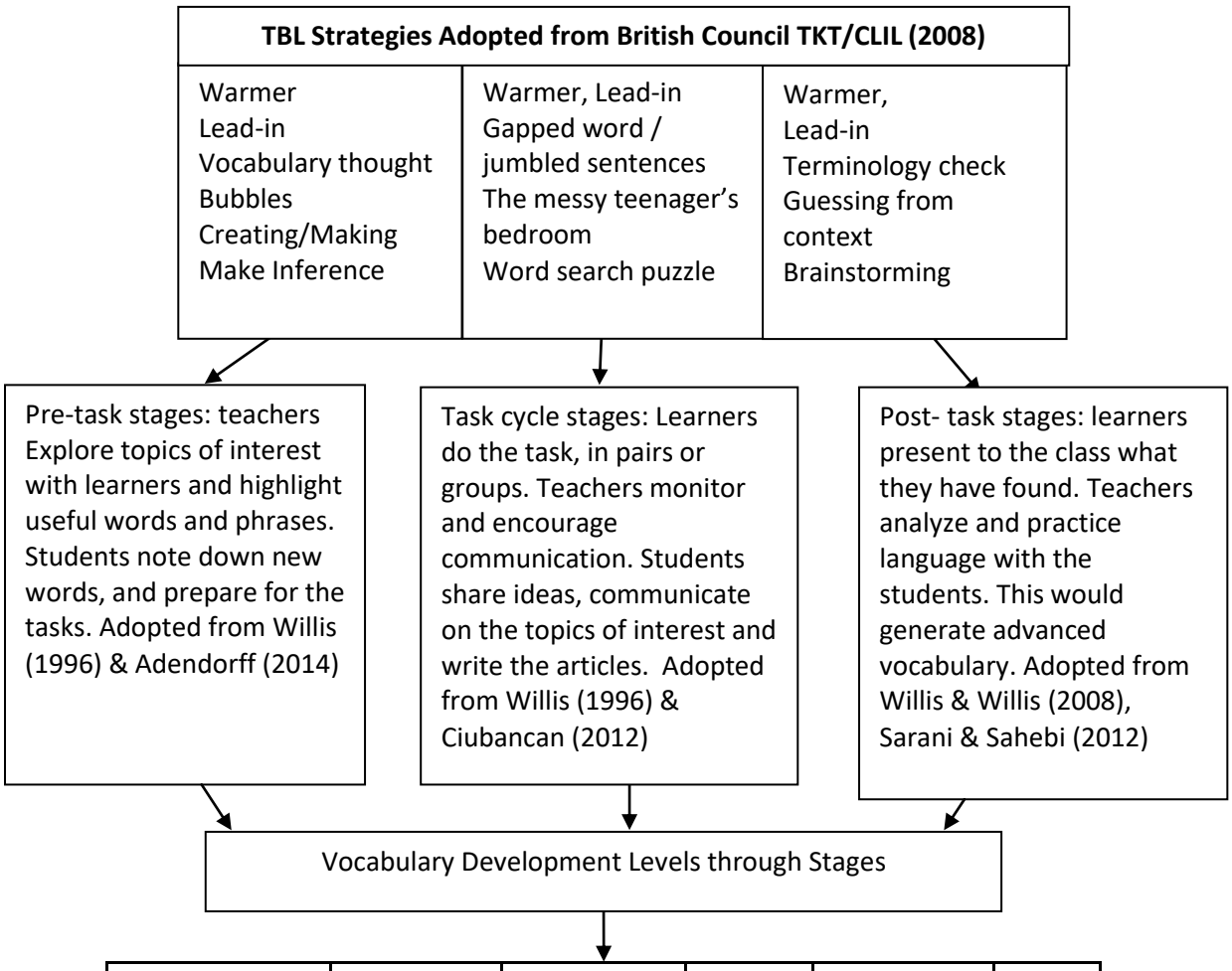
With the focus on vocabulary development, there should be a reflection of the learning process and the outcomes. It is important to make learners aware of what and how they have learned and or felt in the process of learning. The focus on language

involves the analysis of the specific features of the language, which occurred naturally during the task (Rooney, 2000).During or after the analysis, the teacher practices the useful words, phrases and patterns; while the students note down and enter them in their vocabulary development notebooks. Regular revision of language practice helps vocabulary development (Willis, 1998).

The theoretical framework is located in Vygotsky (1978) Socio-cultural theory (SCT) perspective of second language pedagogy. This theory indicates that all learning both personal and academic occurs within the socio-cultural environment of the home, community and classroom. From the perspective of SCT, L2 pedagogy encompasses any form of educational activity designed to promote the internalization of and control over, the language that learners are studying. This is whether the human mediator (e.g. a teacher) is physically present and overtly teaching or not. Not all aspects of pedagogical activity require human mediator. Other forms of mediation can certainly be intentionally introduced for pedagogical purpose. For instance, teachers can design tasks in which learners collaborate among themselves to accomplish specific learning objectives. Such examples certainly fall under the rubic of pedagogy of SCT which informs task-based learning approach. Teaching practice is strengthened by an understanding of pedagogy and theoretical framework that underpins it. Alexander (2013) avers that pedagogy is the act of teaching together with attendant discourse of educational theories, values, evidence and jurisdictions. It is what a teacher needs to know, and the skills he/she needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted.

The connections between task-based language teaching and socio-cultural theories of learning have long been strengthened (Adjei-Barrett, 2013; Liddicoat & Scarino, 2013). For instance, only few educationists would deny the importance of student-centredness in promoting active learning. SCT theories currently highlight the

need for cooperation and collaboration in learning tasks. The following Figure 13 represents the theoretical framework of the current study.



Vocabulary level	Arts – based	Social Science	Science	Technology	Total
At the beginning of the study					
After strategies training					
After pre – task stage					
After task cycle stage					
Total					
Vocabulary gain					

Figure 13: Theoretical Framework of the Study

The framework has three main parts. Part one: shows adopted TBL strategies presented to students using different task frames designed by British Council (2008, 2010). The second part of the model comprises the stages in TBL framework. They were divided into pre-task stage, task-cycle stage and post-task stage. In the pre-task stage, teachers and learners explored topics of interest, highlighted useful words and phrases and learners got prepared for the task. In the task cycle stage, learners did the tasks, planned and reported their findings to the groups and whole class. The post-task stage involved feedback on the learners' report of work, reflection of learning process, evaluation of the outcomes and focus on language used during the task performance. The third part of the framework involved the vocabulary development levels of the learners. These levels were assessed using pre-test, mid-tests and post-test. The pre-test was for the learners' vocabulary level at the beginning of the study. The mid-tests were for the vocabulary development levels after the TBL strategies training, after the pre-task stage and post-test after the task cycle stage. The mid-tests were only for the participants in the experimental groups. The post test in the final stage served for obtaining the estimated total vocabulary gain at the end of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presented the procedures followed in the study. The procedures consist of research design, population of the study, sample and sampling procedures, research instruments, pilot study, reliability of the instruments, validity of the instruments. Others include data collection procedures, treatment and treatment procedures and data analysis techniques.

3.1 Research Design

The study adopted quasi-experimental design. In this research, four experimental and control groups were involved for treatments. Pre-test, mid-tests, and post-test were administered for the experimental groups; while only pre-test, and post-test were administered for the control groups as shown in Figure 14.

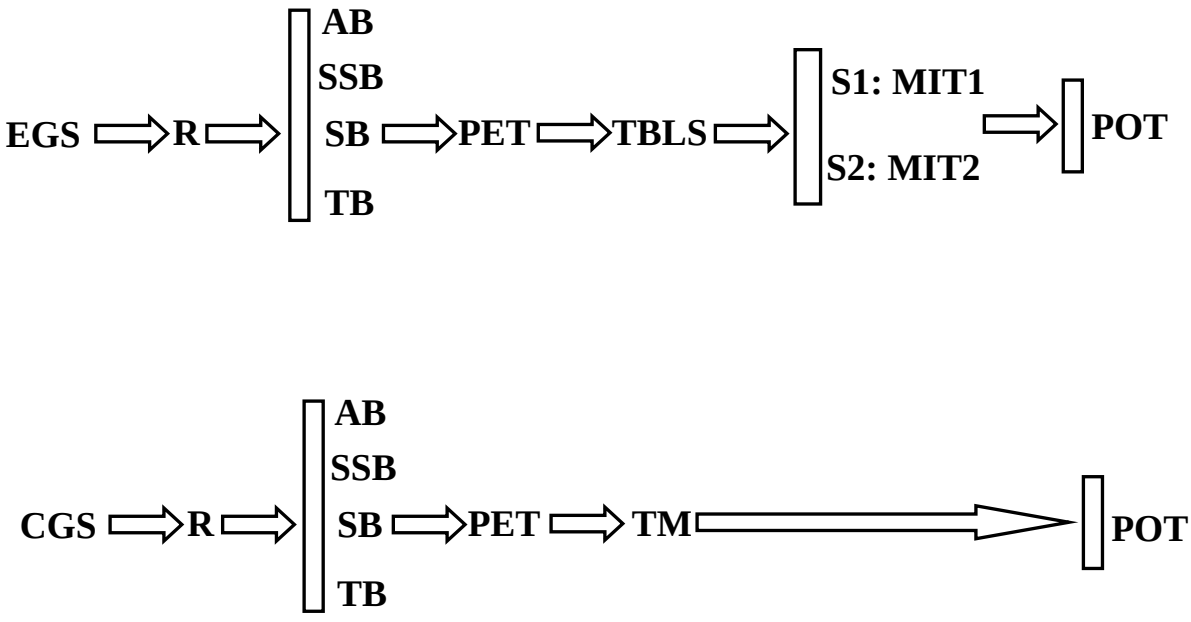


Figure 14: Research Design Illustration

The thirteen (13) abbreviations in the above design are explained below.

EGS: experimental groups exposed to pre-test, TBL strategies, mid-tests and post-test

CGS: control groups exposed to pre-test, traditional method and post-test

R: randomly assigned

AB: arts-based

SSB: social science-based

SB: science-based

TB: technology-based

PET: pre-test

TBLS: task-based learning strategies

TM: traditional method

S1: MIT1: stage 1 and Mid-test 1

S2: MIT2: stage 2 and Mid-test 2

POT: post-test

3.2 Population of the Study

The population of the study comprised all NCEII students of Shehu Shagari College of Education Sokoto, registered in 2017/2018 academic year. There is a total number of thirty departments in the college with population of 6655 NCEII students. The study used Arts-based, Social Science-based, Science-based and Technology-basedstudents in order to boost the general vocabulary development of the learners in the college. The students' population by department is shown in Table 3.1 below.

Table 3.1 Students' Population by Department

S/No	Department	NCE II Students' Population
1.	Adult and Non-formal Education	14
2.	Agricultural Science	185
3.	Arabic Language	120
4.	Arabic Medium	50
5.	Biology	487
6.	Business Education	56
7.	Chemistry	368
8.	Computer Studies	467
9.	Early Child Care Education	72
10.	Economics	557
11.	Educational Curriculum	All the students
12.	Educational Foundation	All the students
13.	Educational Psychology	All the students
14.	English Language	354
15.	Fine Arts	18
16.	French Language	34
17.	Fulfulde Language	6
18.	Geography	379
19.	Home Economics	34
20.	History	180
21.	Integrated Science	244
22.	Islamic Studies	355
23.	Mathematics	245
24.	Nigerian Languages (Hausa)	402
25.	Physical Health Education	65
26.	Physics	227
27.	Primary Education Studies	768
28.	Social Studies	778
29.	Special Education	13
30.	Technical Education	177
	Total	**6,655**

Shehu Shagari College of Education was selected as the study area because the study delved in pedagogical teaching and learning situations and these situations prevail in the college. Again, the college is an advanced learning institution and in accordance with Ciubancan (2012) task-based learning approach is more suitable for advanced learners. The college is also found more accessible because it is the researcher's work place. Therefore, the college is suitable for the conduct of the present research.

NCE II Students were selected as the subjects of the study because they were at the middle of their programme. They were fully familiar with the rules and regulations as well as the teaching and learning situations of the college. Thus, NCE I students were not sought for the study because they were newly admitted and not fully familiar with the rules and regulations as well as the teaching and learning situations of the college. Likewise, NCE III students were out of the research because they indulged in teaching practice exercises, projects writing and as final year students, they were heading towards the completion of their NCE programme.

3.3 Sample and Sampling Procedures

In determining sample size, Curry(1984) states that a target population above 5000 has an ideal sample size of 3% of the population on P-value of a=0.05. Therefore, the study sampled 200 students out of 6,655 students. Curry's table for determining sample size is shown in Table 3.2.

Table 3.2 Curry (1984)Table for Determining Sample Size

Size of Population	Sample Size
0-100	100%
101-500	10%
1001-5000	5%
5001-10000	3%
10000 +	1%

Four areas of studies were purposively selected. They are Arts-based, Social Science-based, Science–based and Technology-based content areas. Fifty students from each area were also purposively and randomly selected to constitute the sample size of the study. Since two hundred students constituted the total sample size of the four areas, two hundred was divided into four which equals to fifty in each area. The fifty students of each area were randomized into two groups of experimental and control groups. These constituted four experimental and four control groups, making eight groups for the treatments in the study. Departments selected for the study, their population and numbers of participants are shown in Table 3.3.

Table 3.3 Departments Selected for the Study, Population and Number of Students

S/No	Department	Population	Participants Selected
	Arts-Based Depts		
1.	English Language	354	20
2.	History	180	10
3.	Islamic Studies	355	20
	Total	**889**	**50**
	Social Science-Based Depts		
4.	Economics	557	16
5.	Geography	379	11
6.	Social Studies	778	23
	Total	**1,714**	**50**
	Science-Based Depts		
7.	Biology	487	23
8.	Chemistry	368	17
9.	Physics	227	10
	Total	**1,082**	**50**
	Technology-Based Depts		
10.	Computer	467	50
	Total	**467**	**50**
	Grand Total	**4,152**	**200**

3.4 Research Instruments

The instruments for data collection were the standardized tests of General English administered for Arts-based, Social Science-based, Science-based, Technology-

based NCEII Students of the College. The tests consist of fifty items. The instruments were named Vocabulary Multiple-choice Tests of Word meaning (VMTW) with four options developed for the purpose of the present study. Apart from the tests, nine worksheets adopted from British Council (2008, 2010) and their presentation techniques were used in the treatment together with prepared TBL lesson plan.

3.5 Pilot Study

According to Connelly (2008) and Waweru & Omwenga (2015), extant literature suggests that a pilot study sample should be ten percent of the sample projected for the larger parent study. Therefore the pilot study for this research was conducted with twenty participants in Adamu Augie College of Education Argungu, Kebbi State. The twenty participants are the ten percent of the entire sample of the study which is two hundred students. For this reason, the researcher pilot tested the instrument to ten percent of the larger parent sample to ascertain the reliability of the instrument for this study.

3.6 Reliability of the Instruments

A pilot study was conducted to ascertain the validity and reliability of the instruments. The scores from the pilot study were computed using Statistical Package for Social Sciences (SPSS). Split-half statistics was employed to examine the correlation between the parts and Cronbach's Alpha was also used to determine the inter-item correlation. This indicates the relationship between the instrument and the participants. Reynaldo & Santos (1999) state that one of the most popular reliability statistics in use today is Cronbach's Alpha which determines reliability of an instrument. Split-Half is a common statistical method used to determine the reliability

of a test (Oregon Department of Education, 2010).Table 3.4shows validity and reliability statistics of the pilot study:

Table 3.4: Validity and Reliability Statistics

Cronbach's Alpha	Part1	Value	1.000
No of items			1[a]
	Part 2	Value	1.000
No of items			1[b]
	Total No of items		2
Correlation Between Forms			.866
Spearman-Brown	Equal Length		.928
Coefficient	Unequal Length		.928
Guttman Split-Half Coefficient			.928

Above validity and reliability statistics in Table 3.4 illustrate that Cronbach's Alpha in Part 1 and Part 2 are 1.000 and 1.000 respectively. Correlation between forms is .866.whileSpearman-Brown Coefficient equal length, unequal length and Guttman Split-Half Coefficient are .928, .928 and .928 respectively. Thus, the analysis indicates high significant relationships between the instrument and the participants of the pilot study. Therefore, the instrument is valid and reliable to be used since the correlation .866 and the coefficient .928 are above the p-value of a=0.05.

3.7 Validity of the Instruments

In order to standardize and establish the validity of the research instruments, it is important for the researcher to consult experts in the field and look for consensus of judgment (Sauro, 2014; Mcleod, 2013). For this study, fifty items vocabulary Multiple-

Choice test was developed for the students of the four areas concerned in the study. After construction, the instruments were taken to the Heads of the Departments concerned in the study area and experts of the Arts-based, Social Science-based, Science-based and Technology-based areas for validation. The instruments were also taken to the experts of tests and measurements in the school of education for recommendation. They looked at the aspects of both content and construct validity of the instruments. Only one item (26th) was changed. After making all the corrections and modifications, they recommended the instruments as standard and within the range of NCEII students.

3.8 Data Collection Procedures

The procedures for data collection comprised the following steps:

(a) Four areas comprising arts-based, social science-based, science-based and technology-based students were used.

(b) In each area, fifty participants were used for the data collection.

(c) Twenty five participants from each area were put into experimental group of that area, while the remaining twenty five were in the control group.

(d) A pre-test was administered to all the experimental and control groups.

(e) The experimental groups received treatment using TBL for twelve weeks.

