

Full Length Research Paper

A comparative study of the effectiveness of language development and vocabulary methods in teaching reading comprehension in primary schools: Implication for teachers and curriculum planners

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This study was designed to compare the effectiveness of the language development and the vocabulary methods in teaching reading comprehension in Primary Schools. The population for the study comprised all the Primary Schools in Kaduna State. Simple random sampling technique was used to select two schools out of the three hundred and eighty-four (384) schools in Kaduna metropolis and thirty (30) pupils from each of the schools selected. The data for the study were analyzed using the mean scores and T-test. The findings showed that all the null hypothesis were accepted, indicating that there were no significant differences in the gain scores of pupils taught reading comprehension using the language development method and those taught the vocabulary method. The result, however, further revealed that the gain scores of pupils taught, using language development method were higher than those of the pupils taught using the vocabulary method in all the three different tests (i.e cloze, word recognition and retelling test).Based on these findings, teachers are encouraged to adopt a thematic integrated approach (i.e combining the salient features of the language development method and the vocabulary method.

Key words: Language development, vocabulary method, word recognition, reading comprehension.

INTRODUCTION / BACKGROUND TO THE STUDY

The National Policy on Education in Nigeria (2007) recognizes the role of the school in literacy development. This is implicit in the statement that one of the primary aims of education is the acquisition of appropriate skills, abilities and competences, both mental and physical, as equipment for the individual to live in and contribute to the development of his society (section 1, (7d). it is more explicitly expressed in the statement that a major objective of basic education is "the inculcation of permanent literacy" (section, 3 (16b) and in section (17c) that specialist teachers will be provided for language arts with special emphasis on reading (P.14)".

However, there are many factors, which inhibit the implementation of the reading objectives of the National Policy. At the basic education level, there is the problem of inadequate preparation of teachers to carry out teaching instruction. There is considerable evidence that

teacher training institutions are neither providing prospective primary school teachers with an understanding of the nature of the reading process nor are they equipping them with the skills needed to teach pupils how to read (Oyetunde, 1989; Yusuf (2009).

Tharp et al (2002) have proposed five methods for effective pedagogy as critical for improving learning outcomes for all pupils, especially those of diverse ethnic, cultural, linguistic or economic backgrounds. The five methods were established through CREDE research and through an extensive analysis of the research and development literature in Education and diversity. The methods represent recommendations based on agreement in the literature across all culture, racial, and linguistic groups in the United States at all age levels and all subject matters (CREDE, 2002) Thus, they express the principles of effective pedagogy for all pupils. The

methods also describe the ideal conditions for instruction for pupils at risk of educational failure. Effective classroom implementation, according to Tharp et al (2000) is vital.

The five methods identified by the group for effective pedagogy are the result of many years of works by the Centre for Research in Education, Diversity and Excellence (CREDE) and its predecessor, the National Centre for Education on Cultural Diversity and Second Language Learning. The work began at the Kamehameha Early Education Program, in Honolulu in 1970. These methods were put through a consensus process, presenting them to various educational researchers, teachers, parents, administrators, policy makers, in focus groups, auditoriums, workshops and conferences, as well as at professional meetings and to communities. This process took five years and for the past three years, no disagreement has been encountered. Hence, CREDE has now issued these consensus statements as methods which one could interpret as setting ideals for best teaching practices. To the best knowledge of this researcher, none of these methods have been tested for possible adoption in primary or post primary schools in Nigeria. There is therefore the need to test these methods to ascertain their effectiveness or otherwise in the Nigeria context. The present study compares the effectiveness of language development method and vocabulary method in teaching reading comprehension in primary schools.

Several studies, Saunders and Goldelberg (2001), Tharp 2002) have found language development useful in enhancing literacy development. Language development is a purposeful planned, goal-directed conversation on an academic topic between a teacher and a small group to meet any learning goal in any content area, these studies have focused attention on the effectiveness of language development in teaching reading comprehension and thus providing its effectiveness as a method that can be used in teaching reading and comprehension.

Need for the study

Deficiency in the reading ability among pupils has become a concern to specialists in reading (Unoh, 1983; Oyetunde and Umolu, 1989; and Yusuf, 2005). The alarming rates at which such concerns are expressed have precipitated the need to continually carry out research in reading in primary and post primary schools. It is hoped that the findings of this research will be useful in helping teachers to teach reading comprehension effectively and efficiently. It is equally hoped that literacy would perhaps be enhanced if pupils reading ability is improved through more effective and more efficient methods.

