

**THE INFLUENCE OF TASK BASED METHOD ON THE TEACHING OF
INDIGENOUS LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN
EGOR LOCAL GOVERNMENT AREA.**

BY

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FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY.**

OCTOBER, 2023.

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
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THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF
ARTS(EDUCATION) IN ENGLISH AND LITERATURE.**

OCTOBER, 2023

CERTIFICATION

We, the undersigned, certify that the study was carried out by **Precious Eloghosa ONAIFO** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria. It is adequate in scope and qualify for the partial fulfillment of the requirements of the award of the degree of Bachelor of Art(Ed) in English and Literature.

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DEDICATION

This study is dedicated to God Almighty for His help all through my academic journey.

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Special thanks to God almighty for keeping me and making provisions for me all through my academic pursuit.

I sincerely appreciate my project supervisor, Mrs. V.E. Edobor-Uzamere for her professional guide, for the time given to me out of her tight schedule to scrutinize this work and make necessary corrections to ensure that the best comes out of this research. I deeply appreciate you Ma.

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ABSTRACT

This study was carried out to examine the influence of task based method on the teaching of indigenous language in Junior Secondary Schools in Egor Local Government Area of Edo State.

The research was carried out as a survey research using relevant literature from journals, books and the internet. Three research questions were raised and analyzed for the purpose of this study. A purposive sampling technique was used in selection of a hundred (100) students of JSS 2 and JSS 3 in four junior secondary schools in Egor local government area of Edo state. The data was collected with questionnaire and analyzed using simple percentage.

The study reveals what task based method is all about. It reveals the necessity of teaching indigenous languages in schools and also reveals the fact that task based method is very effective in teaching indigenous language. The study also unveils certain challenges in task based teaching method and how teachers can handle these challenges. The study further shows that task based method is very helpful in teaching indigenous language. This means that in order for teachers to properly inculcate indigenous language to students, task based method should be used. Compared to other methods of teaching, task based method has been proven to more effective in teaching indigenous language. This study also unveils that fact that students find it easy to learn when task based method is applied. Summarily, statistics shows that the indigenous language in Nigeria is on a speedy decline and it is likely to just disappear after a short while if this current generation is not equipped with the knowledge of our indigenous languages so it is necessary to educate them so that our indigenous languages will continue to be. As task based method has proven to be more effective, teachers are expected to study more about it and employ it when teaching indigenous languages to students.

CHAPTER ONE

INTRODUCTION

Background of the Study

Task-based language learning has its origins in communicative language teaching, and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to a task-based syllabus in an attempt to develop learner capacity to express meaning, while others wanted to make language in the classroom truly communicative, rather than the pseudo-communication that results from classroom activities with no direct connection to real-life situations. Others, like Prabhu in the Bangalore Project, thought that tasks were a way of tapping into learners' natural mechanisms for second-language acquisition, and were not concerned with real-life communication per se.

TBL is an approach to teaching that was originally used by second or foreign-language teachers. It is an approach that stems from Communicative Language Teaching (CLT) – a language teacher methodology – which emerged in the 1970s. Language teachers originally adopted Task-Based Learning for a variety of reasons with the most important being the desire to make their classrooms more student-centered, communicative, and collaborative by incorporating more interactive tasks.

Task-Based Learning (TBL) is also known as Task-Based Language Teaching (TBLT) and Task-Based Instruction (TBI). Its principal focus is on the completion of meaningful tasks. TBLT was popularized by N. S. Prabhu in 1987 while working

in Bangalore, India, according to Jeremy Harmer. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in during lessons.

Sometimes called ‘task-based language teaching’, in TBL lessons, students solve a task that involves an authentic use of language rather than complete simple questions about grammar or vocabulary. Task-based learning is an excellent way to get students engaged and using a language. That, plus the collaborative element, builds confidence in language and social situations. It’s also been shown to align with how we learn a language.

Task-based instruction is characterized by activities that engage language learners in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions. Tasks have been used for a broad range of instructional purposes, serving, for example, as units of course syllabi, activities for structure or function practice, and language focusing enhancements to content-based curricula.

Indigenous language on the other hand is a language that is native to a region and spoken by indigenous peoples. This language is from a linguistically distinct community that originated in the area. An indigenous language is also one that is spoken by the indigenous people of a region. An indigenous language is a language that is native to a region and spoken mainly by those in that region. Across the globe, different languages are spoken by different people of various tribes. The language a person speaks serves as an identifying factor. Languages play a central

role in the identity of indigenous communities. Each language provides a unique way of understanding the world. Each language acts as a repository of cultural knowledge, practices, and histories. The most effective engine of a people's culture is their mother tongue (MT). Indigenous languages are treasures of culture and self-identity. In other words, language is the indicator of history and self-identification because globalization is affecting all facets of life, our attitudes are bound to be affected linguistically.

However, most indigenous languages are also minority languages that are spoken by a very small number of people and many of them are in danger of losing out to more widely spoken languages. Factors such as assimilation into the dominant culture or even coercion to abandon minority languages have seriously decreased the number of native speakers. In some cases, there is only one known speaker of a language, which puts these languages at serious risk of becoming extinct. Indigenous languages are fading out, unnoticed, because there are not enough people who speak or learn them.

There is need to ensure that indigenous languages is taught in schools in order to ensure that it doesn't fade out. Task based learning being the best method of language teaching will help to educate children on their indigenous language.