(f) The control groups were taught but, using traditional method for the same weeks. Here, traditional methods such as direct vocabulary teaching, memorizing list of vocabulary, definitions of new words including lecture-based methods were used. Teachers used any

reasonable topics, because there was no course outlined for vocabulary teaching in the college.

(g) First Mid-test was administered for the experimental groups after the TBL strategies training.

(h) Second Mid-test was also administered for the experimental groups after the pre-task stage.

(i) Post test was administered to all the experimental and control groups at the end of the treatments.

3.9 Treatment and Treatment Procedures

The treatment involved copies of worksheets and TBL strategies for the participants in the experimental groups. However, the control groups relied only on the traditional lecture-based methods. The services of teachers from the selected areas were sought for in order to assist in the research. The teachers were groomed on how to handle the instruments for the treatment and data collection in all the experimental and control groups. The worksheets were for only students and teachers in the experimental groups. The treatments for all the experimental and control groups lasted for twelve weeks. Saturdays of the weeks were opted for the programme. This was because the students' times were almost fully occupied by the courses of their normal subject combinations in the working days. Three hours were utilized on each Saturday for the programme. Where tasks or activities were more cognitively demanding and so difficult to complete, ten to twenty minutes were added.

The research assistants were selected with the consent of their heads of departments to avoid any misunderstanding. The criteria used were based on a teacher from the participants' areas of study, who is ready to do the task effectively and is trusted by the head of the department. The teacher must be one who has NCE II course to teach in the

second semester 2017/2018 session. Three assistants were selected from each area of students for which there was a total number of twelve assistants. They were trained for three days on how to handle the materials and the students as well as how to do the treatments effectively for both experimental and control groups. Each experimental and control group was managed by one teacher in the students' area, leaving out one standby teacher in that area for any irregularity that might have been encountered. But in Arts-based area where the researcher handled experimental group, two teachers had been standing by for more convenience. In order to manage the flows of the work, meetings were held with the researcher and the assistants at the end of each of the three stages of the TBL to check whether there was any problem to solve.

Overall, following procedures were undertaken:

(a) The first week of the study period was dedicated to pre-test for the experimental and control groups, in order to evaluate the level of the student's vocabulary at the beginning of the study.
(b) The control groups began their lessons using traditional method from the 2^{nd} week and end in the 12^{th} week.
(c) Participants in the experimental groups were exposed to 9 TBL strategies training for four weeks (i.e. 2^{nd}-5^{th} weeks).
(d) The sixth week was for the pre-task stage. The first three strategies in the framework were used here. The strategies include vocabulary thought bubbles, creating/making (word formation) and make inference.
(e) The 7^{th}-9^{th} weeks were the periods for task-cycle stage. The second three strategies in the framework were used. They include gapped words/jumbled sentences, the messy teenager's bedroom (classifying) and word search puzzle. Learners did the task of essay writing and teachers monitored.

(f) The 10th week was for the post-task stage. At this stage, the last three strategies were used. These include terminology check, guessing from context and brainstorming. Here learners presented their essays to the class. Teachers and learners practiced and analyzed vocabulary words used during the essay writing.

(g) In the 11th-12thweeks (last but not least) post-test for all the experimental and the control groups was conducted in order to evaluate students' vocabulary development at the end of the study.

3.10 Data Analysis Techniques

The study used statistical package for social science (SPSS) to analyze the data which were obtained from the tests. Based on the research questions and hypotheses, descriptive and inferential statistics were employed. The descriptive aspect was used to display the mean scores of the experimental and the control groups, generated from the data obtained. The inferential aspect was used in analyzing data using independent t-tests. The t-tests were used to compare the mean scores of the experimental and control groups in the post test. T-tests are appropriate at the analysis of randomized experimental and control groups design (William, 2006).

Data scoring procedures for the multiple-choice test of vocabulary was based on Arts-based area, Social Science-based area, Science-based area and Technology-based area. The test comprised fifty items. In this test, two marks were awarded for each item correctly answered. Therefore, a total of hundred marks were awarded to the fifty items correctly answered in the pre-test, and post test.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This study investigated the impact of Task-based learning strategies on the vocabulary development of the NCE II students of Shehu Shagari College of Education, Sokoto. The chapter presents the results obtained under the following sub-headings: answers to the research questions, null hypotheses testing, summary of findings and discussion.

4.1 Answers to the Research Questions

This section presents the analysis conducted on the vocabulary development of the NCE II students. The researcher used descriptive statistics of means and standard deviations to answer the research questions.

4.1.1 Research Question One

What is the impact of Task-based learning strategies on the vocabulary development of the NCE II Arts-based students of Shehu Shagari College of Education, Sokoto? Table 4.1 presents the means and Standard Deviation on the vocabulary development of the NCE II Arts-Based Students.

Table 4.1 Means and Standard Deviations on the Vocabulary Development of the NCE II Arts-Based Students

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Task-based	25	64.16	7.977	6.160	1.408	10.912
Conventional	25	58.00	8.718			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=64.16, SD=7.977) was higher than that of students taught using conventional method (M=58.00, SD=8.718). The mean difference was 6.160 in favour of the groups taught using task-based strategies. The 95% confidence

interval of the difference was 1.408 to 10.912. The result revealed that there was impact of Task-based learning strategies on the vocabulary development of the NCE II Arts-based students.

4.1.2 Research Question Two

What is the impact of Task-based learning strategies on the vocabulary development of the NCE II Social Science-based students of Shehu Shagari College of Education, Sokoto? Table 4.2 presents the means and standard deviation on the vocabulary development of the NCE II Social Science-based students.

Table 4.2 Means and Standard Deviations on the Vocabulary Development of the NCE II Social Science-based Students

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Task-based	25	64.08	4.415	7.040	4.277	9.803
Conventional	25	57.04	5.264			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=64.08, SD=4.415) was higher than that of students taught using conventional method (M=57.04, SD=5.264). The mean difference was 7.040 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 4.277 to 9.803. The result revealed that there was impact of Task-based learning strategies on the vocabulary development of the NCE II Social Science-based students.

4.1.3 Research Question Three

What is the impact of Task-based learning strategies on the vocabulary development of the NCE II Science-based students of Shehu Shagari College of Education, Sokoto? Table 4.3 presents the means and standard deviation on the vocabulary development of the NCE II Science-based students.

Table 4.3 Means and Standard Deviations on the Vocabulary Development of the NCE II Science-based Students

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Task-based	25	67.20	5.802	10.160	7.010	13.310
Conventional	25	57.04	5.264			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=67.20, SD=5.802) was higher than that of students taught using conventional method (M=57.04, SD=5.264). The mean difference was 10.160 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 7.010 to 13.310. The result revealed that there was impact of Task-based learning strategies on the vocabulary development of the NCE II Science-based students.

4.1.4 Research Question Four

What is the impact of Task-based learning strategies on the vocabulary development of the NCE II Technology-based students of Shehu Shagari College of Education, Sokoto? Table 4.4 presents the means and standard deviation on the vocabulary development of the NCE II Technology-based students.

Table 4.4 Means and Standard Deviations on the Vocabulary Development of the NCE II Technology-based Students

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Task-based	25	66.08	4.142	9.040	6.346	11.734
Conventional	25	57.04	5.264			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=66.08, SD=4.142) was higher than that of students taught using conventional method (M=57.04, SD=5.264). The mean difference was 9.040 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 6.346 to 11.734. The result revealed that there was impact of Task-based learning strategies on the vocabulary development of the NCE II Technology-based students.

4.1.5 Research Question Five

What are the overall impacts of Task-based learning strategies on the vocabulary development of the NCE II students of Shehu Shagari College of Education, Sokoto? Table 4.5 presents the means and standard deviation on the vocabulary development of the NCE II students.

Table 4.5 Means and Standard Deviations on the vocabulary development of the NCE II students

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	Lower	Upper
Task-based	100	65.38	5.851	8.180	6.423	9.937
Conventional	100	57.20	6.721			
Total	**200**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=65.38, SD=5.851) was higher than that of students

taught using conventional method (M=57.20, SD=6.721). The mean difference was 8.180 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 6.423 to 9.937. The result revealed that there were overall impacts of Task-based learning strategies on the vocabulary development of the NCE II students.

4.2 Null Hypotheses Testing

This section presents the analysis conducted on the vocabulary development of the NCE II students using inferential statistics of independent samples t-test and multivariate analysis of variance. Qualitative data analysis was also used in order to prove the results of quantitative data.

4.2.1 Null Hypothesis One

There is no significant impact of Task-based learning strategies on the vocabulary development of the NCE II Arts-based students of Shehu Shagari College of Education, Sokoto. This null hypothesis was tested using inferential statistics of independent samples t-test. The results of the analyses are presented in Table 4.6.

Table 4.6 Independent Samples t-Test on the Vocabulary Development of the NCE II Arts-based Students

Treatment	N	Mean	SD	t	Df	p
Task-based	25	64.16	7.977	2.606	48	.012
Conventional	25	58.00	8.718			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=64.16, SD=7.977) was higher than that of students taught using conventional method (M=58.00, SD=8.718). The mean difference was 6.160 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 1.408 to 10.912. This is supported by t(48)=2.606,

p=0.012.Therefore, the null hypothesis which stated no significant difference was disconfirmed.

In order to buttress the impact of Task-based Learning Strategies on student's vocabulary development, a qualitative analysis of excerpts of students' written essays was undertaken. Students and their scores were categorized into high, moderate and low performances in order to describe their levels of vocabulary development.

A student of high level performance from task-based group of arts-based area was found to have scored 56 marks in the pre-test and 78 in the post-test. This showed that student's vocabulary developed with 22 words at the end of the study. The following excerpt illustrates the student's performance before treatment.

> *When we were returning house from school my friend's car had a tube break. We were lucky that a man who repairs tyre was on the road side. He mended the tube for us and replaced the tyre. The man told my friend to buy a new tube because the one he has is old.*

Some missing vocabulary words were observed in the above extract. For example:

(a) "… returning house from…" "Home" would have been better used to replace "house".

(b) "… "My friend's car had a tube break. Tube "puncture", would have been better used.

(c) "… a man who repairs tyre…" the phrase would have been replaced by "vulcanizer".

(d) "… on the road side. "By" would have been better alternate to make, "… by the road side'

(e) The man told my friend to buy a new tube…" "Advised" is more appropriate to be used to make, "the man advised my friend to buy…".

After the treatment, the following extract written by the same student proves that the student's vocabulary knowledge has improved. For example:

> *The love for the country has to be manifested through the language… Like all multilingual nations, Nigeria is faced with… All the people in the community will unanimously agree…*

The above extract indicated that the student has learnt many words related to the context of the essay writing.

i. "Manifestation" of "love" for the country through the language. This indicated that the student preferred to select the word 'love" to "like" and "manifested" to "showed" and this seems better choice.

ii. …"multilingual"… is appropriately selected, knowing that many tribes live in Nigeria and speak different languages.

iii. "To refer to people living together", "Community" is an appropriate selection in this context.

iv. "… people in the community will "unanimously" agree…". The writer made the right selection of word "unanimously", to make … "unanimously agree…" for people to have the same view.

A student of moderate level performance in task-based group of arts-based area was found to have scored 52 marks in the pre-test and 60 marks in the post-test. This indicated that the student's vocabulary developed with 8 words at the end of the study. The following extract shows the student's performance before treatment.

> *When we came out to visit a friend who had called us to his birth day festival, at first we wanted of making the journey by taxi. But we had to change ourselves because of our fear of the careless of the taxi drivers on the high way. And so, we decided that we should go on the journey in a bus.*

Errors observed in the above excerpt illustrate the vocabulary level of the student before treatment:

(a) When we came out… 'set' out… would have been better choice.

(b) "… a friend who had called us …". "Invited" could replace called in this context.

(c) "… birth day…". This would have been merged together as a compound word "birthday".

(d) "… anniversary… could replace festival in this context.

(e) But we had to change ourselves…" "… our minds…" would have been used for ourselves…

(f) "… careless…" it should be: "… carelessness…"

(g) "… high way…." This should be; "…highway…" (compound word)

An extract culled from the essay written by the same student after treatment indicates the level of vocabulary improvement.

> *English language is known to have been the language of education as well as language of integration in Nigeria. People display the spirit of togetherness in cultural celebrations and entertainment.*

The student exhibited progress in vocabulary knowledge as shown in the above excerpt.

i. "… language of integration…". "integration was used to indicate that English language is used for unity and peaceful co-existence in Nigeria.

ii. "…display the spirit of togetherness..". contextually, the choice of words is appropriate that (shows people's feeling of being together).

iii. "… cultural celebrations…", knowing that it is inappropriate to say "cultural anniversary".

iv. …and entertainment…", correctly selected for keeping people interested and enjoying themselves.

A student of low level performance in task-base group of arts-based area was found to have scored 38 marks in the pre-test and 44 marks in the post-test. This indicated that the student's vocabulary developed with 6 words at the end of the study. The following extract from the student's essay illustrates the student's performance before treatment.

> *My best journey is when I go to Illela. Before we left Sokoto we stayedinfeeling station in order to feel the bosstank with petrol. About half way to Illela, we canseesomeone waiving us on the side of the road. But the driver hasdrovepass him. We think he isa armed rober.*

The above excerpt illustrates low level performance of the student in the essay.

(a) "my best journey is…" "was' would have been used as reported form.

(b) "…when I go to Illela". "…would have been substituted by "went".

(c) "..westayedin…". "stoppedat"… would have been appropriately used.

(d) "…feeling…" wrongly spelt in this context; filling should be used; to make "filling station".

(e) We can see…". "saw" would have been used for "can see".

(f) "some one" is a compound word; so, it would have been written as "Someone".

(g) "Waiving" was miss spelt. The correct spelling is "waving" in this context.

(h) "…on the side of the road." 'By" would have been used to make "… by the side of the road".

(i) "But the driver has…". "…"had" would have been used better for "has" in this situation.

(j) " …drovepass him". It is better to use "drivenpast"; to make "had driven past him".

"We think he isa armed rober. The four underlined words were misused:

(k) "thought" would have replaced think.

(l) "was" would be used for is

(m)"a" is inappropriate before the word "armed". "An" would have been used.

(n) "rober" was misspelt in this context. It would have been written as "robber".

(o) "… feel the bosstank". "… fill would have been used for "feel"

(p) "… theboss tank". "…bus.." was appropriate to be used to make…" the bus tank…"

After treatment, progress in the student's lexical knowledge was observed as depicted in the following excerpt.

> *English language as a second language in Nigeria,nowbecame the official language. It is playing a crucial and vital role in national integration. In the expression of culture, language is fundamental for instance, it has great importance in the preservation of culture. Language can be usefor nationalconsciousness and unity.*

i. The words "crucial" and "vital" were selected to emphasize that the role English language plays is essential and extremely important in national integration.

ii. "…language is fundamental"… indicating that language is central in the preservation of culture.

iii. The word …"preservation"…, was selected to indicate that language is used to protect culture from destruction.

iv. "…as a second language in nigeria, now become…". "Nigeria" as a proper noun, should have been capitalized in its first letter and not "nigeria". "…now become…" "has" was missing before "now", to make has now become the official language.

v. "… national "consciousness" and unity". The spelling of "consciousness" was wrong. An "s" was missing before "c" in the second syllable, i.e. "consciousness" is the correct spelling.

In all three categories of students (high, moderate and low) the facts emerging from the qualitative data analysis of students' scripts buttress the finding of the quantitative data analysis. This supports the quantitative data (both descriptive and inferential) presented and analysed in the accordingly.

4.2.2 Null Hypothesis Two

There is no significant impact of Task-based learning strategies on the vocabulary development of the NCE II Social Science-based students of Shehu Shagari College of Education, Sokoto. This null hypothesis was tested using inferential statistics of independent samples t-test. The results of the analyses are presented in Table 4.7.

Table 4.7 Independent Samples t-Test on the Vocabulary Development of the NCE II Social Science-based Students

Treatment	N	Mean	SD	t	Df	P
Task-based	25	64.08	4.415	5.124	48	.000
Conventional	25	57.04	5.264			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=64.08, SD=4.415) was higher than that of students taught using conventional method (M=57.04, SD=5.264). The mean difference was 7.040 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 4.277 to 9.803. This is supported by t(48)=5.124, p=0.001. Therefore, the null hypothesis which stated no significant difference was disproved.

A high level performance student from the task-based group of social science-based area was found to have scored 50 marks in the pre-test and 66 marks in the post-test. This indicated that the student's vocabulary developed with 16 words at the end of the study. Extract below is used to illustrate level of the student's lexical knowledge and manipulation before treatment.

My journey to Goronyo was very pleased because the road was smooth and tar, without bombs here and there. However, around a corner we saw accident had taken place. Two lorries coming from both sides had a crash. We saw people helping the passengers and we helped them getting down the damaged lorries too.

Shortcomings observed in the excerpt above exhibited the student's level of vocabulary knowledge at the beginning of the study:

(a) "My journey to Goronyo was very pleased…". "pleasant" would have been appropriately used.

(b) "… the road was smooth and tar…", "tar" should be replaced by "tarred", e.g. "tarred road".

(c) "…without bombs here and there". "Bombswas misused in this context. The correct word is "bumps".

(d) 'How ever", should have become "however' as a single word.

(e) Two lorries coming from "both sides"…, "oppositedirections" would have been appropriate selection.

(f) "… had a crash. "collision" would replace 'crash".

(g) "… helped them "getting down" the damaged lorries too". "off" would have been better used for 'down", to make "getting off" the damaged lorries too.