Most of the studies so far conducted in Nigeria have concentrated on examining reading difficulty of pupils at

the primary and secondary levels (Oyetunde and Umolu, 1990; Yusuf, 2005). This study is based on the opinion that there are other non-text factors that can affect reading comprehension as well. Literature search reveals that such non-text factors as pedagogic factors have largely received little or no attention in Nigeria as far as this researcher is informed. The absence of such crucial information as the actual effect of pedagogic factors on reading comprehension constitutes a problem, which has motivated the present study.

Given the situation above, any effort to upgrade the quality of reading instruction could neither be wasted nor misplaced. Such effort could be considered a step in the right direction since it could constitute an investment.

Purpose of the study

The purpose of the study is to

- (a) To determine the difference in the pre-test and post test gain scores of students taught using language development method and those taught using the traditional vocabulary method in cloze test.
- (b) To determine the difference in the pre-test and post-test gain scores of pupils taught using the language development method and those taught using the traditional vocabulary method in word recognition test.
- (c) To determine the difference in the pre-test and post-test gain scores of pupils taught using language development method and those taught using the traditional vocabulary method in retelling test.

Research Questions

- (i) What is the difference in the pre-test and post test gain scores of students taught using language development method and those taught using the traditional vocabulary method in cloze test?
- (ii) What is the difference in the pre-test and post-test gain scores of pupils taught using the language development method and those taught using the traditional vocabulary method in word recognition test?
- (iii) What is the difference in the pre-test and post-test gain scores of pupils taught using language development method and those taught using the traditional vocabulary method in retelling test?

METHODOLOGY

Research Design

The research design of the study was quasi experimental in nature and employed the test re-test method. This

involved a pre-test and post-test as advocated by Cambell and Stanley (1986).

In this research, the treatment group was taught for twelve(12) weeks (i.e. one complete school term), using the language development method in teaching reading comprehension, while the control group of the study was taught, using the traditional method of teaching reading comprehension (i.e vocabulary method).

The Population

The population from which the sample was drawn was made up of primary five pupils in all the seventy-one (71) Primary Schools in Kaduna metropolis. An urban population was selected in order to ensure that a wide range of reading abilities was represented among the pupils similarly; the urban population was made up of pupils from all over Nigeria, representing a wide range of ethnic groups and socio-cultural background. primary two was selected because pupils at primary five should have recorded reasonable progress in reading and acquired adequate skills to carry out the various reading tasks, in the reading comprehension tests.

Sample and sampling Technique

Papers were randomly picked from the box until the two schools required for the study were selected. Thirty (30) pupils from each of the two schools (60 in all) were selected using the same random sampling procedure. This same procedure was used to assign the two schools selected as either treatment or control group.

The two schools used for the study were LEA Primary Schools U/Rimi (as treatment group) and Barnawa 1Primary School (as control group). These schools were located far apart geographically to minimise interaction between the pupils of the two schools. A total of sixty pupils used for this study could be justified based on the assumption that the mean performance of pupils was likely to vary by a random selection of 30 pupils per school. (Borg and Gall, 1998)

Instrumentation

The instruments of the study included cloze test, word recognition and retelling test. Three passages were carefully selected from the Macmillan Primary English textbook 5 currently in use in Kaduna. The prose passages were selected because the:

- (i) Prose passages were interesting in nature;
- (ii) Subject matter of the prose passages were of interest to both male and female pupils; and
- (iii) Content of prose passages were educative and informative.

(a) The Cloze Test

The cloze procedure is employed in the study because of its value as a valuable and reliable assessment technique both in the first and second language situations (Umolu, 1990). Cloze has been documented as discriminating effectively between 'good' and 'poor' readers; and between high and low achievers (Smith, 1975). Thus one can safely assume that a good reader will perform better on a cloze reading comprehension task than a poor one.

The cloze test format used was a fixed-ratio deletion format (deleting of every nth word). The deletion rate chosen was every seventh word. There were two major reasons for the choice of an every seventh deletion rate. Cloze tests with a fixed deletion rate are easiest for primary school teachers to construct. Secondly, using an every seventh deletion means that the length of the passage does not have to exceed 250 words to yield 20 deletions (Bormuth, 1963). In this study, the cloze test was based on "The storm". There were twenty blanks in all, based on seventh word deletion ratio.