Statement of the Problem

The indigenous languages in Nigeria is on a serious decline due to the fact that it is not taught effectively as it should as each generation comes by. There is need to preserve our indigenous language in order to ensure that it does not fade out

completely. Young ones of these days find it difficult to communicate in their indigenous language. Some cannot even hear at all. English has become so dominant that our indigenous languages has lost her place. This study seeks to investigate the influence of TBLT on the teaching of the indigenous languages due to the decline in the understanding and explicitness of the methods that has been in use.

Purpose of the Study

1. This study is intended to establish how indigenous language can be preserved.
2. This study is intended to establish the influence of task based method on teaching indigenous language.

Research Questions

1. Does task based method help in teaching indigenous language?
2. How effective is task based method in teaching indigenous language?
3. Do students find it easy to learn indigenous language when task based method is applied?

Significance of the Study

This research topic will be highly relevant to schools across Nigeria as they will be aware of the reason to educate students and pupils on indigenous language and also be aware of the best approach to use. It will also be of relevance to teachers, revealing to them the way to go about task based teaching approach.

This research work will be beneficial to curriculum planners as they will be aware of the need to add the learning of indigenous language into the school curriculum.

It is also going to be of relevance to parents. Parents can adopt task based teaching method in educating their children at home and also, Parents will also see the need for them to teach their children their indigenous language.

Lastly. The finding of this study will be used for future reference.

Definition of Terms

Task: An assigned piece of work often to be finished within a certain time. Task can also be defined as a clearly defined action or activity specifically assigned to an individual(s) by an appropriate authority.

Teaching: B.O. Smith defined teaching as “Teaching is a system of actions intended to induce learning”. Also, According to Gage (1963), “Teaching is a form interpersonal influence aimed at changing the behavior potential another person”.

Task based teaching method: Task-based learning is an approach to language learning where learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used.

Indigenous language: Indigenous language can be defined as a language that is native to a region and spoken by indigenous people of the same cultural value and belief.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Essence of Teaching Indigenous Language

One of the major essence of teaching the indigenous language is to preserve language. Our indigenous languages needs to be preserve as it is what makes us unique and it is a representation of our legacy. To preserve Nigeria's indigenous languages, the federal government enacted the National Policy on Education (NPE) in 1977. Section 1 (8) of the policy states that "the Federal Government shall take official interest in and make policy pronouncements on the teaching of the indigenous languages, instead of concerning itself solely with English Language". But in a repudiation of that policy as we have pointed out on several occasions, what you find written boldly in most schools is "vernacular speaking is prohibited". It is against this background that we must situate the recent adoption by the federal government of 'mother tongue' as a compulsory medium of instruction in primary schools in the country.

That people learn and comprehend best in their indigenous language has been confirmed by many research reports. For instance, countries like China, Japan, Taiwan, and South Africa that use mother tongue to teach Science and Technology are higher on the United Nations Human Development Index than Nigeria and others that use foreign languages. So, ordinarily, the federal government is not trying to reinvent the wheel, even when there are unconsidered variables in the new proposition.

Since embedded in our indigenous languages is our rich culture, history, traditions, and values, enforcing the national policy on education with regard to learning and teaching of mother tongue is important. According to the Education Minister, Adamu Adamu, who said the policy has officially taken effect, full implementation will start when the government develops instructional materials and qualified teachers are engaged. He further explained that the ‘mother tongue’ to be used in each school will be the dominant language spoken by the community where the institution is located. Meanwhile, it is important to examine the implementation of a similar policy and the challenges associated with choosing a ‘mother tongue’ in major cities across the country.

Today, there is a policy which stipulates that every pupil must during primary school education (which lasts six years), study two languages, namely, his/her mother-tongue, if available for study, or any other indigenous language of wider communication in his/her area of domicile alongside English Language. The policy also requires that students in Junior Secondary School (JSS), (which is of three-year

duration) must study three languages, namely, mother tongue, if available for study, or an indigenous language of wider communication in his/her area of domicile, alongside one of the three major indigenous languages in the country, namely, Hausa, Igbo, and Yoruba, provided the language chosen is distinct from the child's mother-tongue. In Senior Secondary School (SSS), which also lasts three years, a Nigerian child, according to the policy, must study two languages: an indigenous language and English Language.

Moseley (2010) reported that indigenous languages daily lose their native speakers and there are no new speakers of these languages. This weakens the strength of their transmission, thus, declining and putting them in danger. When speakers of a language stop using it, the language is in danger. A language is considered endangered if it is not being passed down to the next generation (Krauss, 2007). On a global scale, it is predicted that 3,000 out of 6,000 languages currently spoken will disappear in the next century. Other 2,400 languages will approach extinction, leaving only 600 languages in the category of languages that are safe (Osborn, 2010).

According to UNESCO (2019), out of the 7,000 languages currently spoken in the world, 6,700 are indigenous but only 4% of the world's population is fluent in these languages. Without taking appropriate action to address this problem, there would be a significant loss of indigenous languages. Although, the local communities in Nigeria speak a variety of indigenous languages, it is possible that some of these languages will eventually become extinct if nothing is done to

preserve, revitalize and promote them. There is, therefore, a need to explore ways to avoid the possible loss of the indigenous languages. This is why teaching indigenous language in schools is very vital.

Language is the main form of interaction with our environment. Words preserve stories, traditions, culture and identity. The indigenous language represent the legacy of our grandmothers and grandparents. It is expected that that this language preserved by passing them on to generation (s) coming because when an indigenous language disappears, the indigenous traditional knowledge (stories, legends, songs, values, myths, prayers) also disappears. Moreover, indigenous languages consist of accessing a world of culture and a different conception of the world. The treasure of indigenous languages is a heritage that should not be lost.