To prove that the vocabulary knowledge of the student increased substantially after the treatment, the following extract is used:

There are a lot of activities throughout the weak. One of the activities is the hennadecoration for the bride. Bridal make-up makes the bride to appear more biologically attractive, so that the groom will be more happy. The last activity is called mother-day. All family members will get together to celebrate with bride and give her advice on how to live with her husband happily.

i. '… throughout the "weak". The word "weak is inappropriate one and would be replaced by "week".

ii. "hennadecoration" was appropriately used to indicate hennapatterns or designs are traditionally made on the hands of a bride.

iii. "… bride…", the word was appropriately selected to indicate a woman who is about to get married or has just got married.

iv. "Bridal make-up"; was used to describe facial decoration of the bride to look so pretty at her wedding ceremony.

v. "biologically attractive" was used to describe the effect of make-up on beautifying the bride as naturally as possible.

vi. "…groom…" (shortened for bridegroom) was used contextually to refer to a man who will soon be or has recently been married.

vii. "More happy"; the words were wrongly used. "More" is supposed to be used for comparative, and the comparative of "happy" is "happier", therefore "more" is not needed here; and "happier" would replace happy.

viii. "Mother-day" the term is contextually correct, indicating marriage activities on that day are maternal.

ix. "…to celebrate with bride…"; "celebrate" was appropriately selected indicating that the day is acknowledged with ceremonial activities by the members of the family.

x. "…live with her husband happily". "Husband" was appropriately used as a close term to "groom". After wedding, the groom becomes husband.

A student of moderate level performance in task-based group of social science-based area was found to have scored 50 marks in the pre-test and 58 in the post-test. This indicated that the student's vocabulary developed with 8 words at the end of the study. The extract below illustrates the student's vocabulary level before treatment.

> *When we have leave our town as we drive on the road their was a car on the road; passingers were getting out of it and other people were crossing the road. As the road was a single-line road. Traficated Officers were busy so that another vehicle from the opposite side can drive free, before they tune to our own part of the road.*

(a) The word "leave" should have been put into its past tense "left" to make "when we "left" our town.

(b) The word "drive" should have been substituted by "drove" to make "as we drove on"

(c) "Their" was inappropriately used instead of "there". It was a possessive pronoun "their" used instead of "there" to indicate the existence of something.

(d) The word "passingers" was wrongly spelt; "i" was inserted instead of "e".

(e) "…getting out of it…", would have been "getting off it".

(f) "… other people were crossing the road". "Other people" would have been replaced by "pedestrians".

(g) "Single-lane" would have been used to replace single-line in this context; to make "single-lane road".

(h) "Trafficated" was wrongly used. "Traffic" would have been used to make "Traffic Officers".

(i) "another vehicle coming from the opposite side", "direction" would have been replaced by "side" to make "opposite direction".

(j) "…drive free on the road", "suffix" "ly" would have been added to the word "free" to make "drive freely on the road".

(k) "the word "tune" was misused; "turn" would have been used instead.

The vocabulary knowledge of the student had substantially increased as shown in the following essay written after treatment. The student wrote:

Marriage in Sokoto state in based on Islamic rites.But with some traditional activities. Marriage is marked by bride-price given by the groom's family to the bride. After payment of the bride-price, the bride and groomarepronouncedhusbandand wife. The last activity in the marriage is taking the bride to the groom's house with all thedowry given as present.

i. "…based on Islamic rites…"; the word "rites" was used in an appropriate way; indicating marriage as a religious act or other solemn ceremony.

ii. "…traditional activities…" the word "traditional" was also appropriately, selected to indicate that some customary activities are also practised in marriage ceremony.

iii. "bride-price", was contextually used referring to the sum of money or quantity of goods given to the bride's family by that of the groom.

iv. "bride and groom are pronounced as husband and wife". "… bride and groom…" referring to the couple in wedding period.

v. "… are "pronounced as husband and wife", the word "pronounced" was contextually selected to refer to "declared" or announced" in a formal or solemn way.

vi. "… ashusband and wife; were appropriately used, meaning that after the declaration of the marriage, bride and groom become husband and wife.

vii. The word "dowry" was used appropriately indicating items that the bride take to the groom's house.

A student of low level performance from task-based group of social science-based area was found to have scored 38 marks in the pre-test and 44 in the post-test. This indicated that the student's vocabulary developed with 6 words at the end of the study. The level of the student's lexical knowledge and manipulation is illustrated in the following excerpt.

On my journey to Yauri our car stop on the road before we rich Malisa. When we came out the deriver opened the front of the car and find that the water box was linking and the engine have become very hot. We waited for a well and then a mechanic came and corrected it. The man told the derivertoavoided running on narow and robe roads and pot-halls too.

(a) "Our car "stop" on the road…", it would appropriately be "our car "stopped" on the road".

(b) "… before we rich Malisa…". The word "rich" was wrongly used instead of "reached".

(c) "Deriver" was misspelt. Letter "e" was added after "D".

(d) '… opened the front of the car and find…", instead of opened the bonnet and found…".

(e) The water-box was linking", would have been "the radiator was leaking".

(f) "…the engine have become…" "have" would be better replaced by "had".

(g) We waited for a well and then…" instead of we waited for a while and then…"

(h) "…to avoided…" would be "to avoid".

(i) "narow"; an "r" is omitted in the spelling. "Narrow" is the correct one.

(j) "… robe…" is wrongly used in this context. "…rough…" is the correct word to make "rough road".

(k) "Pot-halls" is wrongly spelt. It should be "pot-holes".

The same student wrote the following essay after treatment. Progression in the vocabulary level of the student is illustrated in the excerpt below.

Marriage is one of the social activities for security, piece and unity in the society. One of the Islamic activities during marriage period is marriage reception usually a day to the wedding day. The families of both bride and groom get together and celebrate as one family for social relation.

i. "… social activities…", the word "social" is contextually used, indicating activities related to society.

ii. "… forsecurity, price and unity in the society…". The underlined words were correctly used, but "piece" is wrongly spelt. The correct spelling is "peace".

iii. "Contact" is a wrong word in this context. "contract" would have been better.

iv. "… marriagereception…" is correct, but "banquet" is more formal.

v. "bride and groom" are OK, but could be replaced by "couple" it sp wished.

vi. "…celebrate as one family…" is correctly used indicating two families rejoice together.

vii. "forsocial relation" this is correctly used indicating the current relationship between the two families because of marriage.

Progression in vocabulary development emerged from the qualitative data analysis of the essays written by the three categories of students (high, moderate and low). This corroborates the quantitative data (both descriptive and inferential) presented and analysed in the chapter.

4.2.3 Null Hypothesis Three

There is no significant impact of Task-based learning strategies on the vocabulary development of the NCE II Science-based students of Shehu Shagari College of Education, Sokoto. This null hypothesis was tested using inferential statistics of independent samples t-test. The results of the analyses are presented in Table 4.8.

Table 4.8 Independent Samples t-Test on the Vocabulary Development of the NCE II Science-based Students

Treatment	N	Mean	SD	t	df	P
Task-based	25	67.20	5.802	6.484	48	.000
Conventional	25	57.04	5.264			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=67.20, SD=5.802) was higher than that of students

taught using conventional method (M=57.04, SD=5.264). The mean difference was 10.160 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 7.010 to 13.310. This is supported by t(48)=6.484, p=0.001. Therefore, the null hypothesis which stated no significant difference was refuted.

A student of high level performance from the task-based group of science-based area was found to have scored 60 marks in the pre-test and 70 in the post-test. This indicated that the student's vocabulary developed with 10 words at the end of the study. The level of the student's vocabulary before treatment is illustrated in the following extract taken from the student's hand written essay.

> *When I travel to Kano in the first time I visited a place where animals are kept for history. It not only made me happy, but I find it extrally interested. I rejoiced looking to the animals because their are many I have never see before. After two days I wanted to come back to house but my brother told me to wait ontill when the salary payment is did. So I came back for two weaks time.*

(a) "When I travel…" the word "travel" should have been put into its past simple tense "traveled".

(b) "… a place where animals are kept for history". The phrase would have been replaced by the word "zoo".

(c) "… find…; should be "found".

(d) "… extrally interested…"; "extrally" is nonsensical while "interested" is meaningful but was misused. The two would have been replaced by "extremely interesting".

(e) "I rejoiced looking to…", "rejoiced" was wrongly used; "enjoyed" is the correct word "to" should be "at"; making "I enjoyed looking at".

(f) "Their are many I have never see before", "their" is wrongly used. "There" is the appropriate word. The word "see" would have been "seen".

(g) "…come back to house…" "home" would replace "to house" to make "come backhome".

(h) "until" was wrongly spelt as "ontil".

(i) "did" was misused instead of "done"

(j) The preposition "for" would be replaced by "in".

(k) "… two weeks" time…"; there is no need of "s" in weeks". It should be "week" because it is not acting as "noun", but an adjective" qualifying "time".

Progress in the level of vocabulary knowledge was further observed in the following essay of the student:

> *Syrup addiction leads to delinquent acts, truancy in schools and criminal tendencies. Syrup addiction has reached a frightening proportion. Students of tertiary institutions have already been addicted to codeine abuse. It is illegal to sell codeine cough syrup without doctor's prescription, the drug remains widely available. Drug abuse is dangerous and can lead to health problems, including death. Injuries due to accidents, physical disabilities and diseases*

i. "… delinquent acts…"; the word is appropriately selected and used; knowing that a drug abuser usually performs illegal or immoral acts like a child.

ii. "…truancy in schools…"; the word is correctly used indicating that syrup abuse leads to intentional or illegal absence from schools.

iii. "… criminal tendencies…'. This is also correctly used knowing syrup addiction leads to committing crimes.

iv. "Syrup addiction has reached a frightening proportion…' The underlined phrase was selected to indicate the alarming number of drug abusers.

v. "…codeine abuse…" was used to indicate that people drink codeine in excess, not as medicine but for intoxication.

vi. "Even though it is illegal to sell codeine cough syrup…" the underlined words were correctly used indicating that it is prohibited to sell codeine without

doctor's prescription (illegal); and codeine is a syrup that clears one's throat when suffering from cold condition.

vii. "… without doctor's prescription…; the underlined word was appropriately selected to represent doctor's written instruction that authorizes a patient to be issued with a medicine or treatment.

viii. "Drug abuse is dangerous…"; the expression is appropriately selected to proclaim the danger of drug abuse.

ix. "…can lead to health problems, physical disabilities and diseases…". The underlined words were contextually used in relation to menaces of syrup addiction: General health problems include heart problem, mental problem and the like; Physical disabilities; such as hearing impairment, respiratory disorders, epilepsy, visual impairment, and disease such as rheumatism, stroke etc.

A student of moderate level performance from the task-based group of science-based area was found to have scored 52 marks in the pre-test and 58 in the post-test. This indicated that the student's vocabulary developed with 6 words at the end of the study. The following extract from the student's essay illustrates the level of vocabulary knowledge of the student before treatment.

> *I went to Southan Nigeria. The first sity we stoped at was Abeokuta. When we where near the last place of selling petrol before living Abeokuta we saw that very near a juntion, some men wherestrugling with some passengers who want to travel out. These men wherebargain on the fees to be payed from one place to another. Our bus driver and his boys told the passengers the money to pay for going to their place.*

Errors committed in lexical selection and usage was observed in the excerpt above. Thus, thirteen diverse errors are demonstrated below accordingly:

(a) "Last holiday I went to Southan Nigeria". "Southan" was misspelt. The correct spelling is "Southern".

(b) "The first sity we stoped at…" "c" would replace "s" in the spelling of the first underlined word; and in second underlined word double" "p" would have been used to make "stopped" at…

(c) "where" was used for "were". And this is wrong.

(d) "…place of selling petrol…" could be substituded with "Petrol Station".

(e) "…before "living" Abeokuta "to" Ijebu-Ode…", "Living" would be replaced by "leaving" and "to" would be replaced by "for".

(f) "junction" was wrongly spelt as "juntion".

(g) "…some men where strugling…". "where was used instead of "were" and "strugling" written with single "g" instead of "struggling" with double "g".

(h) "…passengers who want to travel…"; "ed" would have been added to the underlined word, to make "wanted to…"

(i) "Fees" was wrongly selected instead of "fares". It is bus "fares" not school "fees".

(j) These men wherebargain…". Should have been "were bargaining".

(k) "Payed" was misspelt instead of "paid".

(l) "…driver and his boys…"; "boys" would have been replaced by "apprentices" to make driver and his "apprentices".

(m)"…going to their place…" "place" could be replaced by "destination" to make "…going to their destinations…".

The student exhibited improvement in lexical knowledge and usage as shown in the following extract written after treatment:

> *A syrup or drug is a chemical substance that have a known biological effect on human or animal. Syrup addiction is the use of a given drug in excessive dose levels. It is also the onusual and wrong use of drugs for non-medical purpose. Many students are only aware of drug use but ignorance of the side effects caused by drugs, for example, sleeplessness for days or even body weakness.*

i. "… drug is a chemical substance…". The underlined words were correctly used indicating drug as mixture of medical elements.

ii. "…that have…". "have" was misused for "has".

iii. "…biological effect on human or animal". The underlined phrase was appropriately selected indicating that drug can affect human or animals living cells either negatively or positively.

iv. "…use of a given drug in excessive dose…", the underlined phrase was contextually selected to indicate how drugs are abused by overusing them.

v. "It is also the onusual and wrong use of drugs for non-medical purpose"; though contextual, "onusual" was misspelt for "unusual". "Non-medical purpose was also contextually selected to indicate use of drugs not for treatments but for intoxication.

vi. "Ignorance" was used instead of "ignorant".

vii. "…side effects caused by drugs". "Side effects" correctly used to refer to adverse reaction of drugs especially when misused.

viii. "…sleeplessness for days…" was contextually used to indicate inability to fall asleep, caused by drug abuse.

ix. "…body weakness…" appropriately selected to refer to feelings of malaise or tiredness caused by misuse of syrup.

A student of lower level performance from the task-based group of science-based area was found to have scored 42 marks in the pre-test and 46 in the post-test. This indicated that the student's vocabulary developed with 4 words at the end of the study. Extract below reveals the student's level of vocabulary knowledge before treatment.

When I has a journey from Lagos to Kogi State I take the bus from ConpluenceBuspack. The bus go directly to Lokoja, the coast is 3,600 naira for the journey. We lift Lagos at 8am and I got to Okene at about 3pm. When we stopped for food break I did not eat at the local food place. I used the local birthroom for 2 naira. When we arrivein Lokoja I used motorcircle to my final place.

(a) "When I has a journey…; "has" was misused instead of "had".

(b) "… I take the bus from…"; "took" would have been used instead of "take".

(c) 'Conpluence Bus Pack". The underlined words were misspelt. They should be "Confluence" and "Park".

(d) "The bus go directly to Lokoja…" "goes" would have been used instead of "go".

(e) "…the coast is 3,600 naira for the journey". "coast" was used instead of "cost".

(f) "naira" capital letter "N" was missed as the initial letter in "Naira".

(g) "We lift Lagos", it is we left Lagos".

(h) "Food place…" should have been "restaurant".

(i) "…birthroom…" should have been replaced by "bathroom".

(j) "…I used motorcircle to my final place…" it should be "I used motorcycle to my final destination".

The student's writing after treatment proves increment in lexical knowledge of the student as shown in the following excerpt:

Syrup addiction meandrugabuse and students of tertiary institutions of learning are the mostly involved group of drug abuse. When students take drugs especially in excess, they begin to misbehave and therefore result to academic backwardness. Sometimes students takes drugs in order toremovetension, frostration and academic stress.

i. "Syrup addition mean…" "…mean.." should be "means" for concord agreement with singular noun form.

ii. "Syrup addiction and drug abuse…" were interchangeably used to explain each other.

iii. "…the mostly involved group…", used to indicate many students of tertiary institutions involved in drug abuse.

iv. "When students take drugs especially in excess, they begin to misbehave…". The underlined words were contextually selected to indicate misuse of drugs "excess" and this leads to improper or bad conduct "misbehave".

v. "…and therefore result to academic backwardness". This indicates that drug abuse leads to educational problems in relation to academic achievement.

vi. "…students takes drugs…" the correct form should be "take" for concord agreement with plural noun "students".

vii. "…remove tension, frostration and academicstress". The underlined words were contextually selected to indicate some reasons why some students take in drugs. "remove tension" meaning to remove "mental" or "emotional strain, "frostration" was misspelt for "frustration" to remove the feeling of being "upset" or "annoyed" as a result of being unable to change or achieve something. "stress" to remove the feeling of emotional or physical tension especially when overloaded with activities or thoughts.

The facts resulting from the qualitative data analysis in the essays written by all the three categories of students (high, moderate and low) appeared to have supported the statistical finding of the quantitative data analysis. This coincides with both descriptive and inferential analyses of data already presented.

4.2.4 Null Hypothesis Four

There is no significant impact of Task-based learning strategies on the vocabulary development of the NCE II Technology-based students of Shehu Shagari College of Education, Sokoto. This null hypothesis was tested using inferential statistics of independent samples t-test. The results of the analyses are presented in Table 4.9.

Table 4.9 Independent Samples t-Test on the Vocabulary Development of the NCE II Technology-based Students

Treatment	N	Mean	SD	t	df	P
Task-based	25	66.08	4.142	6.748	48	.000
Conventional	25	57.04	5.264			
Total	**50**					

The mean performance scores on vocabulary development of students taught using task-based strategies (M=66.08, SD=4.142) was higher than that of students taught using conventional method (M=57.04, SD=5.264). The mean difference was 9.040 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 6.346 to 11.734. This is supported by t(48)=6.748, p=0.001. Therefore, the null hypothesis which stated no significant difference was disproved.