(b) Word recognition test

In the word recognition test used for this study, twenty words that were crucial to the understanding of the passage, titled "The Faming in Nigeria" were written on flash cards and pupils were asked to identify the words in the passage.

Five marks were awarded for each correct word identified. A total of 100 marks were awarded to the twenty words correctly identified.

(c) Retelling

Retelling is a power compression strategy and assessment tool. Pupils learn to identify, clarify and organize their thinking as well as evaluate other's use of language and interpretations of meaning. Research confirms that pupils' retelling result is increased in understanding of story structure, oral language development and reading comprehension (Oyetunde, 2009;, Yusuf, 1997; 2001; 2005). Retelling also emphasizes key components of literary elements and genres. The key concept of retelling includes:

- (a) Develop an understanding of story structure, oral language and reading comprehension.
- (b) Examine key components of literary elements and genres.
- (c) Become aware of the development and instructional steps that lead to written retelling.
- (d) Learn to scaffold comprehension with oral retelling and story props.

Retelling can specifically reveal the point or points that pupils can recall in the stories they read. Some may

Table 1. showing the difference in the pre-test and post-test mean score of pupils taught using the language development method and vocabulary method in cloze test

Method	Pre-test (x)	Post-test (x)	Difference Gain score	Standard Deviation
Language development	48.93	61.40	12.47	6.49
Vocabulary Method	49.87	60.27	10.40	

recall little of the story but communicate a point while retelling. Others may recall a good deal more and yet communicate largely the same point. The retelling text used in this study was based on a passage titled "Fire."

Procedure

The teacher arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis; The teacher sets has a clear academic goal that guides conversation with pupils and ensures that students talk occurs at higher rates than teacher talk. The teacher guides conversation to include pupil's views, judgments, and rationales using text evidence and other substantive support. The teacher ensures that all pupils are included in the conversation according to their preferences. He/she listens carefully to assess levels of pupils' understanding, assists pupils learning throughout the conversation by questioning, restating, praising, encouraging etc; and guides the pupils to prepare a product that indicates the language development's goals was achieved. Pupils were taught for twelve weeks following the above procedure.

Data presentation and analysis

Research Questions

The following three research questions were answered in this study as follows:-

(a) Research Question One

What is the difference in the Pre-test and Post-test scores of pupils taught using the language development method and those taught using the vocabulary method in cloze test?

In answering research question one the difference between the pre-test and post-test was calculated. If the post-test was higher than the pre-test, it was considered that the pupils gained, but if the post-test was lower than the pre-test, there was either little or no gain.

The difference in the pre-test and post-test scores of pupils taught using the language development method in cloze test was 12.47 as presented in table 1. This shows that the pupils made appreciable gain, judging from the

50% benchmark set. One could, therefore, say that there was improvement as a result of instruction.

The difference in the pre-test and post-test of pupils taught using the vocabulary method in cloze test was 10.40 presented in Table 1. This gain, shows that the pupils made appreciable gain, even though, the gain was not as high as that of the instructional conversation group. One could also say that there was improvement as a result of instruction.

The answer to the above stated question, therefore, is that, indeed, there was a difference between the pre-test and post-test scores of students taught using language development method and those taught using the vocabulary method in cloze test. The gain was slightly higher in favour of language development group suggesting a more positive outcome as a result of instruction through innovative participatory teaching approach.

Hypothesis 1

The first hypothesis stated in the null form is:

There is no significant difference in the post-test gain scores of pupils taught reading comprehension using language development method and those taught using the Vocabulary Method in cloze test.

This stated statistically is

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Where μ_1 is the mean of the language development method at the pre-test and μ_2 is the mean of the vocabulary method at the post-test. To test this hypothesis, the t-test statistic was used as summarized in Table 4.

From table 4, the t-calculated is 0.21 and the t-critical (computed from Microsoft excel, version 2000) is 0.84. This means that the t-critical is higher than the t-calculated. The rule of decision states that if t-calculated is less than t-critical, then H_0 i.e. the null hypothesis is accepted. In this instance, the t-calculated is less than the t-critical, therefore, the null hypothesis which states that there is no significant difference in the post-test gain scores of pupils taught reading comprehension using Instructional Conversation Method and those taught using the Vocabulary Method in cloze test was accepted.