African indigenous languages carry their culture and history. Indigenous languages keep people connected to their culture which strengthens feelings of pride and self-worth. Language is necessary for transmission of cultural heritage from one generation to the next (Webb & Kembo-Sure, 2000). Language is important in maintaining wellbeing, self-esteem and sense of identity (United Nations, 2019, 2020). Since language and culture are intertwined, a child who has had exposure to his mother tongue learn cultural values that will help him or her to respect the fundamental principles of the society in which he or she lives (Adedigba, 2016; Benson, 2005; Kioko, 2015; Ogunnowo, 2006).`

Since 1951, UNESCO has been paving a path to promote multilingual education based on mother tongues during the very first years of schooling. The

middle of the 20th century saw a rise in support for this concept on a global scale. At a UNESCO meeting in 1951, linguists convened and recommended that children should start their schooling in their mother tongue. It was argued that when children are taught in a language they are unfamiliar with, it damages their emotional and intellectual development. Researchers like Fafunwa (1978) agreed with this notion and contended that if children were taught in the languages they are most comfortable with, they would acquire intended habits, attitudes and skills more effectively. He compared the mother tongue to the mother's milk, saying that it should be used to lay the foundation for instruction so as to encourage the growth of the child's intellectual curiosity, initiative and flexibility. He believed that the child could expand on what he had learned even in a different language. He considered the mother tongue to be the foundation for learning other languages. This is further supported by Araromi (2005) who claimed that if given proper encouragement, mother tongue learning will significantly improve children's performance in a wide range of school subjects as it enables students to generate and enthusiastically express new knowledge while asking and answering questions.

Research confirms that education through the mother tongue is a key factor for quality learning as it improves learning outcomes (Atetwe, 2013; Adedigba, 2016; Alimi, et al. 2020; Akintola & Adetunji, 2020). Well-documented empirical studies on mother tongue-based bilingual programs in developing countries such as Cameroon, Guinea, India, Mali, the Philippines, South Africa and Vietnam provide evidence for the numerous educational advantages in using indigenous language as a

medium of instruction. The study of Modiano in the Mexican highlands of Chiapas in 1973 reported that native children scored better than monolingual Spanish speakers in the transfer of reading abilities from the L1 to the L2. The Ife six- year project by Fafunwa (1978), the Rivers' Readers project in Nigeria and Philippine, the Kom experimental mother tongue education project (Walter & Chuo, 2011) and a host of others projects on mother tongue and bilingual education reported that students who were taught in mother tongue performed better than those who were taught in English (Fafunwa, 1978, Ndamba et al., 2007) even in English Language tests. Benson and Kosonen (2013) and Tupas and Martin (2017) demonstrated benefits of employing native languages other than English as the medium of instruction in schools. An investigation into the effect of mother language on primary students' reading and numeracy skills by Alimi et.al (2020) indicated that using mother tongues for instruction improved students' literacy and numeracy.

Starting from the first day of school, giving children the chance to learn in a language they can understand benefits the educational system as the likelihood of keeping children in school is high if they learn in their mother tongues (Adedigba, 2016). Additionally, instruction in mother tongues helps learners to understand and internalize concepts and encourages continuity in thought. When curriculum content is presented in a language that students are familiar with, a significant amount of time will be saved. Moreover, when children are taught in their mother tongues, they will have a clear understanding of the material and are better able to participate, indicate what they know and ask questions. According to UNESCO (2020),

indigenous languages improve the standard of instruction at the elementary school level, which is why it is urgent to prevent their extinction.

Several scholars investigated related topics. For instance, Ball (2010) worked on the mother-tongue- based bilingual or multilingual education in early years. Adedigba and Abdullahi (2016) evaluated teachers' knowledge and use of mother tongues as a medium of instruction in lower primary schools. Musa and Balogun (2017) assessed the role of mother tongue language in the achievement of Sustainable Development Goals in Nigeria and Alimi et.al (2020) studied the impact of mother tongues on primary school pupils' literacy and numeracy skills mastery. Findings of these studies confirmed that mother tongues played significant roles in education and development of children.

Summarily ,The teaching of an indigenous language enriches the spirit because it shows the diversity between cultures and their importance, promoting respect among them. Moreover, education must be a source of revitalization of the cultural identity of indigenous youth. Finally, learning our native language is our right.

POSITIVE IMPACT OF TASK BASED METHOD IN LANGUAGE

TEACHING

In education, there is a term called “Task based language teaching (TBLT).Task-based language teaching (TBLT) is an approach applied in the teaching a second or foreign language, where it engages learners in an interactional authentic language environment by having them to perform a series of tasks (Murad, 2009) using the target language for communication. The activities in the task are things that

relates to daily work, or in other words, the task is focused on real-life situations (Dailey, 2009). On the other hand, TBLT is a teaching approach that focuses on 'learning by doing', or process-oriented teaching approach, where communicative competence is the main objective. The communicative competence is not the ability to use the language correctly and appropriately like a native speaker, but it is about promoting the ability to communicate competently to accomplish a communication goal. TBLT aims not only to enable learners to acquire new linguistic knowledge but also to apply their existing knowledge. Hence, from this point, it could be said that TBLT involves both input-providing and output-prompting tasks, where a simple input-based task is used to build up target language proficiency.