A student of high level performance from task-based group of technology-based area was found to have scored 56 in the pre-test and 72 in the post-test. This indicated that the student's vocabulary developed with 16 words at the end of the study. The following extract from the essay of the student is used to illustrate the student's level of vocabulary knowledge and usage before treatment.

> *When we visited Niamey in niger republic we go by bus from Sokoto. Our bus was suposed to live at 6am but we started around 10am. Our first stay was Birnin Konni where we drop people heading to Maradi and we picked of some passengers going to Niamey. The remaining place in the bus can not contain them, so many of them has to wait for another bus.*

(a) "capital letter "N" in the spelling of 'niger" would have replaced the small letter "n" to make "Niger".

(b) "…we go by bus…" should be we "went" or "traveled" by bus…".

(c) "Our bus was "suposed" to "live" at 6am…" "supposed" was wrongly spelt as "suposed" and "leave" as "live".

(d) "The word "stay" was misused for "stop"; to make our first "stop" was …".

(e) "…where we "drop" people …", "dropped" would have been used instead.

(f) "…we picked of some passengers…" 'off" would have been better to make "we pickedoff some passengers".

(g) "place" would be better replaced by "space".

(h) "can" would become "could".

(i) "…contain them…";"would better be cater for them…".

(j) "…so many of them "has" to …." Should have been "have" to…" (for third person plural).

Progress in the student's lexical knowledge is revealed in the following essay written by the student after treatment:

> *Text messaging has become a vital part of the students' social lives. This generation of learners is technologically literate and as a result, end usersand consumers of wireless technology. Students use frequently that many people both inside and outside of academia question whether text short cuts influence students' writing. The dangers of texting issexting, which has become a widespread social phenomenon.*

i. "Text messaging has become a "vital"…" used to indicate how important text message is to the students.

ii. "… of the students' social lives…" was selected to indicate that students enjoy their lives through text messaging.

iii. "… technologically literate…" was used to indicate that students of today are educated in applying scientific knowledge on practical basis.

iv. "… end-users and consumers of…" though the two words were used tautologically, they were correctly selected to indicate that students now make use of technology very well.

v. "…wireless technology…" the word was used contextually to indicate that students can now communicate technologically without connecting their devices through wires.

vi. "Students use text messaging so frequently…", indicating how they use text messaging many times at short intervals.

vii. "…many people both inside and outside of academia question…" the underlined word was used appropriately to refer to "educational environment".

viii. "…whether text messaging language "short cuts" influence students' writing" "shortcuts" indicating whether quicker way of message writing has 'effect" (for influence) on the students' writing.

ix. "One of the dangers of texting is sexting…" indicating harmfulness (danger) of texting may cause sexual connection (sexting) between individuals.

x. "… which has become a widespread social phenomenon". The underlined words were used to indicate that texting has become rampant (widespread) in human life (widespread).

A student of moderate level performance from the task-based learning group of technology-based area was found to have scored 50 marks in the pre-test and 60 in the post-test. The student's vocabulary developed with 10 words at the end of the study. The level of the student's vocabulary knowledge before treatment is depicted in the excerpt below.

> *One day we traveled to Zuru in Kebbi State during rainingtime. The road was very rude that the driver cannot move quick. The passenger where very annoyance with slow motion of the vehicle. One man told the driver to increase the volume of the vehicle. The driver responsed by shouting and then added the move of the vehicle.*

(a) "… durin graining time" would better be "rainy season".

(b) "The road was very rude that…", instead of very rough.

(c) "…move quick…"; …"move quickly…" would have been used.

(d) "The Passengers where…" instead of "were"

(e) "Passengers were very 'anoyance", …annoyed… would have been used.

(f) "…with slowmotion of the vehicle". "Low speed" would be better expression.

(g) "…increase the "volume" of the vehicle; instead of "speed".

(h) "…they want to richMaga village…', "reach" is the correct lexeme to be used.

(i) "The driver responsed; it should be the driver "responded".

(j) "…then added the move of the vehicle",… then accelerated the speed of the vehicle" would be better expression.

The level of the student's lexical knowledge improved after treatment as shown in the following extract:

> *Mobile phone users send text messages to exchange information in very short time. In trying to shorten their messages people started removing a few articles and now the entire language is a myth. So, from what started as a convenience, has turned itself into a menacebecause they do'nt express their selves with correct spelling at all.*

i. "…send text message to exchange information…", the underlined expression was used to mean "communicate", that is users of mobile phones "communicate" through text messaging.

ii. "…to shorten…", meaning to "abbreviate" their messages.

iii. "…people started removing a few "articles" and then some adjectives…"; the underlined word was selected and used to refer to "articles as determiners" not "articles" as items or "property".

iv. "…now the "entire" language is a "myth…". The underlined words were correctly selected and used by the student to indicate that the "whole" language is now a traditional story…"

v. "… started as convenience …" to refer to something that started without difficulty…".

vi. "…has turned itself into a "menace"…", correctly selected and used to refer to something bad (throut), to make "has turned itself into a "threat…".

vii. The contraction of "do'nt" was wrongly written. The correct version is "don't" with apostrophe between 'n' and 't', not between 'o' and 'n'.

viii. "…express their selves…" should be; "… express "themselves" it is a single word that is not separated.

A lower level performance student from the task-based learning group of technology-based area was found to have scored 46 marks in the pre-test and 50 in the post-test. This showed that the student's vocabulary developed with 4 words at the end of the study. The student's writing shows limited level of lexical knowledge before treatment as illustrated in the following excerpt.

> *One day when I was return from school I see a big crown on the middle of the road. When I go near I was shoked to see the accident happen. The driver of the machine failed down because I get a patching tire. Some people help him to go out of the road and look for a mechanic to correct his tire.*

(a) 'one day when I was return from….", it should be when I was returning from…"

(b) "… I see…", it should be "I saw…"

(c) "… abig crown…', "Crown was misused instead of "crowd". The expression would be better as "large crowd".

(d) "Middle" was misspelt as "midle" with single 'd'.

(e) "Shoked" was wrongly spelt. It should be "shocked".

(f) "…the accident happen…" it should be used as simple past "happened".

(g) "The driver of the machine…", "motorcycle" would be the best alternate in this context; to make "the driver of the motorcycle".

(h) "…failed down…", it should be "fell" down in this regard.

(i) "…he get a patchingtire". The expression would be better as "he got a flat tyre".

(j) "Tire was wrongly spelt instead of tyre in (9) above.

(k) Some people help him…", "helped should be used.

(l) "look for a mechanic". Look for a vulcanizer is better.

(m)"…to correct…' would be replaced by" to mend…".

(n) "…his tire…", instead of his tyre.

The following extract from the essay of the same student was used to illustrate the increment of the student's vocabulary knowledge after treatment:

> *Texting is the must preferred type of communication. People can simply type a short message stating whatever they need to say. Messaging a text or text message is an electronic communication send or recieved by a mobile phone. The use of text messaging to communicate has being widely adopted by adultsteenagers and children across the world.*

i. "Texting is the must preferred…" instead of most preferred..".

ii. "…type of communication", "Type" correctly used to refer to kind of communication.

iii. "People can simply "type" a short message…" referring to write using keyboard.

iv. "What ever" separated written for "whatever".

v. "… text message is an electronic communication…" used contextually to replace "technological".

vi. "… "send"… should be past simple "sent".

vii. "Recieved" was misspelt with 'i' before 'e'. the correct spelling is 'e' before 'i' received.

viii. "…has being …", it is has been…".

ix. "…adopted by adults…", preferably selected and used for "grown ups" using texting.

x. "…teenagers…" used for persons at their teens.

xi. "… and children across the world; selected to refer to boys and girls using text messaging.

The observed successive increase in the vocabulary knowledge levels of the three categories of students (high, moderate and low) revealed by the qualitative data supports the findings of the quantitative data. This confirms both the descriptive and inferential statistics previously analysed and presented.

4.2.5 Null Hypothesis Five

There are no significant overall impacts of Task-based learning strategies on the vocabulary development of the NCE II students of Shehu Shagari College of Education, Sokoto. This null hypothesis was answered using inferential statistics of independent samples t-test. The results of the analyses are presented in Table 4.10.

Table 4.10 Independent Samples t-Test on the Vocabulary Development of the NCE II Students

Treatment	N	Mean	SD	Mean Difference	t	df	P
Task-based	100	65.38	5.851	8.180	9.179	198	.000
Conventional	100	57.20	6.721				
Total	**200**						

The mean performance scores on vocabulary development of students taught using task-based strategies (M=65.38, SD=5.851) was higher than that of students taught using conventional method (M=57.20, SD=6.721). The mean difference was 8.180 in favour of the groups taught using task-based strategies. The 95% confidence interval of the difference was 6.423 to 9.937. This is supported by t(198)=9.179, p=0.001. Therefore, the null hypothesis which stated no significant difference was disconfirmed.

A student of high level performance from task-based learning groups was found to have scored 62 marks in the pre-test and 76 in the post-test. This indicated that the

student's vocabulary developed with 14 words at the end of the study. The following extract, from the essay written by the student before treatment, is used to illustrate the student's level of vocabulary knowledge at the beginning of the study.

> *When we finish the examination of last section I was in Kano for two days before I travel to Jos. I lived in Jos for a week end from Satuday morning and leave on Monday. I visited animal pack on Maingo road near low-cost house estate. It is 200 naira for to enter and you have axcess to see all the animals inside. I also visited Jos Museum were I saw many things.*

(a) "When we finish the…", it should be we Ufinished".
(b) "…examination of last section…", "Session" is the appropriate word.
(c) "…before I travel…" would be traveled…"
(d) "week end" is one word; should be written as "weekend", not separated.
(e) "I lived in Jos for …", "Stayed" would have been used, since it is for a short time.
(f) "Satuday" was wrongly spelt. The correct spelling is "Saturday".
(g) " I visited animal pack…", it is animal park…".
(h) "…low-cost house estate; housing estate is the correct expression.
(i) "… it is 200 naira…"; It should be Naira with capital letter "N".
(j) "… for to enter… would be replaced by … for entry…'
(k) "…you have axcess to see…" axcess was misspelt for "access".
(l) "…were I saw many things…"; instead of where I saw…"

The essay written by the same student after treatment is used to prove the increment in the level of the student's vocabulary knowledge and usage. The student wrote:

> *Language is very important in Nigeria because it is one of the vehicles of transformingcultures, norms of the people in the soceity, from another generation to the other. It is use for national integration and development. English language is one of the languages spoke in Nigeria for national integration. Therefore, language is used to bring people togetherfor integration and national unity. Native languages like Hausa, Igbo and Yoruba are used for cultural activities and intertainment.*

i. "…it is one of the "vehicles" of …", selected to mean one of the ways of expressing something, (not cars or buses).

ii. "…of transformingculture…" transmitting would be good substitute, to make "transmitting culture".

iii. "Culture" was correctly used to refer to people's social behaviour in the society.

iv. "…norms of the people…"; appropriately used to mean people's normal behaviour.

v. "…soceity…" was misspelt. "society" is the correct spelling.

vi. "… anothergeneration to the other"; appropriately used to indicate people living at about the same time.

vii. "one of the languages "spoke…" should be "spoken".

viii. "…bring people together for integration and nationalunity; the underlined words seemed to be used tautologically.

ix. "Native languages…" suitably used for "indigenous" languages.

x. "…cultural activities and "intertainment". The underlined word was spelt wrongly. It should be "entertainment".

A moderate level performance student from task-based learning groups was found to have scored 52 marks in the pre-test and 64 in the post-test. This indicated that the student's vocabulary developed with 12 words at the end of the study. The student's level of lexical knowledge before treatment is observed in the extract below.

> *One day I traveled in a bus to go to my home toun. When we riched a check pont the driver stopped and the poliseman asked him for his perticulers. The driver gave him the vehicles license and certificate. The police asked the driver again to told him where he is going and the driver esplained that he was going to Gusau. The polise gave the driver the papers and aksed the driver to go on.*

(a) "…to go to my home toun…" the correct spelling is "town" to make "home town".

(b) "riched" was misspelt for "reached".

(c) "… a check pont"… the correct word is "point" to make "check point".

(d) "… vehicle "license"… wrongly spelt for "licence".

(e) "The poliseman" asked…" the underlined word was wrongly spelt; it should be "Policeman".

(f) "Perticulers…" wrongly spelt, would be "particulars".

(g) "… vehicle "license"… wrongly spelt for licence".

(h) "… totold"… would be to "tell".

(i) "esplained…" should be "explained".

(j) "… and aksed" the driver…"; the spelling should be "asked".

The same student indicated improvement in lexical knowledge as illustrated in the following essay written by the student after treatment:

In Sokoto State, marriage is highly celebrated according to the means of the bride's and groom's families. Preparations begin when the marriage proposal is accepted by the bride's parents. After that, the engagement ceremony is done at the bride's family house. The family of the groom bring some kolanuts and sweats for the event. It is on this day that the proper wedding dialogue begins. If both families agreed the groom and his family is asked to pay the bride's price before the marriage take place.

i. "…according to the "means" of the bride's and groom's family". The underlined word was selected and used correctly to refer to "money" available for the ceremony.

ii. "however, "preparations" begin…"; the underlined word was contextually used to indicate "readiness" for the marriage ceremony.

iii. "…marriage proposal"…" used contextually correct to indicate "offer" or "plan" for marriage.

iv. "…engagement ceremony…" was used appropriately to indicate "agreement" between the couple for the marriage.

v. "The family of the groom bring…"; it should be "brings" for concord agreement between the subject and the verb

vi. "Sweats" was misspelt instead of sweets.

vii. "Wedding dialogue"…; contextually used, indicating "discussion" for the wedding between couple or their families.

viii. "…before the marriage "take" place; "takes" would be appropriately used. It is about subject-verb agreement.

A student of low level performance from the task-based learning groups was found to have scored 40 marks in the pre-test and 50 in the post-test. This indicated that the vocabulary of the student developed with 10 words at the end of the study. An excerpt of the student's writing exhibits the student's level of vocabulary knowledge before treatment.

> *When my parents tell me they had a letter that my father's mum has a terrible accidence in a car and had past away I feel I will go to the funural with them. My father was very opset about his mother's dieing. But for me I couldn't have cared less. When we had travel to Kangiwa I was very disappointing that I would be spending one week in that town. I think it was not going to be wonderful, but it was the oposite.*

(a) "When my parents tell me they had…'; the underlined word would be "told".

(b) "my father's mum has…"; it should have been "had".

(c) "…accidence…" was wrongly spelt. It should be "accident".

(d) "… and had past away…", the correct expression would be "passed" away.

(e) "I feel I will go to…", it should be I felt I would go…"

(f) "Funural" was wrongly spelt. The correct spelling is "funeral"

(g) "Opset" was spelt wrongly. It should be "upset".

(h) But for me I couldn't have cared "less". It would be substituted by "much" to make "I couldn't have cared much".

(i) "When we had travel to Kangiwa…", should be used as past simple tense "traveled".

(j) "… I was very "disappointing" that…";disappointed is better, to make "I was very disappointed that…"

(k) "… I think it was not going to be …", the underlined word should be "thought" to make I thought it was…"

(l) "… but it was the oposite", was spelt wrongly. It should be "opposite".

After treatment an essay written by the same student proves progress in the level of the student's vocabulary knowledge and usage. This is observed in the following extract.

> *Syrup addiction is a problem in Nigerian tertiary institutions of learning. Because cough and cold medicines contain activeingredients they are abuse for this purpose. This is not because their is a cough outbreak, cough syrup has become a favourite for many drug abusers. Young people usually mix it with soft drinks for flavour. Abuse of cough syrup is on the increase in many parts of the country, expecially in higher institutions of learning.*

i. 'Because cough and cold medicines contain…" the underlined words were contextually used indicating illnesses that make one to use syrups. "Harsh sound" that comes from lungs and throat (cough) and "illness" with running nose like "catarrh (cold).

ii. "…active ingredeints…"; appropriately used to refer to "strong mixture" of substances.

iii. "ingredeint" in (2) above was misspelt. It should be "ingredients" with 'i' not 'e' after 'd'

iv. This is because "their" is…, the underlined word was misspelt and used instead of "there".

v. "… coughoutbreak…" used to mean "sudden beginning" of the cough illness.

vi. "… syrup has become a "favourite" for many drug abusers". The underlined word was appropriately selected to mean "preferred" or "best-liked".

vii. "… mix it with "soft drinks" for 'flavour"…, used to refer to "simple minerals" such as fanta, pepsi etc, for "taste" (flavour).

viii. "…expecially…' was wrongly spelt. "Especially" is the correct spelling.

From the qualitative data analysis presented above, progression emerged in the levels of vocabulary knowledge across the three categories of students (high, moderate

and low). This corresponds the quantitative data (both descriptive and inferential) analysed and presented in this chapter.

The above quantitative and qualitative analyses presented, ascertained the impacts of task-based learning strategies on the NCE II students' vocabulary development. The consistent development of students' vocabulary in task-based learning groups with higher performances across the students of the four areas (arts, social science, science and technology) supports the findings of the study.