(b) Research Question Two

What is the deference in pre-test and post-test gain

Table 2. showing the difference in the pre-test and post-test mean score of pupils taught using the language development method and vocabulary method in word recognition test.

Method	Pre-test (\bar{x})	Post-test (\bar{x})	Difference Gain score	Standard Deviation
Language development	53.17	64.50	11.33	6.21
Vocabulary	50.83	60.17	9.33	

Table 3. showing the difference in the pre-test and post-test scores of pupils taught using the language development method and vocabulary method in retelling test

Method	Pre-test (\bar{x})	Post-test (\bar{x})	Difference Gain score	Standard Deviation
Language development	54.17	72.50	18.33	7.98
Vocabulary Method	49.67	61.33	11.67	

Table 4. showing comparison of the gain scores of students of the two groups in test 1 (Cloze test)

Method	Pre-Test	Post-test	Gain	df	SD	t-Cal	t-critical	Decision
Language development	48.93	61.40	12.47	29	6.49	0.21	0.84	Accepted
Vocabulary Method	49.87	60.27	10.40					

N = 30
P ≤ 0.05

scores of pupils taught using language development and those taught using the vocabulary method in word recognition test?

The difference in the pre-test and post-test scores of pupils taught using language development Method in Word Recognition Test was 11.33 while those of the pupils taught using the Vocabulary Method was 9.33 as shown in table 2. From the table, one could see clearly that the pupils using the language development Method had a higher score in Word Recognition Test than those taught using vocabulary Method. One could interpret this score as gain. This means pupils taught using Language Development Method gained more in Word recognition test than those taught using the Vocabulary Method.

The answer to research question two, therefore, is that, there was a difference between the pre-test and post-test of pupils taught using Language Development Method and those taught using the Vocabulary Method in Word Recognition test.

Hypothesis 2

The second hypothesis stated in the null form is:

There is no significant difference in the post-test gain scores of pupils taught reading comprehension using Language Development Method and those taught using Vocabulary Method in Word Recognition test.

To test this hypothesis, the t-test was used. The summary of the computations is shown in the table 3 below:

From the Table above the t-calculated is 0.21 and the t-critical is 0.84. This means that the t-calculated is less than t-critical, then H_0 i.e. the null hypothesis is accepted. In this instance, the t-calculated was less than the t-critical, therefore, the null hypothesis which stated that there was no significant difference in the post test gain scores of pupils taught reading comprehension using language development method and those taught using the vocabulary method in word recognition test was accepted.

(c) Research Question Three

Is there any difference in the pre-test and post-test scores of pupils taught using the Language Method and those taught using the vocabulary method in retelling test?

The difference in the Pre-test and Post-test scores of pupils taught using the Language development method in retelling test was 18.33 while those of the pupils taught using the Vocabulary Method was 11.67 as shown in the Table. The difference in the performance of the two groups of pupils from the data presented in the table is very clear. The difference in the pre-test and post-test scores of pupils taught using language development Method in retelling test was higher than those of the

Table 5. Showing comparison of the score of pupils of the two groups in test 2 (word recognition test)

Method	Pre-Test	Post-test	Gain	df	SD	t-Cal	t-critical	Decision
Language development	53.17	64.50	11.33	29	6.21	0.21	0.84	Accepted
Vocabulary Method	49.87	60.27	10.40					

N = 30
P ≤ 0.05

Table 6. showing comparison of the gain scores of pupils of the two groups in test 3 (retelling test)

Method	Pre-Test	Post-Test	Gain Score	df	SD	t-Cal	t-Critical	Decision
language development	54.17	72.50	18.33	29	7.98	0.002	0.999	Accepted
Vocabulary Method	49.67	61.33	11.67					

N = 30
P ≤ 0.05

pupils taught using Vocabulary Method.

The answer to research questions three, therefore, is that there was indeed, a difference between the pre-test and post-test scores of pupils taught using the Language Development Method and those taught using the vocabulary method in retelling test.

One would observe that performance in the post-test scores has generally improved in the three different tests irrespective of the method that was used. In other words, the two methods were effective in teaching pupils reading comprehension although the language development method showed better gains.

Hypothesis 3

The third hypothesis stated in the null form is:

There is no significant difference in the post-test gain scores of pupils taught reading comprehension using language development method and those taught using vocabulary method in retelling test.