TBLT offers many advantages over traditional ESL teaching methods, such as motivating learners by making the language more relevant and enjoyable, and providing opportunities for natural and meaningful interaction. Additionally, TBLT develops learners' fluency and confidence, fosters autonomy and creativity, integrates the four skills and various aspects of language in a holistic way, and exposes learners to different genres, registers, and styles of language use.

Task-based learning technique is beneficial to promote student's speaking achievement (Sinatra, 2009). In task-based learning technique, teachers have a lot of opportunities to develop various activities. Teacher can use fun activities with familiar topics to students. The familiarity of topic and the enjoyment in conducting the task is the solution of students' low participation in speaking class. Task-based

learning technique gives a greater chance to speak and communicate in the target language.

Task-based learning technique consists of some elements. One of those elements is setting. Setting refers to the classroom arrangement affecting interaction entailed in the task, such as pair work or group (Oura, 2001). Therefore, in implementing task-based learning technique, teacher often asks the students to interact with others to practice English. In this case, teacher mostly assigns students to work either in pairs or in groups. However, in implementing group work, teachers cannot just merely put the students into certain group randomly without any consideration. Instead, they should consider some factors; one of them is students' diversity in their preference in learning.

Task -based learning technique influence student's speaking technique in such a way that it provide more exposure on the target language. Most methodologist and researchers in Second Language Acquisition (SLA) admit that foreign language learning is favored when it meets with the following conditions: a) learners should be exposed to the language. There is a direct relationship between exposure to the language and linguistic acquisition. Exposure counts as a necessary input phase before the learners are able to generate any output and refer both to the oral and written language, and b) Learners use the language and practice with it especially in a communicative context. Learners can use the language in real life situation.

Those conditions have been intensively recidivated by the communicative method and task-based learning is consistent with its communicative roots in

assuming a similar claim. Task-based learning does not seem to be based on new learning principles. Rather, it offers a novel way of being exposed to and practicing the language, and at the same time involving and motivating the students. This novel way is the task. Practicing and using the language by means of a task is supposed to produce more effective teaching. It means that task in task-based learning provides full opportunities for both input and output requirements which are believed to be the key concept in language teaching.

Task-based learning technique increases students' interest, motivation and self confidence in learning. During the task, the learners were allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. They were not afraid of making mistakes on producing incorrect grammar, pronunciation or choice of words. Their interest and motivation were increased because students felt relax while learning. They did not get tense to produce a correct sentence. The learning situation was also fun and enjoyable. They could interact not only with their teacher but also with their friends in pair or group work. In addition, the authentic materials used by the teacher in implementing task-based learning technique also increased students' motivation in learning. The materials helped the learners involved in the real language. They felt that they gained a significant benefit on the materials in which they could use them in real settings. The students' self confidence especially poor students was also increased because they could get involve in teaching and learning process. They had the same portion to speak in the classroom as the good students.

From the previous explanation, it can be concluded that task-based learning technique and learning styles did affect students' speaking achievement. Task-based learning technique could influence students' speaking achievement because it provided sufficient opportunity for students to use the language, provided more exposure on the target language, and increased students' interest, motivation, and self confidence. Meanwhile, learning styles could influence students' speaking achievement due to the teaching technique implemented by the teacher, skill focused in the study, and students' culture.

Also, Task based method is suitable for all ages and backgrounds, especially young learners. All children have learned their L1 in a contextualized setting, learning grammar and structure inductively. Their focus is on meaning, not form. A special consideration for these learners is that their language skills are still developing and teachers must be careful to create appropriate tasks for their level (Bourke, 2006).

In addition, task based method can be used to teach content as well as language, can be combined with more traditional teaching methods, can provide motivation due to tasks being relevant and immediate, and can be a useful method for student who don't do well in more traditional type of classroom learning or where teachers have little autonomy over their lesson planning (Krahnke 1987).

Task-based teaching method pursue more than the amount of language activities and the participation of students. In fact, the accuracy of language, the grasp of vocabulary and the use of grammar are also emphasized, which needs to achieve the

following objectives. Accuracy: the accuracy of the grammar and language is very important. Comprehensive degree: task-based language teaching emphasizes the integrated use of language. Fluency: the method pays attention to cultivate the students' language fluency.

Task based teaching method let students participate in teaching activities; teachers and students “study together”; students can know more and integrate their knowledge in the process of finding the answer. On teaching skills, task-based teaching believes mechanical activities are required in the early stages, such as the class practicing reading together, drill practice, imitative questions-and-answers practice and so on. In the advanced stage they can have mutual interview, problem solving, role plays, discussions, debates, etc.

CHALLENGES IN TASK BASED METHOD

1. Difficulties in implementing task based approach:

A- Task is not clearly defined:

One of the reasons why it may be difficult to follow the guidelines set by the government is that the term task is not clearly defined in policy documents. Although TBLT is advocated in official papers, to which every teacher has access, the underlying principles of this approach are not explicitly defined which may lead to many different interpretations. One of the main documents called Classroom Proposals: General Basic Education Cycle 3 (Propuestas para el aula, EGB 3: Lenguas Extranjeras, 2011:17) states the following definition; “A task is composed of verbal input -as is the case with an oral or written text- or non verbal input, for

example a picture sequence -or a combination of both– for instance an encyclopedia – or an activity, which sets what the learners will do with respect to the input provided”. From this definition, it may seem that almost any combination of input-reaction sequence would constitute a task. This may lead to problems such as the one described by Carless (2012) in Zhang’s study where he found that though Chinese teachers claimed to use tasks, classroom observation showed that the activities they used did not qualify as such. Nunan (2004:14) also refers to this gap between policy and classroom practice and argues that this may be a case of “old wine in new bottles” where, officially, schools advocate an educational reform but, in fact, classrooms still reflect traditional practices.