4.3 Summary of Findings

The findings were obtained after the analysis based on the outcome of the null hypotheses testing. They are summarized as follow:

i. There is a significant impact of Task-based learning strategies on the vocabulary development of the NCE II Arts-based students. The mean performance scores on vocabulary development of students taught using task-based strategies (M=64.16, SD=7.977) was higher than that of students taught using conventional method (M=58.00, SD=8.718).

ii. There is a significant impact of Task-based learning strategies on the vocabulary development of the NCE II Social Science-based students.The mean performance scores on vocabulary development of students taught using task-based strategies (M=64.08, SD=4.415) was higher than that of students taught using conventional method (M=57.040, SD=5.264).

iii. There is a significant impact of Task-based learning strategies on the vocabulary development of the NCE II Science-based students.The mean performance scores on vocabulary development of students taught using task-based strategies (M=67.20, SD=5.802) was higher than that of students taught using conventional method (M=57.04, SD=5.264).

iv. There is a significant impact of Task-based learning strategies on the vocabulary development of the NCE II Technology-based students. The mean performance scores on vocabulary development of students taught using task-based strategies (M=66.08, SD=4.142) was higher than that of students taught using conventional method (M=57.04, SD=5.264).

v. There is a significant overall impact of Task-based learning strategies on the vocabulary development of the NCE II students. The mean performance scores on vocabulary development of students taught using task-based strategies (M=65.38, SD=5.851) was higher than that of students taught using conventional method (M=57.20, SD=6.721).

4.4 Discussion of the Research Findings

Finding based on research question one showed that there was a significant impact of task-based learning strategies on the vocabulary development of the NCE II Arts-based Students. The mean performance scores on vocabulary development of students taught using task-based learning strategies (M=64.16, SD=7.977) presented in Table 4.1 was higher than that of students taught using conventional method (M=58.00, SD=8.718). The mean difference was 6.160 in favour of the group taught using task-based learning strategies.

This finding corresponds with that of Lee (2014) in which collaborative task-based learning tasks for the learners were used for vocabulary development. Total classes of English language learners in Korea were randomly assigned to a control group and a collaborative task group. The control group was provided with explicit vocabulary exercises, while the experimental group performed collaborative task-based tasks. The findings revealed that task-based approach used by the experimental group resulted better than the explicit vocabulary exercises used in the control group.

The scores of a high level performance student from task-based learning group of arts-based area are used to buttress the above finding. The student scored 56 marks in the pre-test and 78 in the post test. This shows that the student's vocabulary increased with 22 words at the end of the study. The progress in the student's lexical knowledge was possibly due to the intervention of treatments in the task-based groups. Task-based strategies gave the students benefit of dialogue, peer interactions and feedback during treatment which might have influenced their vocabulary development.

The finding was also supported by the scores of a moderate level performance student in task-based group of arts-based area. The student was found to have scored 52 marks in the pre-test and 60 in the post-test. This indicated that the level of the student's vocabulary knowledge increased with 8 words. Task-based strategies intervention might have been the reason for the student's vocabulary improvement.

Another progression in vocabulary knowledge was observed in the scores of lower level performance student of art-based area. The student scored 38 marks in the pre-test and 44 in the post-test. The student's vocabulary knowledge improved with 6 words. Instrumental treatment in task-based groups might be the reason for the student's vocabulary increment. In order to prove the results of these analyses, samples of students' marked scripts of objective tests are provided in Appendix viii.

Finding based on research question two showed that, a significant impact of task-based learning strategies was found on the vocabulary development of NCE II Social Science-based students. The mean performance scores on vocabulary development of students taught using task-based learning strategies (M=64.08, SD=4.415) was higher than that of students taught using conventional method (M=57.04, SD=5.264). As indicated in Table 4.2, the mean difference was 7.040 in favour of group taught using task-based learning strategies.

This finding conforms Reutzel & Cooter (2008) that task-based strategies could be used for vocabulary development. This is because it offers ways for learners to demonstrate and connect their prior knowledge to new concepts. At the same time, it serves as a useful tool to categorize information in social science and historical events.

The finding also corresponds (though different in teaching aids and level of participants) with ESTV (2010) report of students in third grade, studying in arts and social science units. The students were engaged in task-based learning strategies on a geography topic. After reading, the students gained high vocabulary words when compared to their learning partners.

The significant impact of task-based learning strategies was further buttressed using the scores of a high level performance student of social science-based area. The student from task-based learning group was found to have scored 50 marks in the pre-test and 66 marks in the post-test. This shows positive progress in the development of the student's vocabulary knowledge with 16 words at the end of the study. This positive progress in the student's vocabulary appeared to have been supported by task-based strategies used by the students of social science-based area.

From the scripts of a moderate level performance student, it was found that the student scored 50 marks in the pre-test and 58 in the post-test. This indicated that the student's vocabulary developed with 8 words at the end of the study. This might be due to the students' engagement in task-based learning strategies during treatment. For example, Ganta (2015) points out that, task-based learning strategies help learners to interact spontaneously: learners are free to use whatever vocabulary they know.

A lower level performance student from task-based learning group in social science-based area was found to have scored 38 marks in the pre-test and 44 marks in

the post-test. The level of the student's vocabulary improved with 6 words. This also revealed the impact of task-based learning strategies on the student's vocabulary development. The improvement was possibly due to students' interactions and negotiation of meaning. For instance, Andon (2010) claims that in task-based, learners get a chance to negotiate turns to speak, try out various communicative strategies and use language purposefully in cooperation.

Finding based on research question three indicated that there was a significant impact of task-based learning strategies on vocabulary development of NCE II Science-based students. The mean performance score on vocabulary development of students taught using task-based strategies(M=67.20, SD=5.802) was higher than that of students taught using traditional method (M=57.04, SD=5.264) as presented in Table 4.3. The mean difference was 10.160 in favour of the group taught using task-based learning strategies.

This finding supports Hadley (2000) where he conducted a needs analysis of science and technology students in Japan. It was found that the needs for the students were for the ability to read academic and technical materials in English. Therefore, Hadley (2000) developed a task-based learning approach for science and technology with an emphasis upon reading and the building of vocabulary.

The author developed stages of task-based approach as pre-task stage for introducing learners to the topic through consciousness-raising activities. These enable students to recognize essential vocabulary for the lessons. In task cycle stage, students work in groups in order to recall and establish the meanings of the words. The post task stage involves the learners' exposure to tasks that they would encounter at the university level later.

The finding was corroborated by the scores of a high level performance student from the task-based learning group of science-based area. The student scored 60 marks in the pre-test and 70 in the post-test. This shows that the student's vocabulary increased with 10 words at the end of the study. This might be resulted from the treatment given to the task-based groups. In task-based, learners are given chance to try out whatever vocabulary they already know and benefit from others, thereby build their level of vocabulary gradually.

Another instance of progress is evident in a moderate level performance student's scores. The student scored 52 marks in the pre-test and 58 in the post-test. This indicated that the student's vocabulary developed with 6 words at the end of the study. The result is possibly facilitated by the task-based strategies intervention during treatment. Johnson (1988) asserts that task-based learning strategies pave way for automaticity that, practicing in real-life situations is helpful in achieving linguistic knowledge.

In addition, a lower level performance student from the task-based group of science-based area was found to have scored 42 marks in the pre-test and 46 in the post-test. This revealed that the student's vocabulary increased with 4 words at the end of the study. The students got the advantage of task-based strategies which gave them freedom of interactions, peer corrections and negotiation of word meanings.

Finding based on the research question four showed that there was a significant impact of task-based learning strategies on the vocabulary development of NCE II technology based students. The mean performance score on vocabulary development of students taught using task-based strategies (M=66.08, SD=4.142) was higher than that of students taught using conventional method (M=57.04, SD=5.264). The mean

difference was 9.040 in favour of the group taught using task-based learning strategies, as presented in Table 4.4.

This finding has confirmed the earlier finding of Hedayatipanah, Mirzaei & Azizifar (2015). Although they used ESP vocabulary in the Scientific and Applied University of Technology in Iran, it was found that task-based class was significantly better than the traditional class.

In congruence with the finding, a student of high level performance from task-based group of technology-based area was found to have scored 56 marks in the pre-test and 72 in the post-test. The scores indicated that the student's vocabulary improved with 16 words at the end of the study. This reveals that the students benefited from the positive effects of task-based strategies used during treatment. It shows that task-based students' group achieved more than the conventional students' group.

A moderate level performance student was also found to have scored 50 marks in the pre-test and 60 in the post-test. The student's vocabulary developed with 10 words at the end of the study. The development of the student's vocabulary might be due to the task-based intervention in the treatment. For instance, students engage with each other actively, creatively, through individual, pair and group work in meaningful interaction in task-based strategies to develop their vocabulary.

Another instance of progress in vocabulary development concerning this finding was observed in the scores f a lower level performance student. From the task-based students' group of technology-based area, a student scored 46 marks in the pre-test and 50 in the post-test. This showed that the student's vocabulary developed with 4 words at the end of the study. The increment was possibly due to the treatment intervention.

Finding based on research question five indicated a significant overall impact of task-based learning strategies on the vocabulary development of the NCE II students of Shehu Shagari College of Education Sokoto. The mean performance score on vocabulary development of students taught using task-based strategies (M=65.38, SD=5.851) was higher than that of students taught using conventional method (M=57.20, SD=6.721) as indicated in table 4.5. The mean difference was 8.180 in favour of the groups taught using task-based strategies.

This finding confirms Okcu (2014), who investigated the effects of task-based learning on reading comprehension and new vocabulary learning in Turkish EFL setting. The participants were selected from one of the private universities in Istanbul, Turkey and 55 students were selected and put into two groups as experimental and control groups for the study. The experimental group received task-based instruction while the control group was taught in the traditional reading method. The results of the study revealed that both groups have improved in their learning. However, there was a significant difference between the mean scores of the two groups indicating that the experimental group was more successful in terms of comprehension and vocabulary development.

The above finding is evident in the scores of a high level performance student from task-based learning groups. The student was found to have scored 62 marks in the pre-test and 76 marks in the post-test. This revealed that the student's vocabulary improved with 14 words at the end of the study. The improvement is possibly due to task-based strategies intervention during treatment.

Also in consonance with this finding, a moderate level performance student from task-based learning groups was found to have scored 52 marks in the pre-test and 64 in the post-test. This showed that the student's vocabulary developed with 12 words at the

end of the study. The student's vocabulary knowledge was possibly improved by the positive effects of task-based learning strategies taught to the students.

The finding was further informed by the scores of a lower level performance student from task-based learning groups. The student was found to have scored 40 marks in the pre-test and 50 in the post-test. This indicated that he student's vocabulary developed with 10 words at the end of the study. The student's vocabulary improved possibly due to the treatment intervention of task-based learning strategies in the experimental groups.

Across the three categories of students' performance levels (high, moderate and low) it was clear that task-based strategies have significant effects on the students' vocabulary development. This is in relation to Goodrige (2010) advocating that, in task-based, learners are given chance to select which words from the tasks they would like to learn. Thus, if learners make a choice of which vocabulary to learn they accomplish 50% better in vocabulary learning. This is better than they merely study word lists set for them in conventional teaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter discusses summary of the study, implications of the finding and conclusion. Other items included are limitations of the study, recommendations and areas for further studies.

5.1 Summary of the Study

The study investigated the impact of task-based learning strategies on English vocabulary development of NCE II students of Shehu Shagari College of Education Sokoto. True experimental design was used. Four experimental groups and four control groups were used in the treatments. General English vocabulary multiple choice tests of word meaning were used to measure both the experimental and control groups respectively. Pre-test, mid-tests and post-test were used for both the experimental groups, and control groups.

The study sampled 200 students out of 6,655 total number of NCE II students using Curry's table of determining sample size. Four areas of studies were purposively selected. They were Arts-based areas, Social Science-based areas, Science-based areas and technology-based areas. Fifty students from each area were also purposively selected that constituted the sample size of the study. The fifty students of each area were randomized into two groups of experimental and control groups. These have made four experimental and four control groups, which were equivalent to eight groups for the treatments in the study. The study used nine task-based strategies in form of worksheets, together with their presentation techniques and TBL lesson plan. The worksheets were used for only students in the experimental groups. Four articles were

written as the main tasks. Research assistants were employed and they assisted in the treatments. The treatments lasted for twelve weeks.

The data obtained from the tests were analyzed based on the five research questions and hypotheses. Descriptive and inferential statistics were used in the analysis. Descriptive aspect displayed the mean scores of both the experimental and control groups, while inferential aspect was used to find differences between groups.

Based on the five research questions, the results indicated that there were impacts of task-based learning strategies on the vocabulary development of NCE II students in all the four areas (arts, social science, science and technology). The findings revealed that students taught using task-based learning strategies performed better than the students taught using conventional methods.

The analysis of all the five null hypotheses indicated that there were significant impacts of task-based learning strategies on the vocabulary development of the NCE II students of all the four areas. The findings revealed that students taught using task-based learning strategies performed significantly better than the students taught using conventional methods.

5.2 Implications of the Findings

Several implications emerged from the findings of this study. They were categorized into implications for instruction, implications for research, implications for materials development and implications for teacher training programme.

Implication for instruction is concerned with learners and teachers. The findings of this study have emphasized the role of task-based approach in teaching and learning for vocabulary development. In fact, in task-based approach everything turns around tasks and task completion. The three stages of applying tasks can be used for vocabulary

development and other language skills of English as a second language (ESL). In fact, the approach can be an alternative to the common PPP model of instructions.

Regarding the implication for research, the findings of this study emphasized the need for more relevant task-based researches. Researchers are required to broaden the base of its scope of investigation. Most of the studies in TBL have been conducted based on controlled research conditions. Certainly, they have given useful and usable insights but, their controlled nature gives rooms for limited perspectives on task performance and task processing. Therefore, there is need for more classroom-based projects that investigate what learners in various learning contexts, actually do. This could be done when they are asked to perform transactional tasks as part of their regular classroom activities. Such studies are absolutely needed for moving from only experimentation to the implementation of task-based learning approach.

Concerning the implication for material development, the findings of this study urged that English Language textbooks be designed in a task-based learning fashion. The books should be as communicative as possible. They should pay equal attention to all four language skills and sub-skills especially vocabulary development. The books should be designed based on tasks. This could be done by putting selection, sequencing and grading of teaching and learning materials on a more effective and practical basis by syllabus designers and textbooks writers.

Another important implication that emerged from the findings of this study is for teachers training programme. Considering the role of task-based approach in teaching and learning of vocabulary, teacher training institutions at state and federal levels should review their curriculum. The study emphasized the effectiveness of the task-based approach on vocabulary development of students. Therefore, in the curriculum review, the focus of language teaching should be placed on changing the classroom

practice from the traditional method to more active group learning. With this, learners can be more easily exposed to target language use. Then, in particular, teachers should be trained on how to use task-based learning model in a manner that reflects positive outcomes in language teaching and learning.

5.3 Conclusion

In all the four areas of study (arts, social science, science and technology) the findings revealed that students taught through task-based learning strategies outperformed learners taught using conventional methods. Task-based learning is meaning-centered approach. The meaningfulness in TBL provides an authentic, purposeful and intentional background for comprehending and using language for ESL learners. One of the features which can be referred to as the reason for the outperformance of the TBL groups in comparison with the conventional groups is the collaborative and interactive nature of the approach. Through these collaborations and interactions, language use and vocabulary learning took place simultaneously.

Language teachers should therefore, try to create a stress-free environment in which students do not feel much pressure. In this way, ESL teachers can make their students self-dependent in the process of vocabulary learning. During the process of performing TBL tasks, students should act as active participants to carry out the tasks. The students are often given the opportunities to express their own ideas and opinions, and in so doing they have a choice not only about what to say, but also how to say it. Despite the limitations, the present study has contributed to the learning and teaching of vocabulary of the college students.

5.4 Limitations of the Study

Learners faced problem of unfamiliarity with TBL procedures in the initial stage of the treatment. Gradually, the problems began to clarify themselves and criteria for assessing particular lessons began to emerge. It was observed that whenever there was a piece of logical thinking involved in a task, it was possible for the teachers to break down the logical process into smaller steps. By this, the learners saw a general direction to the sequence of steps and in the meantime found each step easy enough to take. As a result of this teachers and learners perceived the purposes of the tasks and were satisfied by the outcomes of the tasks.

Secondly, even though the tasks were carried out and presented in the target language, the use of mother tongues was not monitored during the performance of the tasks. The use of learners' mother tongue was neither disallowed nor excluded. Learners refrained from speaking to the teacher in the mother tongue when the teacher was in front of them. But they felt much freer to do so at the individual task stage when the teacher was going round the class. Learners' concern in making use of mother tongue in the pre-task stage was to get meaning-content across as clearly as possible. Stronger learners mostly do this to the weaker learners in order to make them fully participate in the task performance.

Lastly, noise-making in the classrooms was another problem encountered in this study. It is true that collaboration between learners and learner-learner interaction in pairs or groups is thus part of the concept of learning which lies behind TBL. Although there was at least no pressure from the teacher on learners either to engage in such interactions in the target language, group work made class noisy. Nevertheless, small peer-groups provided a mutually supportive environment for learners which were less threatening than interaction with the teachers. But at least some learners found it more

humiliating to lose face in front of their peers than in front of the teacher. Some learners wished to work alone, to prove to themselves that they can succeed in doing the task without help. Learners have contrasting personalities: some were gregarious, some individualistic, some dominating, some shy. There were also likes and dislikes, and patterns of rivalry, friendship and aspiration in the context of the class as a social group.

5.5 Recommendations

Considering the place of task-based learning on vocabulary development of students in the society, following recommendations were made on the basis of the findings from the study:

1. The study recommends that government can make vocabulary development to be a subject of instructions in not only tertiary institutions, but to almost all levels of education in Nigeria.
2. Use of task-based learning strategies should be encouraged in teaching, not only for vocabulary development, but to cater for all other language skills.
3. Task-based learning model should reflect peer and group activities in classroom situations. It is important to include the three stages of TBL to prepare teachers for a shift from traditional way of presenting language to modern approach of language teaching and learning.
4. The study also recommends that based on the findings, task-based learning approach should be used in teaching other subjects, not only English language. This is because the students of social science, science and technology participated in the current study and have benefited from the task-based treatment.
5. The study strongly recommends the inclusion of appropriate task types in school curricula based on students proficiency level. This reinforces the quality of

vocabulary learning, since diversity of tasks can increase the opportunities of meaning exchange and interaction in the classroom.

