

Effect of Content Based Approach of Language Teaching in Students Performance of Government College Kagoro

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ABSTRACT

Objective: This study aimed to assess the effect of Content Based Language Teaching (CBLT) on vocabulary development among Senior Secondary School (SSS) students at Government College Kagoro. **Method:** A Pre-Test and Post-Test design was adopted, with the population drawn from senior student classes. The data were collected through the results of the Pre-Test and Post-Test administered to both the experimental and control groups. **Results:** The findings indicated that CBLT significantly enhanced vocabulary development, with the experimental group outperforming the control group. CBLT proved effective in improving students' ability to learn and apply new words. **Novelty:** The novelty of this study lies in its focus on the specific impact of CBLT on vocabulary acquisition at the Senior Secondary School level, highlighting its potential for improving language skills in this educational context.

INTRODUCTION

Communicative Language Teaching (CLT) emerged in 1980 and it claims that the goal of language teaching is to develop "Communicative Competence" in learners and pays attention to all the four skills [1]. Brown, stated that "CLT is best understood as an approach, not a method" and many other new methods have been derived from it. Content-Based Language Teaching (CBLT), Task-Based Language Teaching (TBLT), and Competency-Based Language Teaching are three of the most important methodologies which have been derived from Communicative Language Teaching (CLT).

Communication Language Teaching (CLT) gave birth to Content Based Language Teaching (CBLT) and Task Based Language Teaching (TBLT). This is an approach that combines lessons with teaching condition similar to real situations for proper comprehension. The communicative approach to language teaching pays more attention to the learner [2]. In agreement to emphasize on the learner, Olaofe and Connie suggested that "the need for such teaching-learning approach that offers practical classroom resources..." be emphasized. Content Based Language Teaching (CBLT), mostly called English for Specific Purposes (ESP), knowing the English language needs of the students and preparing the curriculum of the course according to these needs are of vital importance. The Nine (9) Year Basic Education Curriculum of the Nigerian Universal Basic Education (UBE) states that "the main thrust of the effort of this stage is communicative competence through intensive practical sessions and as much as possible, the activities are expected to be interactive, 2007.

Opine that when it comes to the reading skill in a foreign language, the ample research shows it is gaining increasing importance [1]. Therefore, the instruction in reading in general and in English for Specific Purposes (ESP) reading, in particular, is assuming a more crucial role. To this end, the present study intends to investigate the effect of Content Based Language Teaching (CBLT) approach, a method in language teaching which blends language lessons with simulating content for every situation and assimilation can enhance and improve the effective teaching reading skill of Senior Secondary School (SSS) students of Government College, Kagoro and the nation at large. According to Dawel, the result released by West African Examination Council (WAEC) and National Examination Council (NECO) shows that nearly Sixty percent (60%) or more of the students who sat for the May/June examinations failed English language. This research attempts to find feasible solutions to reducing this rate of failure by using Content Based Language Teaching (CBLT) as experimental yardstick to test the effectiveness on vocabulary development of students.

Communicative Language Teaching (CLT) discussed in this research is Content Based Language Teaching (CBLT) which focuses on information learners will acquire through the medium on content rather than concentrating on language learning itself. It is focused on meaning and fluency being more important than accuracy [1], [3]. Content is the “subject matter from outside the domain of language” [1]. The focal point of Content Based Language Teaching (CBLT) lesson is on the topic or subject matter. During the lessons, students are focused on learning a new thing from the content material. It could be a passage from a textbook or an article from a Newspaper. Any area of interest from different disciplines or story can be used. In so doing, the learners develop their vocabulary in the target language. Students thereby learn language automatically [4], [5], [6].

Content Based Language Teaching (CBLT) is learner-centred, learner-active, learner-passive and discover learning by doing [1]. This approach allows the students to explore and discover new ideas and content. It enhances their overall perception and equally broaden their horizon. It further stimulates the nature of real working conditions and is potent enough to boost vocabulary development. If mere teaching and learning from the traditional method, which transforms the learners from playing the passive learner into an active participant in the course of learning. This situation creates an enabling environment for students’ speedy learning because they learnt by participation and doing.

Purpose of the study, it is very obvious that the present state of English language teaching and learning especially the availability of vocabulary in students’ performance leaves much to be desired. A scenario where most students at the Senior Secondary School (SSS) level in schools are usually faced with the problem of fluent communication and expression of ideas in second language (English) may result to this rate of failure. Worst is the situation where graduates of Secondary schools with distinctions in English language at the final examinations of West African Examination Council (WAEC) and

National Examination Council (NECO), but lack competence and performance in English language. This may be so largely because they lack enough vocabulary items in the target language to cope with the demands of language use. A learner who needs to communicate effectively in English language is expected to possess adequate vocabulary, without which ability to communicate will be hampered.

However, despite the relevance of English language to learners, a significant number of them cannot cope up with the challenges of skills and technicalities in English as a result of inadequate vocabulary. This can affect learners' interest and performance at Senior Secondary school levels. The pertinent question is: what could be responsible for this failure? One pronged answer could surface, the approaches of teaching the subject. Learners' lack interest and low performance is mostly attributed to the wrong teaching methods adopted by some teacher in teaching the subject especially vocabulary. This work is an attempt to find how Content Based Language Teaching (CBLT) can aid and improve vocabulary development at the Senior Secondary School level.