Although the guideline includes an explanation of the difference among first, second and third generation tasks, a description of the task sequence and a proposal for planning a unit, some of the key features of TBLT are not even mentioned in the document. For example, one of the main steps before starting to design a task-based syllabus is to carry out a needs analysis as a means to collect data about the target tasks that should be incorporated in the program. As Willis and Willis (2007:180) explain, the “topics and activities will be determined by a needs analysis, which involves a close study of the target-language-using situations”. In general, this procedure is a more common point of departure for syllabus design in English for Specific Purposes (ESP) courses where learners have clearly defined objectives for learning the language than it is for a secondary school context where the range of different need will be as wide and varied as the number of students in a class. In

addition, there are some constraints that derive from the national curriculum, as is the case in Argentina, which means every school must meet certain objectives and cover a series of contents, usually expressed in terms of grammar structures or functions. Nevertheless, every school or even every teacher can choose the topic around which these contents will be framed in the actual syllabus and that is where the needs and interests of students can come into play. Of course, ideally every teacher wants to cater for all the communicative needs their students have since this would help increase learners' motivation and involvement in the learning process and that is one of the benefits of a TBLT syllabus, but in practice, this is harder to achieve. Sanchez points at the mismatch between policy guidelines and schools' syllabi when he says that "though in their curricula all schools describe their FL methodology and contents following the official guidelines, contents [are] defined (in reality) on the basis of the latest/favourite textbook chosen by the head of department" (Sanchez, 2010: 7). This clearly demonstrates that the needs analysis component of TBLT is almost inexistent in this context.

B- The complications of teachers and learners role;

TBLT places some demands on learners that they may not be accustomed to. In solving tasks, learners are expected to focus on task completion while at the same time caring for their use of the language. As stated before, in a strong form of TBLT, learners may be exposed to unfocused tasks in which they make use of all the language available in their repertoire. In some cases, this will demand the use of certain linguistic forms they may not be proficient in or even knowledgeable about,

thus they will need to deploy certain strategies to solve communication breakdowns. Interestingly, research has found that learners prefer teacher-led interaction in the class, and that in fact when comparing test performance, groups exposed to teacher-led tasks performed better (Bruton, 2005). However, as explained before, tasks which are integrated in a structured sequence with pre-task preparation and post-task focus can combine teacher-fronted and student-centred tasks. Moreover, research has found that although learners value a more learner-centred approach, they are not so open to voicing their opinions in the classroom or carrying out peer-interaction (McDonough and Chaikitmongkol2007), typically involved in tasks. On the other hand, as Ellis (2004:67) states “giving the learners a more active role in the classroom requires the teacher to adopt a different role.” According to Swan, in this framework, teachers function as managers and facilitators of learners’ task work (as cited in Ellis, 2009). Breen and Candlin also include the roles of the teacher as participant in co-constructed tasks, and observer and learner (as cited in Nunan, 2004). One more role I would like to add is that of material developer. A key element that will determine the success of a TBLT course is its suitability for the context in terms of level of complexity, grading, relevance for learners, etc. Finding a ready-made plan that meets all these characteristics for a specific course would be almost impossible, so this sees the need for creating materials that would suit the particular context. Nunan and Lamb describe the tendency in recent years for teachers to have a more active role in the development of their own materials (as cited in Nunan, 2004).

Although this role constitutes a great demand on teachers, tailored tasks have a better effect on learning. This role is demanding and time-consuming; however, in response to this problem, Willis and Willis (2007) describe some solutions participants in their study suggested such as adopting a course book and adapting the ready-made tasks to fit in the desired task-cycle and doing collaborative work. Sharing TBLT plans with other teachers or even planning lessons together can help reduce the strain put on just one teacher.

C- Other practical problems in implementing TBLT ;

There are some contextual factors which have been found to make the application of TBLT programs in the classroom context more difficult. To start with, one of the most observable factors is the number of students per class. With an average of at least 40 adolescent students per class, in the case of Argentinian schools for example, the proper implementation of the task-based syllabus is clearly difficult. Catering for their needs, as already discussed, or different proficiency levels, is one challenge; organizing whole class discussions for the pre-task or post-task sequence as well as managing group tasks are further challenges teachers must deal with. In addition, time constraints can be detrimental for the implementation of this approach since “the pressure of completing the course book or covering the language syllabus by the end of the term can be quite daunting” (Willis and Willis, 2007). In general, English lessons consist in three forty-minute long sessions which may not be enough to thoroughly carry out a task sequence. Of course, there are other alternatives, such as starting with the pre-task in one session,

and carrying out the task cycle on another day, or carrying out post-task work on a different day. As Willis and Willis (2007:213) advocate, with more time better spent in class learners “learn by using the language by themselves” not by receiving explanations of language rules. Teachers have expressed that carrying out tasks is more time-consuming than PPP sequences, and is more difficult to manage in numerous classrooms (Carless as cited in Zheng and Borg, 2014). Managing behaviour in task-based classes in large classrooms is another concern expressed by teachers. One of the great benefits of TBLT is that learners become more independent as they are guided towards achieving the outcome. But with more independence comes higher risk of indiscipline. This may be in the form of noise, disengagement from the task, return to L1 or even disruptive behavior. Carless’s (2002) study on the implementation of a task-based syllabus at primary level in China found that cases of indiscipline could start due to other factors such as unclear instructions, too easy or too difficult tasks, or the nature of the task itself. Thus, simply relating task work to disruptive behavior is a mistake that may be hindering teachers from implementing this approach.