5.6 Contributions to Knowledge

1) Based on the findings of the study, task-based learning has been discovered as an effective tool for vocabulary development of the NCEII(a) arts-based students in Shehu Shagari College of Education (SSCOE), Sokoto. This study has also contributed to the vocabulary development of the NCE II(b) social science- based students of the college. Another contribution is that task-based learning strategies were found to have significantly developed the vocabulary of the NCE II(c) science-based students of the college. The study has further contributed to the vocabulary development of the NCE II(d) technology-based students of the college.
2) Furthermore, the study proved that task-based learning can boost the literacy levels of the students especially at the NCE level. All the students who participated in task-based groups have benefitted from the treatment. Their levels of lexical knowledge in the essay writing improved from the initial stage to the end of the study. This indicated that the study has contributed to the students' writing skills.
3) Moreover, the study has provided further empirical evidence for the value of task-based learning approach to second language learning. It has also provided evidence that exchanging information between learners is a fruitful tool in expanding English Second Language (ESL) learners' vocabulary.

5.7 Suggestions for Further Studies

This study has investigated the impact of task-based learning strategies on vocabulary development of NCE II students of Shehu Shagari College of Education

Sokoto, Nigeria. Based on the findings, following suggestions were made for further researches:

1. The study involved both male and female subjects, but the impact of gender related variables on learners' vocabulary development through different task types remained undiscovered. Therefore, such impacts of gender related variables need to be investigated in further studies.
2. Variables such as participants' first language, learning styles, intelligence and attitudes are deemed to affect the rate of quality of task completion and vocabulary development. There is need for further research to investigate the impacts and relationships of these variables in different contexts.
3. The influence and use of the teacher as a knowledge resource was not investigated in this study. Impact of tutor as a knowledge resource in the classroom should be investigated in the future research.
4. The study only took place over several months and the time span might be shorter to indicate high level of learners' vocabulary development. Therefore, a longitudinal study is necessary to investigate such impacts.

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APPENDIX I

TBL LESSON PRESENTATION PROCEDURE DESIGNED FOR THIS STUDY

Objectives

The objectives were for learners to:

- Use different TBL strategies.
- Analyze language used in different activities and tasks; (e.g. Vocabulary Thought Bubbles and Word Formation) etc.
- Prepare and write Essays i.e. The Role of Language in Nigeria for National Integration (Arts-based Learners).Another one is Marriage Ceremony Activities in Sokoto State (Social Science based Learners).The other one is 'The Menace of Syrup Addiction among Youths in Sokoto Metropolis' (Science-based Learners).The last one is 'Attribution of Phone Text Messages to Social Misconduct among Students in Tertiary Institutions of Learning' (Technology-based Learners).
- Present reports of their work to groups or whole class.

Previous Knowledge

- Learners had already been trained many different TBL strategies e.g. Brainstorming, inferring, use graphic organizers, word search puzzles etc.
- They also had experience of working in groups, planning and making presentations.

Anticipated Problems

Time factor: especially at the pre-task phase where learners spent longer thinking about what to say and how to say it.

Solution

Using clock helped to indicate timing and asking group leaders to be strict about timing. In some cases, the teachers used to appoint class time keepers during each lesson.

Materials

Different task sheets adopted from British Council e.g. Vocabulary Thought Bubbles worksheet and functional language for academic and general situations, etc were used.

Tasks: writing articles. Four articles, one for each area of students were written.

Pre-Task Stage

Teachers explored topics with class, highlighted useful words and phrases, helped learners understand task instructions and prepared. Brainstorming activities such as warmers and or lead-ins to stimulate interest in topics, together with different worksheets were used to activate and introduce new vocabulary. This was done in any phase. Students noted down any phrases or vocabulary they found useful, modified their plans as appropriate as possible for the performance of tasks.

Task Cycle Stage

Tasks: learners selected worksheets and strategies to do the tasks, in pairs or small groups. They shared language and communicated on the topics. Group leaders managed the groups and gave each member time to talk. Usually, the group leaders go last.

Teachers monitored, encouraging all attempts at communication. Learners were free to experiment, since this situation was a collaborative group work.

Planning: students planned and did the tasks, presented their reports to the whole class about how they did the tasks, what they decided or discovered. Since the presentation was public, the teachers gave language advice; then the students noted down any useful words or phrases they asked for.

Report: groups presented their reports to the class or exchanged written reports and compared results. Teachers chaired the reports presentation session, and then commented on the content of the reports

Post-Task Stage

Giving Feedback, Reflecting and Evaluating

Students presented their articles to the class. The teachers gave the learners positive feedback and praise. They considered students' performance on different types of tasks and worked on problematic areas. There was a reflection of the learning process as well as its outcomes. It has been important to make learners aware of what and how they have learned or felt in the learning process. Teachers and learners evaluated what have been found. For example; what have you found? What's amazing, funny or interesting? If there was uneasy feeling or lack of understanding, the teachers initiated more negotiation of meaning (through questioning or describing a problem).The teachers also gave additional information in order to help learners better understand and accept different views.

Focus on Language

The teachers and the learners analyzed and practiced the language which occurred during the tasks performance. The analysis and practice of new words and phrases were because learners, in most cases, felt the need to upgrade their language during the previous stages. Generating more advanced language leads to more in-depth exchange in the target language.

APPENDIX II

TASK-BASED LEARNING STRATEGIES PRESENTATION TECHNIQUES

Task I

Vocabulary Thought Bubbles

Learning outcomes	By the end of this activity learners will be able to: • Discuss ways they learn new words • Discuss how they remember the words.
key concepts	Prefixes Suffixes Parts of Speech, Synonyms, Antonyms etc.
Materials	Vocabulary thought bubble worksheet

Procedure

1. **Pre-Task:**

- Introduce the topic to the learners
- Explain learning outcomes for the activity to the learners

2. **Task-cycle:**

Activity: Vocabulary Thought Bubbles

- Elicit from learners their ideas on how they learn new words.
- Introduce vocabulary thought bubbles activity to the learners
- Ask them to work in pairs or small groups and complete the boxes on the vocabulary thought bubbles worksheet.

3. **Post Task:**

- Discuss with class in detail how the activity impact on the learners' vocabulary, e.g. previous vocabulary learning experience. If this has been positive and enjoyable, the learners have expectations of a similar experience. If this is negative, there will be motivational needs.

Task 2

Word Formation

Learning outcomes	By the end of this activity learners will be able to: • Create new words using prefixes and suffixes • Differentiate between root words, prefixes and suffixes
Key Concepts	Word formation Morphemes Affixation transferring knowledge asking questions etc
Materials	Word formation worksheet

Procedure

1. **Pre-Task:**

- Introduce topic to the learners
- Explain learning outcomes and clarify any questions the learners have.
- Learners get prepared for the task

2. **Task-cycle:**

Activity: Word formation

- Give out word formation worksheet to the participants.
- Ask the participants to discuss with their groups to complete the task.

3. **Post-Task:**

- Groups present their results to the class.
- Learners compare their findings with other groups and discuss differences.

Task 3

Umbrella Story/Make Inference

Learning outcomes	By the end of this activity learners will be able to: • Infer meaning from text • Complete sentences from the list of words • Make a glossary of words extracted from the text
Key Concepts	Making inference, Glossary, Sentence completion
Materials	Umbrella story worksheet

Procedure

1. **Pre-Task:**

- Introduce the task to the learners and clarify instructions tothe learners.
- Explain learning outcomes to the students and clarify any questions they have.
- Learners get prepared to do the task

2. **Task-cycle:**

Activity: Umbrella Story worksheet

- Give the worksheet to the learners and ask them to brainstorm for a few minutes.
- Give students time to read the text and answer the questions in A and B exercises.

3. **Post-Task:**

- Learners present their work to the class.
- Students compare their results with other groups and discuss whether they are correct or wrong and then make corrections.

Task 4

Find it. Word Search Puzzle

Learning outcomes	By the end of this activity learners will be able to: • Explain key concepts used in describing aspects of vocabulary.
Key Concepts	Collocation Suffixes Compound words Antonyms Prefixes Synonyms
Materials	Find it! Worksheet + Answer sheet.

Procedure

1. **Pre-task:**

- Introduce the task to the learners and clarify instructions and key concepts
- Explain learning outcomes and clarify any questions the learners have.
- Learners get prepared to do the task.

2. **Task-cycle:**

Activity: Find it!

- Give out word search activity worksheet
- Learners work in small groups to find the words

3. **Post-task:**

- Groups compare their findings.
- Go over answers using answer sheet.

Task 5

Gapped Words and Jumbled Sentences.

Learning outcomes	By the end of this activity learners will be able to: • Rearrange jumbled sentences into meaningful ones • Complete the gapped words
Key Concepts	Words completion, words, phrases arrangement into meaningful sentences.
Materials	gapped words and jumbled sentences + answer sheet

Procedure

1. **Pre-task:**

- Introduce the task to the learners and clarify instructions and key concepts.
- Outline learning outcomes for the activity to the participants and clarify any questions they have
- Learners get prepared to do the task.

2. **Task-cycle:**

Activity: Gapped Words and Jumbled Sentences

- Give gapped words and jumbled sentences to the learners and clarify key concepts
- Ask the participants to work in groups and complete the task in part one and then part two.

3. **Post-task:**

- Participants compare their findings with other groups
- Show completed answer sheet for gapped words and jumbled sentences to the participants

Task 6

The Messy Teenager's Bedroom

Learning outcomes	By the end of this activity learners will be able to: • Explain key concepts in describing aspects of vocabulary e.g. lexical set.
Key Concepts	Lexical set
Materials	The Messy teenager's bedroom Worksheet

Procedure

1. **Pre-task:**

- Introduce the task to the learners and clarify instructions and key concepts.
- Explain learning outcomes for the activity to the participants
- Learners get prepared to do the task.

2. **Task-cycle:**

Activity: The Messy Teenager's Bedroom

- Elicit from participants what a lexical set is, i.e. a group of words belonging to the same semantic field, e.g. apple/orange/banana, etc. are all fruit.
- Participants work in groups to complete part one activity.
- Give participants head-words e.g. 'parts of the body', 'movement', 'weather', and ask them to create their own lexical sets in part two.

3. **Post-cycle:**

- Groups present their findings to the class
- Discuss how use of lexical sets could be helpful in the classroom, e.g. pooling knowledge, recording vocabulary etc.

Task 7

Functional Language for Academic &General Situations

Learning outcomes	By the end of this activity learners will be able to: • Identify functional language needed to improve interactivity in the classroom • Identify useful language they can use in general situations
Key Concepts	Working together polite request expressing ideas Asking questions etc.
Materials	Functional language for academic & General situations worksheet + answer sheet (suggested).

Procedure

1. **Pre-task:**

- Introduce the task to the learners and clarify instructions and key concepts.
- Explain learning outcomes and clarify any questions the learners have
- Learners get prepared to do the task.

2. **Task-cycle:**

Activity: Functional Language for Academic &General Situations.

- Give out the worksheet for functional language for academic & general situations to the learners
- Ask the learners to look at the situations in the columns, brainstorm and agree with their group on a suitable phrase or phrases they can use regularly with their friends in or outside class.

3. **Post-cycle:**

- Learners check answers from the other groups and ask questions about any of the functions they are not sure about.
- Go over the answer sheet (suggested) and explain to the participants that functional language supports building learner's confidence to use phrases when interacting in English. And it focuses on learning vocabulary.

Task 8

Vocabulary Terminology Check

Learning outcomes	By the end of this activity learners will be able to: • Identify words groups and their examples
Key Concepts	Collocations, compound words, Antonyms, Synonyms, Parts of Speech
Materials	Terminology check worksheet

Procedure:

1. **Pre-task:**

- Introduce the task to the learners and clarify instructions and key concepts.
- Outline learning outcomes and clarify any questions learners have
- Learners get prepared to do the task.

2. **Task-cycle:**

Activity: Terminology check worksheet

- Give the worksheet to the learners and ask them to brainstorm what terminologies are.
- Give each group the worksheet and ask them to match the terms and the words

3. **Post-cycle:**

- Learners present their works to the class.
- They compare their results with other groups and discuss differences.

Task 9

Guessing meaning from Context

Learning outcomes	By the end of this activity learners will be able to: • Guess meaning from context. • Define words as used in the text.
Key Concepts	Meaning from context, word definition, glossary
Materials	Passage: The journey of a river worksheet

Procedure

1. **Pre-task:**

- Introduce the task to the learners and clarify instructions and key concepts.
- Outline learning outcomes for the activity and clarify any questions students have.
- Learners get prepared to do the task.

2. **Task-cycle:**

Activity: Guessing from Context

- Give out guessing from context. In groups, learners read the passage and find the meaning of words in (A) from the text
- Ask learners to define or make glossary of the words in (B) as used in the text.

3. **Post-cycle:**

- Participants present their answers to the class
- Put the answers on the board for the class.
- Through plenary feedback, highlight the importance of guessing from context and clarify whether the definitions are correct or not.

APPENDIX III

GENERAL STRATEGIES FOR CREATING INTEREST AND MOTIVATION IN LESSONS

Warmers and Lead-ins

Learning Outcomes	By the end of the activities learners will be able to: • Distinguish the differences between warmer and lead-ins • Activate prior knowledge
Key concepts	Warmer Lead-in
Materials	Definitions of warmer and lead-in

Procedure

1. **Learning Outcomes**

- Explain learning outcomes for the activities to the participants

2. **Definitions:**

- **Warmer**: A short activity at the start of the lesson to get learners in the mood to engage them with the language. For example, a vocabulary game, a brief mingle activity with questions, e.g. did you have a good weekend? Etc.
- **Lead-in**: An activity which precedes the main input part of the lesson to help to arouse interest, set the scene, establish the context. For example, a short discussion, brainstorming around a topic Etc.

3. **Activities**

i. **Warmers:**

- Ask learners to stand in a line according to height then divide them into equal groups.
- Play last letter-first letter (a vocabulary game) to activate prior knowledge

- Elicit some examples from the learners. They may know some good warmers they could share with each other.

ii. Lead-ins

- Divide learners into groups. Ask them to think back to when they learnt English. How did their teacher present language?
- What type of activities did they do to learn vocabulary?
- Elicit some examples from each group.

NB: The main point brought out here is that a warmer is not necessarily related to the topic of the lesson whereas a lead-in introduces the topic of the lesson.

4. **Feedback**

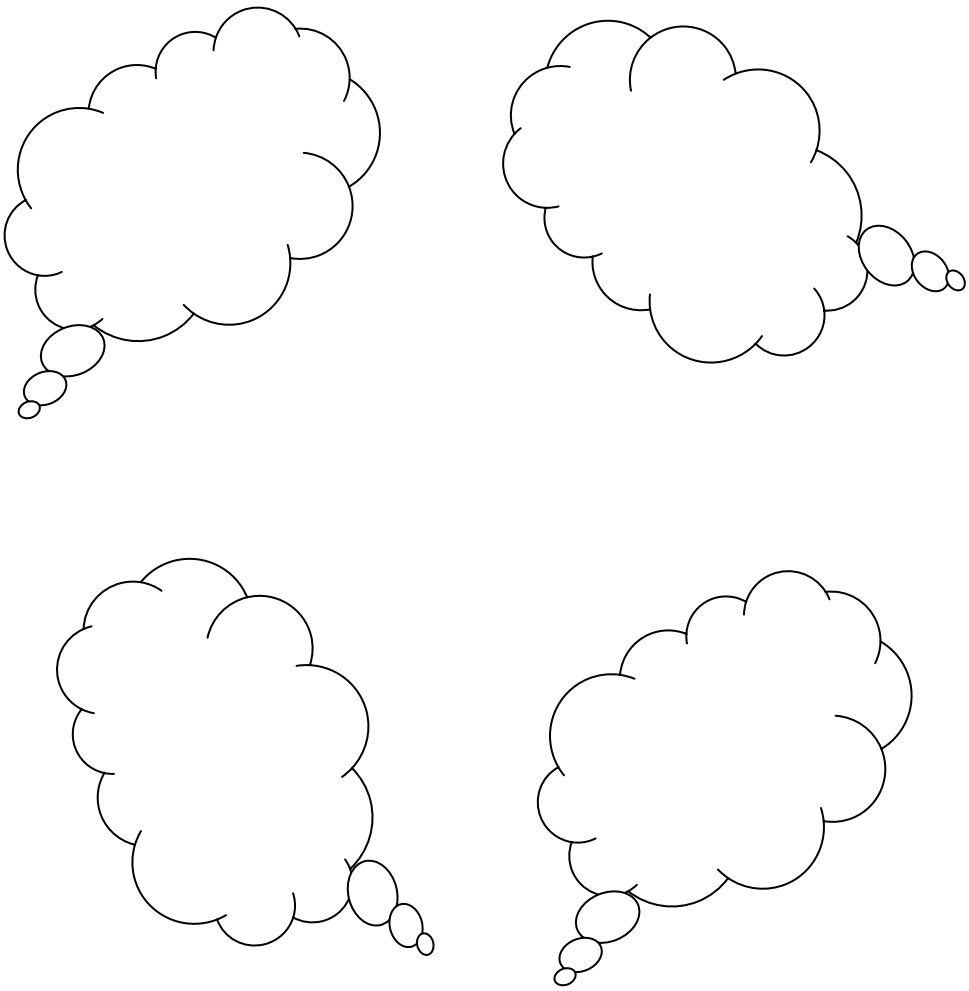
- Briefly discuss the difference between warmer and lead-in and how effective these activities are in revising vocabulary and activating prior knowledge about the next lesson.