To test this hypothesis, the t-test statistic was used. The summary of the computation is shown in Table 6

From Table 6, the t-calculated is 0.02 and the t-critical is 0.99.

This means that the t-critical is again higher than the t-calculated. The rule of decision states that if t-calculated is less than t-critical, then H_0 i.e. the null hypothesis is accepted. In this instance, the t-calculated is less than the t-critical, therefore, the null hypothesis which stated that there was no significant difference in the post test gain scores of pupils taught reading comprehension using language development method and those taught using the vocabulary method in retelling test was accepted.

DISCUSSION

The findings in tables 1-6 agree with Tharp et al (2002) and Smith (1975) who have all stressed the use of

language development, and knowledge of vocabulary items or words as effective in enhancing the teaching of reading comprehension. Williams (1990) also stressed the need for language teachers to be sensitive to variables within the teaching situation in selecting methods of teaching. This study has carefully included such consideration in using both methods.

An interesting finding that was revealed from the study was the fact that the pupils taught using the language development method performed very well in retelling test. They were more fluent in using English language than their counterparts. The vocabulary group on the other hand, performed very well in cloze test and word recognition tests probably because of their exposure to words and their meaning.

The findings in this study are also in line with earlier studies which indicated increased gains in pupils achievement when one of the five pedagogical method was used in teaching (Tharp, 2002).

Furthermore, the finding has been able to refute the earlier claim by CREDE that language development is superior to and effective in all countries or classrooms. The findings of this study shows that the effectiveness of language development method depends on a number of factors or considerations such as variation in school type and in classroom situation, background experiences of the learners, pedagogical issues, location in terms of facilities, the psycho-social factors and so on etc. The use of language development method should take into consideration the peculiarities, learner background, experience and teacher quality and effectiveness.

In Nigerian classroom, there are various categories of readers and teachers must consider their reading experiences. The bottom-up approach will be more useful for instance in teaching vocabulary items while the bottom-down approach will be useful in teaching retelling of stories/texts.

IMPLICATIONS

Implications for Teachers

From the findings of this study, it would appear that both the language development method and the vocabulary method have significant effects on pupils' reading comprehension.

While the language development method enhances pupils language proficiency and encourages pupils to use their natural abilities to make and confirm predictions as they read, the vocabulary approach helps to increase pupils knowledge on words and their meanings and since knowledge of word meanings is a basic component of reading ability, a thematic integration of the language development method and the vocabulary approach is therefore recommended.

An integration of the vocabulary method with the language development method will enrich our reading comprehension lesson. This could be achieved by using the language development method during the introductory and main part of the reading comprehension lesson and then the vocabulary method after pupils' silent reading of the passage. Teachers should realise that the use of prior knowledge would assist pupils to match new in-coming textual information in order to derive meaning. There is therefore the need for teachers to stimulate pupils' existing knowledge and then make them relate their background knowledge to the text. Through language development method, the teacher leads pupils to set a purposeful conversation/dialogue. This helps pupils to look for the relevant information. It also encourages concentration. Teachers must be creative in devising strategies that will encourage pupils to make use of their experiential background. One way of doing this is by providing them with guided questions directly related to the new knowledge to be gained from the passage. Teachers can stimulate pupils' interest through some pre-reading questions before reading any given text.

Reading comprehension is a meaningful activity because of communication between the author and the reader. Every reading comprehension passage introduced to pupils should reflect the fact that the purpose of reading comprehension is to make sense of print. It should be noted that the way teachers teach reading comprehension has an important influence on whether or not learners view reading as a meaningful activity. It is important for teachers to bear in mind that the essence of reading comprehension is understanding, hence pupils do not have to read aloud, or even pronounce each word perfectly to teach pronunciation, pupils are likely to concentrate on the way they call words rather than on getting meaning from what they are reading. Reading comprehension lessons should be made an enjoyable activity.

Teachers should encourage interactive activities, active participation, collaboration and co-operative learning in

any reading task. This can be done through dramatization, pair reading, group work and interactive question and answer sessions. This will make reading comprehension lessons more meaningful and interesting. It will also encourage active participation.

Teachers should use demonstration, miming or dramatization where necessary in teaching reading comprehension. Teachers should encourage pupils to perform different activities before, during and after reading to enhance their language proficiency.