2. Too much emphasis on task;

Seedhouse (1999) states that

“it could be argued that TBL emphasizes too much on tasks and communicating meaning and this could have an impact on how to use the language with the correct form.”

Performing tasks is not enough to develop communication skills completely and successfully.

Skehan (1996) expressed that,“TBL could have some dangers if it is not executed correctly and could result in affecting the growth and change of the language learners’ interlanguage.” This may cause barriers in language learning due to the presence of fossilization.

According to Richards and Rodgers (2001),

“TBL is still not convincing, that it is a superior teaching method; it remains an opinion rather than reality and certainty.”

Hedge (2000: 71) adds

“CLT involves the learners in tasks that are meaningful and have some kind of context that represents and reflects the true authentic language as it is applied and used in the real world surroundings. This authentic language is different and outside of the language that is commonly used in the classrooms.”

Another prominent issue raised is that since task-based learning promotes meaning based activities and the use of authentic language, it may not be applicable in certain parts of the world where there is limited opportunity to use the L2 outside of the classroom (Butler, 2011). Swan (2005) felt that the success of TBLT is limited to “exposure rich” contexts (p.393), since it assumes the availability to a large amount of input as well as opportunities for output. In an attempt to solve this problem, researchers (Butler, 2011; Carless, 2004, 2007, 2012; McDonough, 2015; Kim, et al., 2017) have suggested moving from “adoption to adaptation” (Butler, 2011, p. 43),

which means supporting a contextualized version of TBLT that may better suit the local needs and educational values in Asian countries. Ellis, on the other hand, suggests that TBLT may actually be ideally suited 'to acquisition-poor' contexts in its potential to create an alternative to the natural communicative environment within the classroom (Ellis, 2003, 2009).

3. The multiplicity of indigenous languages in Nigeria

Nigeria is a West African nation with a population of about 140 million people (Ajulo (2008)). It covers an area of 923,766 square kilometers, with over 200 different ethnic groups. Presently, the country is politically composed of 36 States and Abuja, the Federal Capital Territory. It is estimated that over 400 languages are spoken in Nigeria (Crozier and Blench (1992), Elugbe (1994)). Kari (2002) analysed the linguistic situation of Nigeria by stating that of the four phyla (Niger-Congo, Nilo-Saharan, Afro-Asiatic, Khoisan) to which African languages are grouped, three phyla are represented in the Nigerian linguistic terrain. These language phyla are Niger-Congo, Nilo-Saharan, and Afro-Asiatic.

Ogunyemi (2009) while trying to quote the exact number of languages in Nigeria states that there is a lot of controversy on the actual number of indigenous languages in Nigeria. Greenberg (1971) puts the figure at 248, Bamgbose (1976) estimates it at 400 while Hoffman (1975) puts it between 400 and 513 living. Oyetayo (2006) presents a more comprehensive analysis of the Nigerian linguistic situation by identifying 510 living languages and nine extinct languages. This brings the total number of indigenous languages (both living and extinct) in

Nigeria to 519. Thus Oyetade (1995) cited by Kolawole (1996) aptly describes Nigeria as a linguistically fragmented country.

As a linguistic heterogeneous nation, Nigeria qualifies as a good example of a multilingual nation with its accompanying problems of language choice, planning and implementation. According to Olagbaju (2009:4),

Nigeria is a perfect example of a multilingual nation with the resultant effect of the majority of her citizens having access to a minimum of two languages. Therefore, there are individuals who are bilingual or multilingual either in the indigenous languages (Hausa, Yoruba and Igbo) or indigenous languages and the English language (Igbo, Yoruba and English).

When a nation has access to more than a language in her national day – to – day experience, then the reality of a language contact situation cannot be ruled out. Language contact as explained by Ajulo (2008) is a situation which arises whenever there is a meeting of speakers who do not all share the same language and who need to communicate. When the communicative needs of such people go beyond what gestures and other paralinguistic signals can achieve, the use of a second language becomes necessary. Thus, in a bid to cater for all the languages and assign responsibility to each; there is a need for language planning, policy development and implementation.

To this end, an official document first published in 1977 (revised in 1981, 1998 and 2004) titled the National Policy on Education (NPE) has made explicit what could be described as a national language in education policy.

The policy prescribed the medium of instruction to be used at various levels of education as well as languages to be taught at different stages of Nigerian education and for how long. The policy states that the medium of instruction during the pre-primary school stage shall be the mother tongue or the language of the immediate

environment. At the primary school level, the medium of instruction shall be the language of the immediate environment for the first three years while English shall be taught as a school subject. From the fourth year, English shall progressively be used as a medium of instruction while the language of the immediate environment and French shall be taught as subjects. At the secondary school level, English shall also be the language of instruction the while language of the environment, one major Nigerian language other than that of the environment (Hausa, Igbo or Yoruba) and French shall be taught as school subjects.

The multiplicity of indigenous language in Nigeria was one of the reason why English was made the lingua Franca. Picking out a particular indigenous language to be taught in schools is a major challenge as parents would not want their kids to learn an indigenous language that is not theirs.