APPENDIX IV

TASK-BASED LEARNING STRATEGIES WORKSHEETS

Strategy 1: Vocabulary Thought Bubbles (Worksheet)

Work in groups and brainstorm all the ways you can think of learning vocabulary. Think about the way you learn new words. How do you learn them? How do you remember them? Write your ideas into the thought bubbles.

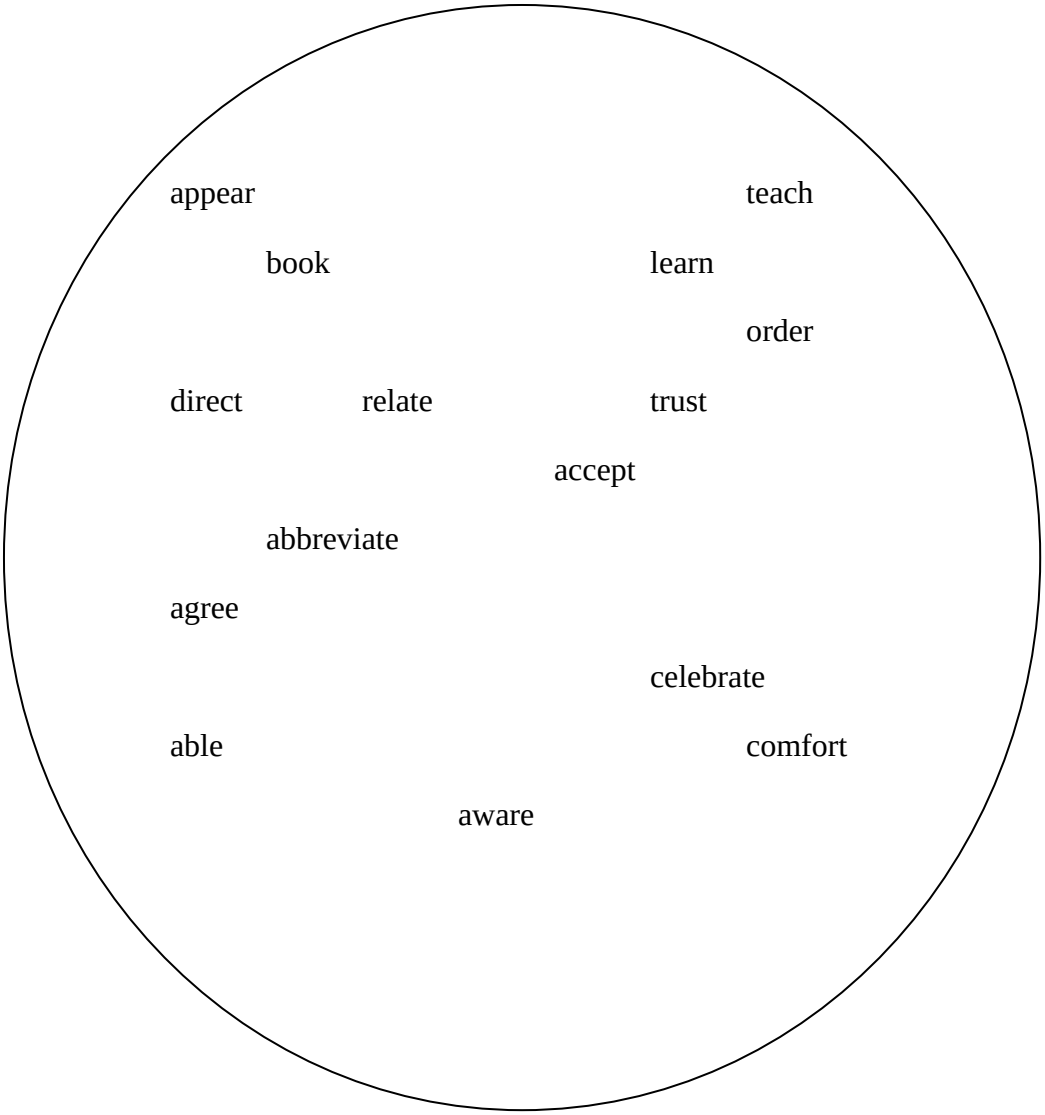


Adapted from TKT Essential, British Council (2008)

Strategy2: Creating & Making Word Formation (Worksheet)

Work in small groups. How many new words can you make using prefixes and suffixes? Add as many as you can to the words in the circle.

Un	pre	dis	er	(e)d	ing	(e)s	ion	ly	able



Adapted from TKT Essentials, British Council (2008)

Strategy 3: Make Inference worksheet

Work ingroups: Read the text below and do the exercise in A and B.

Umbrella story

Last Tuesday, I took the underground to work as usual. It was raining as I walked to the station but I had left my umbrella at work so I got rather wet. The train was fairly empty and I sat near a rather distinguished looking gentleman in a pin-striped suit, old school tie and highly polished shoes. He had an umbrella, of course – a rather nice collapsible model which he had put on the seat between us.

My stop is Leicester Square and as I stood to get off, the gentleman suddenly growled at me "well help yourself" I looked at him in surprise and then suddenly realized I had picked up his umbrella without thinking. "I am terribly sorry", I said handing the umbrella back to him, "it looks just like mine". With this rather poor excuse for my absent-mindedness, I hastily left the train.

At work I found my umbrella in the rack, in fact, when I looked more carefully I found several of my umbrellas in the rack, as well as my husband's favourite cane brolly. I decided to take them all home and that evening boarded the train at Leicester Square carrying three umbrellas. I was standing in the aisle, resting my weight on my husband's umbrella and clutching the other two under my arm when I looked up and was aghast to find the same gentleman glowering at me. "Had a good day, I see! He muttered.

Exercise (A) Complete each of the following sentences with one of the words listed in the row

Station, growled, suit, tie, fairly, collapsible, rack, mutter

1. Put the envelope in the _____ before you leave the office
2. If you don't reach the _____ early in the morning, you will miss the bus.
3. If you _____ they won't be able to hear what you say
4. The dog _____ angrily
5. The work is _____ hard.

Exercise (B) Make a glossary of the following words as they are used in the passage. The first one has been done as an example.

1. Aisle – a passage between rows of seats
2. Aghast
3. Glowering
4. Absent-minded
5. Brolly
6. Pin-striped
7. Hastily
8. Favourite

Adapted from TKT Essentials, British Council (2008)

Strategy 4: Find it! Word Search Puzzle Worksheet

- Work in group.

Look in the box and find…

- Two synonyms
- A synonym and an antonym
- A collocation
- A compound word
- A word with a prefix
- A word with a suffix
- A part of speech

C	R	S	C	O	M	F	O	T	R	A	B	L
O	S	M	O	R	E	F	R	I	E	D	B	R
M	B	A	N	K	A	C	C	O	U	N	T	O
F	I	L	A	C	C	O	L	P	T	O	R	E
O	C	L	R	N	T	L	E	S	S	T	U	N
R	Y	C	A	Q	Y	A	S	L	V	E	R	B
T	C	I	E	U	O	Q	S	M	R	B	O	I
A	L	I	I	E	W	U	T	U	E	O	W	T
B	E	D	L	I	T	T	L	E	D	O	E	E
L	E	T	U	N	X	S	I	P	C	K	P	S
E	A	S	Z	N	V	A	L	A	B	B	L	U

Adapted from TKT Essentials, British Council (2008)

Strategy 5: Gapped Words and Jumbled Sentences Worksheet

Part one:

- Work in groups. Look at the following gapped words and complete them. The first one has been done as an example.

Gapped words	Answer
C_a_g_v_c_bu_a_y	Change vocabulary
Si_p_if_ _an_ua_e stru_tu_es	
Vi_uals a_d sy_b_Is	
Ta_ge_ l_n_ua_e glos_ar_es	
G_v_ng a_s_ _rs/e_am_les	
E_tr_ t_me	
U_e of L1	
Va_y tas_ t_pes _nd de_ign	
Te_ch_r t_lk	
_ary for_s of int_ra_tion	
Lean_ni_g st_at_gies	

Part Two: the sentences are mixed up. Write them in the correct order in the space below.

Jumbled Sentences	Correct order
1. The material syllabus content the of matches the	
2. Matches my the material learners interests the of	
3. The adapt to will long material took take not	
4. Breaking I law not copyright am	
5. Accurate the is material unbiased and	
6.	
7.	

Can you add any more?

Adapted from CLIL Essentials, British Council (2010)

Strategy 6: the Messy Teenager's BedroomWorksheet

This teenager's bedroom is in a mess. Work in groups and arrange the words to put things where they should be. The words in bold on the left are the head-words.

Wardrobe	Pillows	Rubber	sweatshirts	blankets	Pens
Desk	Paper	Jeans	pillows	jacket	Socks
Bed	School uniform	Sheets	notebooks	t-shirts	Pencils

Now create your own lexical sets with the following head-words:

Parts of the body

Movement (verbs)

Weather

Adapted from TKT Essentials, British Council (2008)

Strategy 7: Functional Language for Academic and General Situations Worksheet

Look at the situations in the columns, brainstorm and agree with your group on a suitable phrase or phrases you can use regularly with your friends in or outside classroom.

If you don't know how to pronounce or spell a word	If you have or haven't finished yet.	If you don't know what to do.
If you need to borrow something	If you want to check your answers.	If you want to clarify what has been said.
Asking questions	If you want to work with someone or meet after class.	Presenting Work
Comparing & contrasting	Agreeing & disagreeing	Showing preference and giving opinions.
If you want to know about the next lesson	If you need to go to the bathroom	If you don't understand something or need help

Adapted from CLIL Essentials, British Council (2010)

Strategy 8:Vocabulary Terminology Check (Matching/Table Completion)Worksheet

Part 1

Link the words on the left to the terms on the right

Quiet, Silent, Soundless	Compound nouns
Love, Hate, War, Peace	Prefixes
Crystal clear, Cosmetic surgery, real time	Collocations
Handbag, Flowerpot, Fingerprint	Antonyms
impossible, unlikely, misspell	Part of speech
Freedom, childhood, friendship	Synonyms
Noun, adjective, verb, adverb	Suffixes

Part 2

Now complete the table below with examples based on different words. The first one has been done as an example.

Compound nouns	
Prefixes	
Collocations	
Antonyms	
Part of speech	
Synonyms	
Suffixes	

Adapted from TKT Essentials, British Council (2008)

Strategy 9: Guessing Meaning from Context Worksheet

Work in groups. Read the following passage and answer the questions on it.

The journey of a river

Moving water has energy. The faster it moves the more energy it has. Rivers have energy, and they can wear things down, move things and carry them along as they flow. We call this the work of the river. The faster a river flows, the more energy it has and the more work it can do. Streams and rivers alter the landscape by redistributing materials through the three processes of erosion, transportation and deposition.

The start of a river is its source, which could be melting snow or ice, a spring (water bubbling out of the ground), a lake or a bog. The source of a river is usually in upland areas such as mountains or hills. Small streams flow downhill from the source and join other streams until they form the main river of a river system. The streams are the tributaries of the main river. In upland areas, water in streams and rivers is fast-flowing, cutting and eroding the land to form valleys, and features such as waterfalls.

Where two streams join, or a stream joins a river, this is called a confluence. When the ground becomes flatter, the river slows down and starts to swing from side to side (meandering), making large bends (meanders). Sometimes, these large bends become cut off the main river and ox bow lakes are formed.

The end of a river, where it flows into the sea or sometimes a lake, is called its mouth. The area where the river meets the sea (the tidal part of the river) is called the estuary. A delta may be formed near the mouth of a river, if the land is very flat and the river is very slow-flowing and carrying a lot of sediment.

A. Finding the meaning elsewhere from the text
    1. What do we call the beginning of the river?
    2. What do we call the small streams that become part of a river?
    3. What is a confluence?
    4. What is a meander?
    5. At the end of a river, what do we call the place where the river meets the sea?
    6. What is a spring?
B. Make a glossary of the following words as used in the text. The first one has been done as an example.
    1. Bog – very wet ground (Marsh)
    2. Valley
    3. Sediment
    4. Meandering
    5. Waterfall
    6. Delta

Adapted from CLIL Essentials, British Council (2010)

APPENDIX V

INSTRUMENTS FOR DATA COLLECTION

Department of Arts and Social Science Education
Ahmadu Bello University, Zaria.

Student's Adm. No …….. Name ……

Combination…….Gender.....…..……..Time 30 Minutes

General English Vocabulary Test

INSTRUCTIONS: choose the most appropriate word or phrase for each of the questions and circle or tick the letter that is the best answer.

1. Which of the following words best expresses the meaning of HAGGLE?
   (a) crisis (b) impeach (c) ignore (d) Bargain

2. The opposite of 'CAPRICIOUS' is……
   (a) mercurial (b) unreliable (c) impulsive (d) predictable

3. Which word means: when there is no rain for a long time?
   (a) famine (b) drought (c) flood (d) disaster

4. List and explanation of several words means:
   (a) Agendum (b) Glossary (c) Appendix (d) Addendum

5. Find a suitable word close to the meaning of 'ZENITH'.
   (a) Middle (b) Under (c) Pinnacle (d) Nadir

6. Which word means: something that cures any evil or trouble?
   (a) Manner (b) Elixir (c) Panacea (d) Potion

7. Select the word opposite in meaning to 'RIGHT'.
   (a) Incorrect (b) Mistake (c) Sin (d) Wrong

8. Which word best expresses the meaning of 'BARBARIAN'?
   (a) Unkind (b) Impolite (c) Unlikeness (d) Uncivilized

9. Which word means: system of naming things?
   (a) Horticulture (b) Miniature (c) Genocide (d) Nomenclature

10. The opposite of 'DERANGE' is:

(a) Arrange (b) Disarrange (c) Disorder (d) Dislocate

11. Which definition is correct for the meaning of your 'COUSIN'?
    (a) Your cousin is your father's brother or sister
    (b) Your cousin is your aunty's brother or sister
    (c) Your cousin is your grandparents' son or daughter
    (d) Your cousin is your father's or mother's niece or nephew.

12. Which word means: a vehicle for carrying dead body to commentary?
    (a) Hearse (b) coffin (c) Bier (d) Cenotaph

13. Joint sovereignty exercised over a country by two or more countries means:
    (a) Pandemonium (b) colonialism (c) Enclave (d) Condominium

14. Which word means: the body of words used in a particular language?
    (a) Grammar (b) Vocabulary (c) Speech (d) Writing

15. Which word has a close meaning to 'EXTRICATE'?
    (a) Intricate (b) Tie (c) Difficult (d) Free

16. Which word means: the illicit partner of a married man or woman?
    (a) Bride (b) Fiancé (c) Spinster (d) Paramour

17. Which word means: equal in rank, merit or quality?
    (a) Chum (b) Contemporary (c) Peer (d) Colleague

18. Which word means: the killing of one person by another?
    (a) Matricide (b) Genocide (c) Regicide (d) Homicide

19. The word that means: a periodic, printed report that contains news of interest to a specific group like a society or employee is …….
    (a) Bill-board (b) Newspaper (c) Journal (d) Newsletter

20. Which word is opposite in meaning to 'OBSCURE'?
    (a) Vacant (b) seldom (c) distinct (d) unusual

21. The meaning of 'COMMEND' is …….
    (a) Order (b) Praise (c) Remark (d) Perform

22. Which word means: the sound made by ducks?

(a) Quack (b) Coo (c) Mew (d) Bray

23. Which word means: deliberate damage to property?

(a)Masochism (b) Vandalism (c) Censure (d) Nepotism

24. The word 'EXTEMPORE' means:

(a) Exquisite (b) Dear (c) perfect (d) without preparation

25. The word 'DISCARD' means:

(a) Destroy completely (b) Get rid of as unwanted (c) Give strong support (d) search for something

26. Which word means: the opposite of 'TENTATIVE'?

(a) Immediate (b) Urgent (c) Developed (d) certain

27. The word 'DELICACY' means:

(a) Shy (b) Weakness (c) Sensitive (d) Thin

28. 'OBSOLETE' means:

(a) No longer in use (b) currently in use (c) everyday in use (d) forever in use

29. Which word means the antonyms of 'DIFFIDENT'?

(a) Confident (b) Afraid (c) Difficult (d) Indifferent

30. The meaning of 'LETHARGY' is ……..

(a) Danger (b) Energy (c) Enthusiasm (d) Dullness

31. Which word means: a story handed down from one generation to another but probably not true?
(a) Myth (b) Folkore (c) Legend (d) History

32. Which word means: a boundary between countries?

(a) Territory (b) county (c) Frontier (d) Abroad

33. The word 'COWARDICE' means:

(a) Great Victory (b) Lack of interest (c) Lack of Courage (d) Adventure

34. Which word means: a person who writes plays?

(a) play-writer (b) playwright (c) player (d) Director

35. Which word best expresses the opposite of ‘STRIDENT’?

(a) Melodious (b) Musical (c) Stable (d) pleasant

36. Which word means: an exaggerated statement used to emphasize a point?

(a) Hyperbole (b) Irony (c) Metaphor (d) Sentence

37. The word ‘ASTRAY’ means going from:

(a) Home to post office (b) Office to office (c) Right to wrong direction (d) place to place

38. The word ‘PILOT’ means:

(a) A person who goes to airport (b) A person who buys aeroplanes (c) A person who flies an aero plane (d) A flying officer