Activities before reading include; sketch of what to read, drawing of an aspect of what to read, reading and interesting portion of what to read to stimulate reading, stating the importance of the passage, showing a picture of what the passage is about, relating the passage to the child's experience, acting part of the passage and so on.

Activities during reading include: drawing, labeling, painting, filling puzzles, filling blanks, role playing, dramatizing, tracing, re-ordering, transforming, retelling, vocabulary search, searching for meaning and the intention of the writer and so on.

Activities after reading include: answering comprehension, filling the gaps, completion, matching, re-ordering, transforming, painting, discussing answers in pairs, rows, groups, by males, females,, performing co-operative group work, task-based reading interaction, task based comprehension interaction, guessing meaning of new words using context clues (searching for meaning from the text, predicting new words etc).

No education programme can rise above the quality of its teachers. The teacher factor becomes a critical one in the improvement of reading efficiency and much more effort is needed to raise their level of competence. In this regard, teachers should be encouraged to belong to professional associations like the Reading Association of Nigeria (RAN). They should also seek to upgrade their classroom pedagogy through reading journals and attending relevant conferences and workshops that promote reading effectiveness.

Teachers should see reading as process of meaning making and not as a process of "barking at print". A more meaning-oriented approach would also require teachers to attend to the presentation of meaning of new words through instructional conversation and to develop techniques for the checking of meaning.

Teachers in teacher training colleges should be exposed to courses that will expose them to a variety of meaning oriented approaches to reading. Teachers and pupils should be encouraged to think of reading as a process of obtaining information and as an opportunity to be communicated with, rather than a process of promoting the work of the teacher. In-service methodology sessions should be provided for primary school teachers on a systematic basis and it should be ensured that a "meaning making" approach to reading is integrated into the sessions.

In teacher training colleges, a meaning making

to the teaching of reading should be given prominence. Trainees should be equipped with appropriate techniques for presenting meaning and checking understanding and for reading out to pupils who encounter difficulty with texts.

Workshops and seminars for teachers are generally recognized to be an effective means of introducing innovations to practicing teachers but experience has shown that teachers are reluctant to introduce innovations in their classrooms without the backing of their superiors. To this end, therefore, the Federal Ministry of Education and the Universal Basic Education Commission at the National, State and Local Government levels should ensure that these workshops are mounted for teachers to disseminate this new innovative method of teaching reading comprehension.

Implications for Curriculum Planners

Curriculum Planners need to take into consideration students' experiential background in their selection of topics for reading comprehension. They need to try as much as possible to include language development activities as part of the reading activities in all primary classes. This will help to set purpose for their reading and also enhance pupil's language proficiency.

There is a need for Basic Planners to involve classroom teachers in future curriculum development in reading. This is necessary because teachers can provide information on actual classroom encounters. They can make suggestions on the content and language methods. They can also trial test draft materials in their classrooms.

Curriculum Planners should ensure that the reading component in the English Language Curriculum is given more emphasis. As a matter of fact, a new reading curriculum should be developed. The curriculum should emphasize the use of Language Development drills. Language Development that would encourage pupils to operate at the three levels of comprehension namely, literal, inferential and critical levels.

The Reading Curriculum should include lots of exercises in cloze test, word recognition and retelling exercises.

The Reading Curriculum should emphasize the acquisition of basic reading comprehension skills in order to promote the correct concept of reading as personal meaningful communication. Pupils should be given ample opportunities to practice reading. This implies that pupils should be exposed to a variety of interesting and well-written reading materials suitable for a wide range of reading abilities.

The readability level of reading text should be appropriate to the pupils' grade levels. The difficulty level should constantly serve as a basis for review or modification to prevent pupils from operating at frustration level.

Specialist teachers in Reading should be trained.

Colleges of Education and Universities should offer courses in reading in order to produce NCE teachers in reading as well as graduates in Reading.

A new Curriculum for Reading should be developed to train teachers in Colleges of Education and Universities in teaching pupils reading in schools and colleges.

CONCLUSION

Teachers should be encouraged to adopt a thematic integrated approach (i.e. combining the salient features of the language development and the vocabulary method). Since the Language Development method enhances pupils' language proficiency and the vocabulary method increases pupils' knowledge of words and their meaning, the two methods could complement each other, if efficiently used.

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