CHAPTER THREE

METHODOLOGY

This chapter deals with the methods and procedures used in this study. They shall be discussed under the following sub-headings:

- Research design
- Area of study
- Population of study
- Sample and sampling technique
- Research instruments
- Validation of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

Research Design

The research design adopted for the study is the survey research designs. It describes a systematic investigation on the influence of task-based approach in teaching indigenous language in junior secondary schools in Egor local government. The descriptive survey research design uses both quantitative and qualitative research methods. It is used primarily to conduct quantitative research and gather data that is easy to analyze statistically. However, it can also provide qualitative data that will

help you describe and understand the research subject. The choice of this method was partly necessary due to its ability to meet the objectives of the study and due to constraints in terms of time and finances.

Area of Study

The study will be conducted in Egor local government area of Edo state.

Population of the Study

The population of this study is made up of junior secondary school students in JSS 2&3 in one Public and one Private school for 2023/2024 academic session.

Sample and Sampling Technique

Sample sizes of 50 students will be used for the survey each. Two classes from two schools will be purposively sampled bringing the total population to a 100 and the researcher made use of simple random sampling technique to select the class.

Research Instrument

The instrument to be used for the collection of data is a structured questionnaire. The questionnaire used for this study is tagged, " Questionnaire on the influence of task based method on the teaching of indigenous language". The questionnaire consists of closed questions and is divided into section A and section B.

Section A deals with the biography (demography)of the respondents while section B comprises of items generated from the research questions.

Validation of the Instrument

The instrument for data collection is subjected to content validation and will be validated and scrutinized by the supervisor and two lecturers, research experts in the

Department of Educational Foundation. Criticisms and suggestions will be duly observed by the researcher for the production of a final draft for the instrument before being administered.

Reliability of the Instrument

The reliability of the questionnaire was carried out using the split-half reliability method. In split-half reliability, a test for a single knowledge area is split into two parts and then both parts given to one group of students at the same time. The scores from both parts of the test are correlated. A reliable test will have high correlation, indicating that a student would perform equally well (or as poorly) on both halves of the test.

Research Procedure

The researcher visits the two (2) junior secondary schools involved in the study, first the researcher meets with the school principal to be formally granted permission to use their school for her research work. While permission is granted by the school principal, the school principal will introduce the researcher to the school Native language head-teacher for the researcher to explain to the Language head-teacher the purpose of the research and request for assistance, so as to help the researcher achieve the purpose for which the research is being conducted.

During the researchers discussion with the head-teachers of each school, she discusses on the purpose of the study, how to administer the test to the students and also, discussion on how to retrieve the question back from each group or class will be outlined.

Two classes from two schools will be used for the true survey.

Method of Data Collection

The questionnaire will be administered personally by the researcher to the respondents that were randomly selected from the sample after some briefings on the purpose of the study and a guide on the procedure for filling the gaps and answering the questions. The respondents will be assured of confidentiality and urged to answer the questions honestly in the best of their knowledge. The questionnaires will be collected on the spot with a 100% retrieval rate.

Method of Data Analysis

The data collected will be analyzed and results will be displayed on tables showing frequency of responses with the percentage equivalents.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

This Chapter focuses on the presentation of data, analysis of the results and the discussion of findings. All data here were properly collected and analyzed. The data presented is for the assessment of the influence of task based method on teaching indigenous language to Junior secondary school students in Egor local Government Area of Edo State.

The 100 questionnaires administered were all duly collected and returned. This represents 100% of the total questionnaires administered by the researcher.

SECTION A (DEMOGREFHIC DATA)

Gender Distribution

Gender	Respondents	Percentage (%)
Male	50	50%
Female	50	50%
Total	100	100%

The table shows that 50 respondents which represent 50% were male and 50 respondents which represent 50% of the respondents were female.

Research question 1: Does task based method help in teaching indigenous language?

A	SA	D	SD
35	64	1	-
36	61	1	1
53	42	3	2

Item 1 of the table above shows that 35% of the respondents agree, 64% strongly agree while 1% disagree that task based method helps in teaching indigenous language. This implies that most of the respondents are of the opinion that task based method helps in teaching indigenous language. Item 2 shows that 36% of the respondents agree, 61% strongly agree, 1% disagree and 1% strongly disagree that task based method helps in teaching indigenous language. This implies that most of the respondents agreed that task based method helps in teaching indigenous language. In Item 3, 53% agree, 42% strongly agree while 3% disagree and 2% strongly disagree . This shows that most of the respondents agreed that task based method helps in teaching indigenous language.

Research question 2: How effective is task based method in teaching indigenous language?

A	SA	D	SD
43	55	1	1
20	18	42	20
45	46	5	4
39	56	2	3
39	57	1	3
42	49	3	6

Item 4 shows that 43% of the respondents agree, 55% strongly agree, 1% disagree while 1% strongly disagree. This means that most of the respondents are of the notion that task based method increase the learning pace of slow learners. In Item 5, 20% agree, 18% strongly agree, 42% disagree while 20% strongly disagree. This means that most of the respondents is on the notion that students taught with task based method do not perform better than students taught using other method of teaching. Item 6 shows that 45% agree , 46% strongly agree while 5% disagree and 4% strongly disagree. This implies that most of the respondents of the notion that task based method stimulates student interest in the subject matter being taught. Item 7 shows that 39% agree, 56% strongly agree, 2% disagree and 3% strongly disagree. This implies that most of the respondents are of the notion that task based method helps to capture student's attention during the learning process . Item 8 shows that 39% agree, 57% strongly agree while 1% disagree and 3% strongly disagree. This

shows that most respondents are of the notion that task based method helps low performing students do better academically. Item 9 shows that 42% agree, 49% Strongly Agree while 3% disagree and 6% strongly disagree. This shows that most of the respondents are of the notion that task based method makes learning more attractive.