39. Which word is completely different in meaning from the word ‘TRANSPARENT’?

(a) Thick (b) Opaque (c) Solid (d) Concrete

40. Which word means: a small room connected to a kitchen in which food and utensils can be stored?

(a) Cupboard (b) Barbecue (c) Pantry (d) Barn

41. Which word means: a hand written document that is yet to be printed?

(a) manifesto (b) Letter press (c) Manuscript (d) Edition

42. The word ‘REITERATE’ means:

(a) Deny (b) Repeat (c) Frustrate (d) Illustrate

43. Which of the following words expresses the meaning of ‘CONSEQUENCE’?

(a) Indifference (b) Serial (c) Affect (d) Outcome

44. One of the following words expresses the opposite of ‘INHIBIT’

(a) Surrender (b) Discard (c) Refrain (d) Activate

45. The word ‘VEHEMENTLY’ means:

(a) Openly (b) Abruptly (c) Widely (d) Forcefully

46. The opposite of ‘LIBERAL’ is:

(a) Unreliable (b) Intolerant (c) Strong (d) Responsible

47. Which word means: to bring a legal action against someone?
    (a) Prosecute (b) Proscribe (c) Promulgate (d) Convict

48. Which word means: to get back something which was lost etc?
    (a) Receive (b) Collect (c) Retrieve (d) Return

49. Which word means: to fix ideas, standard of behavior in a person's mind by frequent repetition?
    (a) Maltreat (b) Inculcate (c) Agitate (d) Indulge

50. The word that best expresses the meaning of 'BEMOAN' is ……
    (a) Lament (b) soothe (c) Denounce (d) Loathe

APPENDIX VI

VOCABULARY DERIVED FROM STUDENTS' HANDWRITTEN ARTICLES

1	Absenteeism
2	Accessible
3	Acquaintances
4	Adolescent
5	Adopted
6	Adverse
7	Aggressive
8	Allegation
9	Ambiguity
10	Anxiety
11	Apathy
12	Assimilation
13	Ban
14	Cannabis
15	Chronically
16	Cohesion
17	Compromising
18	Connectedness
19	Consumption
20	Context
21	Convey
22	Correlation
23	Costumed
24	Counter
25	Craze
26	Crucial
27	Crystal
28	Curve
29	Decade
30	Declining
31	Delinquent
32	Demand
33	Depress
34	Destabilize
35	Detected
36	Devastating
37	Diffusion
38	Diminish
39	Disrupt
40	Dissatisfaction
41	Dissertation
42	Distorted
43	Distress
44	Embraced
45	Escalation
46	Existential
47	Explode
48	Explore
49	Fangled
50	Fetus
51	Fibre
52	Forcefully
53	Forums
54	Foster
55	Framework
56	Frightening
57	Fundamental
58	Graders
59	Guidelines
60	Harness
61	Henna
62	Homicide
63	Hyphenation
64	Illicit
65	Immensely
66	Impacted
67	Incident
68	Index
69	Influence
70	Innocence
71	Insight
72	Insurgency
73	Integrity
74	Ironically
75	Irreversibly
76	Isolation
77	Latched
78	Longitude
79	Mainstream
80	Mandated
81	Manifestation
82	Manifested

83 Marginalization
84 Menace
85 Model
86 Motherly
87 Multilingual
88 Narcotics
89 Neglect
90 Obstacle
91 Obstruct
92 Obvious
93 Occurrence
94 Opiates
95 Opponent
96 Orthographic
97 Outright
98 Paradigm
99 Paranoid
100 Perception
101 Perpetrators
102 Perplexing
103 Perspective
104 Phenomenal
105 Placement
106 Platform
107 Potential
108 Pragmatics
109 Precise
110 Predominantly
111 Preliminary
112 Prescription
113 Preservation
114 Prevalent
115 Proficient
116 Prolonged
117 Prompted
118 Psychoactive
119 Psychosocial
120 Queer
121 Quell
122 Rapport
123 Realm
124 Reflects
125 Rejoice
126 Remotely
127 Reputations
128 Requirement
129 Ridiculed
130 Risk
131 Scenario
132 Sedative
133 Semantic
134 Setting
135 Smarter
136 Sniffing
137 Snorted
138 Solidarity
139 Spite
140 Spouse
141 Stakeholders
142 Stressful
143 Suicide
144 Sundry
145 Superstition
146 Suspiciously
147 Sustained
148 Symposia
149 Teenagers
150 Theorists
151 Thrill
152 Toxic
153 Tranquility
154 Truancy
155 Truant
156 Ultimately
157 Unanimously
158 Unconventional
159 Utility
160 Vast
161 Venerable
162 Virtual
163 Vital
164 Wireless
165

APPENDIX VII A

T-Test

Group Statistics

	treatment	N	Mean	Std. Deviation	Std. Error Mean
scores	1	25	64.16	7.977	1.595
	2	25	58.00	8.718	1.744

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	.153	.698	2.606	48	.012	6.160	2.363	1.408	10.912
	Equal variances not assumed			2.606	47.627	.012	6.160	2.363	1.407	10.913

APPENDIX VII B

T-Test

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
scores	1 Taskbased	25	64.08	4.415	.883
	2 Conventional	25	57.04	5.264	1.053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	.700	.407	5.124	48	.000	7.040	1.374	4.277	9.803
	Equal variances not assumed			5.124	46.589	.000	7.040	1.374	4.275	9.805

APPENDIX VII C

T-Test

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
scores	1 Taskbased	25	67.20	5.802	1.160
	2 Conventional	25	57.04	5.264	1.053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	.006	.941	6.484	48	.000	10.160	1.567	7.010	13.310
	Equal variances not assumed			6.484	47.552	.000	10.160	1.567	7.009	13.311

APPENDIX VII D

T-Test

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
scores	1.00 Taskbased	25	66.08	4.142	.828
	2.00 Conventional	25	57.04	5.264	1.053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	3.013	.089	6.748	48	.000	9.040	1.340	6.346	11.734
	Equal variances not assumed			6.748	45.487	.000	9.040	1.340	6.343	11.737

APPENDIX VII E

General Linear Model

Between-Subjects Factors

		Value Label	N
Group	1	Arts-based	25
	2	SocialScience-based	25
	3	Science-based	25
	4	Technology-based	25

Descriptive Statistics

	Group	Mean	Std. Deviation	N
beginning	1 Arts-based	50.32	7.476	25
	2 SocialScience-based	52.40	5.477	25
	3 Science-based	51.60	6.928	25
	4 Technology –based	51.60	4.000	25
	Total	51.48	6.074	100
middle1	1 Arts-based	51.68	12.698	25
	2 SocialScience based	55.52	4.293	25
	3 Sciencebased	56.88	6.300	25
	4 Technology based	55.68	3.772	25
	Total	54.94	7.777	100
middle2	1 Arts-based	55.36	13.537	25
	2 SocialScience-based	59.28	4.542	25
	3 Science-based	60.24	6.540	25
	4 Technology-based	57.68	12.684	25
	Total	58.14	10.112	100
posttest	1 Artsbased	64.16	7.977	25
	2 SocialScience based	64.08	4.415	25
	3 Science-based	67.20	5.802	25
	4 Technology-based	66.08	4.142	25
	Total	65.38	5.851	100

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.993	3285.584[a]	4.000	93.000	.000
	Wilks' Lambda	.007	3285.584[a]	4.000	93.000	.000
	Hotelling's Trace	141.315	3285.584[a]	4.000	93.000	.000
	Roy's Largest Root	141.315	3285.584[a]	4.000	93.000	.000
group	Pillai's Trace	.294	2.576	12.000	285.000	.003
	Wilks' Lambda	.725	2.648	12.000	246.346	.002
	Hotelling's Trace	.353	2.693	12.000	275.000	.002
	Roy's Largest Root	.251	5.973[b]	4.000	95.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + group

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Beginning	55.520[a]	3	18.507	.494	.687
	middle1	381.880[b]	3	127.293	2.180	.095
	middle2	341.240[c]	3	113.747	1.116	.346
	Posttest	174.520[d]	3	58.173	1.737	.165
Intercept	Beginning	265019.040	1	265019.040	7072.204	.000
	middle1	301840.360	1	301840.360	5169.089	.000
	middle2	338025.960	1	338025.960	3317.775	.000
	Posttest	427454.440	1	427454.440	12763.644	.000
Group	Beginning	55.520	3	18.507	.494	.687
	middle1	381.880	3	127.293	2.180	.095
	middle2	341.240	3	113.747	1.116	.346
	Posttest	174.520	3	58.173	1.737	.165
Error	Beginning	3597.440	96	37.473		
	middle1	5605.760	96	58.393		
	middle2	9780.800	96	101.883		
	Posttest	3215.040	96	33.490		
Total	Beginning	268672.000	100			
	middle1	307828.000	100			
	middle2	348148.000	100			
	Posttest	430844.000	100			
Corrected Total	Beginning	3652.960	99			
	middle1	5987.640	99			
	middle2	10122.040	99			
	Posttest	3389.560	99			

a. R Squared = .015 (Adjusted R Squared = -.016)
b. R Squared = .064 (Adjusted R Squared = .035)
c. R Squared = .034 (Adjusted R Squared = .004)
d. R Squared = .051 (Adjusted R Squared = .022)

Estimated Marginal Means

1. Grand Mean

Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Beginning	51.480	.612	50.265	52.695
middle1	54.940	.764	53.423	56.457
middle2	58.140	1.009	56.136	60.144
Posttest	65.380	.579	64.231	66.529

2. Group

Estimates

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Beginning	1 Artsbased	50.320	1.224	47.890	52.750
	2 SocialScience based	52.400	1.224	49.970	54.830
	3 Sciencebased	51.600	1.224	49.170	54.030
	4 Technology based	51.600	1.224	49.170	54.030
middle1	1 Artsbased	51.680	1.528	48.646	54.714
	2 SocialScience based	55.520	1.528	52.486	58.554
	3 Sciencebased	56.880	1.528	53.846	59.914
	4 Technology based	55.680	1.528	52.646	58.714
middle2	1 Artsbased	55.360	2.019	51.353	59.367
	2 SocialScience based	59.280	2.019	55.273	63.287
	3 Sciencebased	60.240	2.019	56.233	64.247
	4 Technology based	57.680	2.019	53.673	61.687
Posttest	1 Artsbased	64.160	1.157	61.863	66.457
	2 SocialScience based	64.080	1.157	61.783	66.377
	3 Sciencebased	67.200	1.157	64.903	69.497
	4 Technology based	66.080	1.157	63.783	68.377

Pairwise Comparisons

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a]	
						Lower Bound	Upper Bound
beginning	1 Artsbased	2 SocialScience based	-2.080	1.731	.233	-5.517	1.357
		3 Sciencebased	-1.280	1.731	.462	-4.717	2.157
		4 Technology based	-1.280	1.731	.462	-4.717	2.157
	2 SocialScience based	1 Artsbased	2.080	1.731	.233	-1.357	5.517
		3 Sciencebased	.800	1.731	.645	-2.637	4.237
		4 Technology based	.800	1.731	.645	-2.637	4.237
	3 Science-based	1 Arts-based	1.280	1.731	.462	-2.157	4.717

		2 SocialScience-based	-.800	1.731	.645	-4.237	2.637
		4 Technology-based	7.105E-17	1.731	1.000	-3.437	3.437
	4 Technology-based	1 Arts-based	1.280	1.731	.462	-2.157	4.717
		2 SocialScience-based	-.800	1.731	.645	-4.237	2.637
		3 Science-based	-7.105E-17	1.731	1.000	-3.437	3.437
middle1	1 Arts-based	2 SocialScience- based	-3.840	2.161	.079	-8.130	.450
		3 Science-based	-5.200*	2.161	.018	-9.490	-.910
		4 Technology-based	-4.000	2.161	.067	-8.290	.290
	2 SocialScience-based	1 Arts-based	3.840	2.161	.079	-.450	8.130
		3 Science-based	-1.360	2.161	.531	-5.650	2.930
		4 Technology-based	-.160	2.161	.941	-4.450	4.130
	3 Science-based	1 Arts-based	5.200*	2.161	.018	.910	9.490
		3 Science-based	1.360	2.161	.531	-2.930	5.650
		4 Technology-based	1.200	2.161	.580	-3.090	5.490
	4 Technology-based	1 Arts-based	4.000	2.161	.067	-.290	8.290
		3 Science-based	.160	2.161	.941	-4.130	4.450
		4 Technology-based	-1.200	2.161	.580	-5.490	3.090
middle2	1 Arts-based	2 SocialScience- based	-3.920	2.855	.173	-9.587	1.747
		3 Science-based	-4.880	2.855	.091	-10.547	.787
		4 Technology-based	-2.320	2.855	.418	-7.987	3.347
	2 SocialScience-based	1 Arts-based	3.920	2.855	.173	-1.747	9.587
		2 SocialScience-based	-.960	2.855	.737	-6.627	4.707
		3 Science-based	1.600	2.855	.576	-4.067	7.267
	3 Science-based	1 Arts-based	4.880	2.855	.091	-.787	10.547
		2 SocialScience-based	.960	2.855	.737	-4.707	6.627
		3 Science-based	2.560	2.855	.372	-3.107	8.227
	4 Technology-based	1 Arts-based	2.320	2.855	.418	-3.347	7.987
		2 SocialScience-based	-1.600	2.855	.576	-7.267	4.067
		3 Science-based	-2.560	2.855	.372	-8.227	3.107
posttest	1 Arts-based	2 SocialScience- based	.080	1.637	.961	-3.169	3.329
		3 Science-based	-3.040	1.637	.066	-6.289	.209
		4 Technology-based	-1.920	1.637	.244	-5.169	1.329
	2 SocialScience-based	1 Arts-based	-.080	1.637	.961	-3.329	3.169
		3 Science-based	-3.120	1.637	.060	-6.369	.129
		4 Technology-based	-2.000	1.637	.225	-5.249	1.249
	3 Science-based	1 Arts-based	3.040	1.637	.066	-.209	6.289
		2 Social Science-based	3.120	1.637	.060	-.129	6.369
		4 Technology-based	1.120	1.637	.495	-2.129	4.369
	4 Technology-based	1 Artsbased	1.920	1.637	.244	-1.329	5.169
		2 SocialScience-based	2.000	1.637	.225	-1.249	5.249

	3 Science-based	-1.120	1.637	.495	-4.369	2.129

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

*. The mean difference is significant at the .05 level.

Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.
Pillai's trace	.294	2.576	12.000	285.000	.003
Wilks' lambda	.725	2.648	12.000	246.346	.002
Hotelling's trace	.353	2.693	12.000	275.000	.002
Roy's largest root	.251	5.973[a]	4.000	95.000	.000

Each F tests the multivariate effect of group. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. The statistic is an upper bound on F that yields a lower bound on the significance level.

Univariate Tests

Dependent Variable		Sum of Squares	Df	Mean Square	F	Sig.
beginning	Contrast	55.520	3	18.507	.494	.687
	Error	3597.440	96	37.473		
middle1	Contrast	381.880	3	127.293	2.180	.095
	Error	5605.760	96	58.393		
middle2	Contrast	341.240	3	113.747	1.116	.346
	Error	9780.800	96	101.883		
posttest	Contrast	174.520	3	58.173	1.737	.165
	Error	3215.040	96	33.490		

The F tests the effect of group. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

APPENDIX VII F

T-Test

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Scores	1 Taskbased	100	65.38	5.851	.585
	2 Conventional	100	57.20	6.721	.672

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	.638	.425	9.179	198	.000	8.180	.891	6.423	9.937
	Equal variances not assumed			9.179	194.316	.000	8.180	.891	6.422	9.938

APPENDIX VIIG

Analysis of Task-based Students Performances at the beginning, middle and end of the study

Dependent Variable	Group	Mean	SE	95% Confidence Interval	
				Lower Bound	Upper Bound
Beginning	Artsbased	50.320	1.224	47.890	52.750
	SocialScience based	52.400	1.224	49.970	54.830
	Sciencebased	51.600	1.224	49.170	54.030
	Technologybased	51.600	1.224	49.170	54.030
Middle1	Artsbased	51.680	1.528	48.646	54.714
	SocialScience based	55.520	1.528	52.486	58.554
	Sciencebased	56.880	1.528	53.846	59.914
	Technologybased	55.680	1.528	52.646	58.714
Middle2	Artsbased	55.360	2.019	51.353	59.367
	SocialScience based	59.280	2.019	55.273	63.287
	Sciencebased	60.240	2.019	56.233	64.247
	Technologybased	57.680	2.019	53.673	61.687
Post-test	Artsbased	64.160	1.157	61.863	66.457
	SocialScience based	64.080	1.157	61.783	66.377
	Sciencebased	67.200	1.157	64.903	69.497
	Technologybased	66.080	1.157	63.783	68.377

Vocabulary development scores of the NCE II students taught using task-based at the beginning, middle and end of the study. The results were presented using means and standard errors of the means. The results revealed that there was a tremendous improvement in all the programmes from the middle assessment to the final measure. At the pre-test (beginning), Social Science, Science and Technology based almost had the same results. When the standard errors of the means were considered, the whole groups had the same distribution of means. The improvement is most glaring for the Science-based students from the beginning to the end. Considering the standard errors of the means, at each level of assessment, the results are appreciable. There were effects of the task-based instructional strategies on the vocabulary development scores of the students at the middle and end assessment.

The reason why science students out performed all other students in vocabulary development is that Nation (2006) stated that science students experienced sharing responsibilities for learning essential vocabulary with each other. The collaborative

nature of scientific work in the classrooms reinforces students to work in groups (i.e task-based) and less often in isolation.