RESEARCH METHOD

A. Participants

The participants of the current study are Senior Secondary School (SSS) I - III students of Government College Kagoro in Kaduna State. First, four hundred (400) students at this school were chosen. These students were 151 in SS1, 120 in SS2 and 129 in SS3 and all of them are male students. It should also be mentioned that the students at the above mentioned school were from different socio-economic and of different mother tongues.

B. Instrumentation

In order to determine the effect of Content-Based Language Teaching (CBLT) approach to language teaching in Government College Kagoro, a mixed method comprising quasi-experimental Pre-Test and Post-Test was administered. The researcher used SPSS programme to process the gathered data by Pre-Test and Post-Test. Learners answered questionnaire before treatment and after the treatment. The Content Based Language Teaching (CBLT) lessons was the treatment given to the Experimental group while the Control group were taught by the conventional method. The questionnaires given to the learners before the treatment were the same questions given after the treatment but the questions numbers were changed. E.g. question four (4) may become question nine (9).

C. Procedure

This study was conducted from September to November 2024 and was carried out once a week for twelve sessions at Government College, Kagoro. After selecting the students, the researchers (who were actually the instructors too) applied Content-Based Approach (CBA).

The treatment was given for 12 sessions. This procedure was carried out for the whole term. After this period, a reading post-test was given to the students.

D. Data Analysis

Aggarwal, posits that Experimental design as aiming at demonstrating a relationship, hopefully, casual, between an independent and dependent variable. Population for the study is Four Hundred and Twenty Senior Secondary School (SSS) English language students of Government College Kagoro, in Kaura Local Government Area of Kaduna State. They were selected since the study involves teaching, close observation, monitoring, modifying students' classroom activities and analysis of data. They are considered because they share a close homogeneous English language background with all other students in Kaduna State. The target population from both the Senior Secondary School (SSS) classes are presented in table 1.

Table 1. Number of students in senior secondary school in government college, kagoro.

S/N	Classes	No. of Students
1	SS 1	156
2	SS 2	126
3	SS 3	138
Total		420

Sample size and sampling procedure done in that study came with one hundred and twenty (120) Senior Secondary School (SSS) students of English language from Government College Kagoro. The sampling was done and the students selected was done because successful and in-depth teaching need to be done through observation, monitoring, modifying students' classroom activities and analysis of data, Aggarwal.

RESULTS AND DISCUSSION

The effect of Content Based Language Teaching (CBLT) on students' vocabulary development at the Senior Secondary School (SSS) level is being evaluated to determine its impact on enhancing their language skills.

Table 2. Students' Performance Level for what is the effect of Content Based Language Teaching (CBLT).

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

The above table shows the performance of students in Content Based Language Teaching (CBLT) group at the Pre-Test and Post-Test. Thirty-One (31) students had high performance in the Post-Test as against Three (3) in the Pre-Test. From the table, it is clear that the students performed better after the treatment.

Content Based Language Teaching (CBLT) is being assessed for its effectiveness in promoting vocabulary development.

Table 3. Students' performance level for Content Based Language Teaching (CBLT).

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

The table shows the performance of students in Content Based Language Teaching (CBLT) group at the Pre-Test and Post-Test. Ten (10) students had high performance in the Post-Test as against Five (5) in the Pre-Test. This figure shows high performance from Thirteen (13) in the Pre-Test. It clearly shows that learners performed better after treatment.

The difference in vocabulary development between the experimental group and the control group is being analyzed, along with the performance levels of students taught using Content Based Language Teaching (CBLT) compared to those in the control group.

Table 4. Pre-Test performance of Content Based Language Teaching (CBLT).

Performance Level	Pre-Test CBLT	Control Group	Post-Test CBLT	Control Group
High	3	4	30	1
Moderate	17	17	6	3
Low	19	19	3	16

The above table shows the Pre-Test performance of Content Based Language Teaching (CBLT) and Control group. After the treatment, Thirty-One (31) students had high performance for Content Based Language Teaching (CBLT) group and One (1) for Control group. It is clear from the table that Content Based Language Teaching (CBLT) group performed better than Control group after treatment.

CONCLUSION

Fundamental Finding: The study established that Content Based Language Teaching (CBLT) significantly enhances vocabulary development among Senior Secondary School (SSS) students, as evidenced by the substantial difference between the Experimental and Control groups. This confirms the effectiveness of CBLT in fostering vocabulary acquisition at the Government College Kagoro. **Implication:** The findings suggest that employing CBLT as a teaching method enables students to grasp vocabulary more effectively and use words in appropriate contexts, aligning with prior studies like Stoller (2004). It emphasizes the importance of integrating meaningful systems into second language (L2) teaching and reinforces the necessity for teachers to adopt informed

and authentic teaching strategies. **Limitation:** While this research highlights the effectiveness of CBLT, its scope was limited to a specific school and educational level, which may affect the generalizability of the results. Future studies should examine its applicability across diverse contexts and student demographics. **Future Research:** Further investigations could explore how variations in instructional materials and teacher training impact CBLT's effectiveness. Additionally, longitudinal studies could assess the long-term retention of vocabulary among students exposed to CBLT versus traditional methods.

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