Research question 3: Do students find it easy to learn indigenous language when task based method is applied?

A	SA	D	SD
29	70	1	-
55	40	3	2
-	3	9	88
26	28	41	4

Item 10 shows that 29% agree, 70 strongly agree while 1% disagree and none strongly disagree. This shows that most of the respondents are of the notion that task based method increases student's ability to internalize what is taught in class.

Item 11 shows 55% agree, 40% strongly agree while 3% disagree and 2% strongly disagree. This shows that most of the respondents are of the notion that task based method aids understanding of subject matter amongst students.

Item 12 shows that no respondents agree, 3% strongly agree while 9% disagree and 80% disagree. This shows that most of the respondents are of the notion that students

do not get distracted whenever task based method is used in class.

Item 13 shows that 26% agree, 28% strongly agree while 41% disagree and 4% strongly disagree. This shows that average percent of the respondents are of the notion that task based method speeds up assimilation of indigenous language.

Discussion of Findings

The findings from the study reveals that task based method is very helpful in teaching indigenous language. This means that in order for teachers to properly inculcate indigenous language to students, task based method should be used.

Also, the study reveals that compared to other methods of teaching, task based method is very effective in teaching indigenous language.

Lastly, the findings from this study also brings to our notice that students find it easy to learn when task based method is applied.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion as well as recommendations made in light of this research.

SUMMARY

A total population of 100 students (respondents) was used for this study. A total number of 100 respondents was used as the sample, and the purposive sampling technique was used to select the respondents. A total of 100 questionnaires were administered and all data were properly collated and analyzed. In analyzing the data, the simple percentage analysis was used.

The essence of this research was to critically examine the influence of task based method in teaching indigenous language in junior secondary schools in Egor local government area.

The study reveals what task based method is all about. It reveals the necessity of teaching indigenous language in schools and also reveals the fact that task based method is very effective in teaching indigenous language. The study unveils certain

challenges in task based teaching method and how teachers can handle these challenges.

CONCLUSION

Students these days find it difficult to understand and also communicate in their indigenous languages, indigenous languages is on a speedy decline and it's likely to just disappear after a short while if this current generation is not equipped with the knowledge of our indigenous languages so it is necessary to inculcate them so that our indigenous languages will continue to be. Task based method is one teaching method that is really effective in teaching indigenous languages so teachers should employ task based method in teaching indigenous languages.

RECOMMENDATIONS

Based on the research findings, the following recommendations below will be of great importance to teachers, school proprietor, curriculum planners etc

1. Firstly, the National council on education should make it compulsory for all schools (Primary and secondary schools) to add the indigenous language to the list of subject they teach to students this is because some schools do not even have any indigenous language as part of the subjects they teach and because it is not mandatory and also there is no strict enforcement of the national policy that indicates that pupils be taught two languages which include the mother tongue, if available for study, or the indigenous language where the school is resident alongside English, as there is no strict enforcement of this policy, most schools fail to implement this policy resulting to a serious decline of the indigenous languages in Nigeria.

2. Curriculum planners should do well to add the indigenous language to the school curriculum so that schools will have no other choice than to add the indigenous language to the list of subjects they teach to students.
3. Task based method has been proven to be more effective than other methods of teaching, so teachers should study well about task based teaching method and employ it when teaching indigenous language to students.
4. School proprietors should get the requisite textbooks for teachers to use in teaching indigenous language to students.
5. Parents are also encouraged to assist the teachers by communicating with their wards in their mother tongue so as to aid quick learning.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
UNIVERSITY OF BENIN
BENIN CITY
EDO STATE

**QUESTIONNAIRE ON THE INFLUENCE OF TASK-BASED APPROACH
IN THE TEACHING OF INDIGENOUS LANGUAGE IN JUNIOR SCHOOLS
IN EGOR LOCAL GOVERNMENT AREA.**

Instruction: Kindly tick (✓) on that which agrees with your opinion

Section A (Personal Data)

Sex () Male () Female ()

Marital Status: Single () Married () Separated ()

School Name: _____

Section B (key)

SA= Strongly agree, A = Agree, D= Disagree, SD= Strongly disagree

S/N		SA	A	SD	D
	Does task based method help in teaching indigenous language?				
1	Task-based teaching helps teachers present their lessons more clearly in a way students can understand				
2	Task based teaching assists teachers to teach in a more orderly fashion				
3	The use of task based teaching and learning enhances indigenous language				
	How effective is task based method in teaching indigenous language?				
4	Task based teaching increases the learning pace of slow learners.				
5	Students taught with task based method perform better than students taught using other method of teaching.				

6	Task based method stimulates students interest in the subject matter being taught.				
7	Task based approach helps to capture the student's attention during the learning process.				
8	Task based approach helps low performing students do better academically.				
9	Task based approach makes learning more attractive.				
	Do students find it easy to learn indigenous language when task based method is applied?				
10	Task based approach increases student's ability to internalize what is taught in class.				
11	Task based aids understanding of subject matter among students.				
12	students tend to get distracted whenever task based approach is used in class				
13	Task based approach speeds up assimilation indigenous language				