Task-based Language Teaching in an Elementary Igbo Language Classroom

By

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Abstract

The teaching of the Igbo language has been described as fraught with traditional pattern practice of the formalists' orientation. Positive dispositions indicate a need to inculcate current learner-centered approaches to language teaching and learning. This paper sets out to propose the tenets of TBLT in an Elementary Igbo language classroom, such that learners' pragmatic use of Igbo would be achieved in a natural context right from the classroom to the real Igbo world. The study used a three-stage TBLT framework to attempt aredesigning of an existing content of an Elementary Igbo course. Though the study encountered a myrriad of problems in this

endeavour, it discovered that the grammatical patterns could be adapted to serve as communicative tasks and then be (re)constructed to teach required or desired skills. Such practices would move learners of Elementary Igbo to a more practical focus on accuracy which flows into fluency. Teaching and learning Igbo would also be moved more conveniently away from heavy emphasis on traditional focus on form, which prescribes fluency before accurate production. It is believed that this learner-centered movement would consequently stimulate in the learners a need and desire to learn Igbo in an enjoyable, facilitative and effective manner, as well as engender vibrant needs analyses processes in teaching and learning Igbo.

Introduction

The need to depose the well known but heavily criticised formalists' approach to language teaching led to the change in focus resulting in more effective language teaching approaches, especially the task-based language teaching (TBLT) approach. TBLTis an extension of the principles of communicative language teaching (CLT) and an attempt by its proponents to apply principles of second language acquisition (SLA) in language teaching (Izadpanah, 2010; Richards and Schmidt, 2002). The aim is to develop process-oriented syllabi (Long and Crookes, 1993 and Breen and Candlin, 1980, in Larsen-Freeman, 2008) and design communicative tasks that promote learners' actual language use right from the classroom environment to the real world of a target language (TL). Several authors perceive TBLT primarily as a classroom

practice (Van Avermaet and Gysen, n.d.; Larsen-Freeman, 2008) and as Izadpanah (2010) observes, this perception offers it three main features. Firstly, it is learner-centered (also, Skehan, 2010; Nunan, 2004). Secondly, there are particular components like goal, procedure and specific outcome. Thirdly, its focus is less on linguistic forms, but more on meaningful activities related to content (also, Littlewood, 2002). Research in TBLT, especially in relation to English language, abound in the literature and the field has grown "to full maturity", while its goal has moved from the most primary to the "multi-dimentional classification" (Izadpanah, 2010: 47-8).

The teaching of the Igbo language over the years has been heavily characterised by traditional principles and techniques of language teaching akin to those of formalism. Ahamefula, Okoye and Babarinde (2013: 36) agree with this assertion and observe, "[the] pattern practice approach to language learning which has for long been the major approach to Igbo language teaching and learning" has been described as "A major factor militating against Igbo language learners attaining communicative competence" (Nwigwe, 2010, in Ahamefula Okoye and Babarinde, 2013: 36). Consequently, the time is ripe to adopt and adapt, into the study, teaching, learning and use of the Igbo language, the principles and techniques of modern communicative approaches to language teaching and learning. The motivation for the study stems from the result of a diagnostic test with indications that an embarrassing 32% of the undergraduate first year students

who are of Igbo origin, are "encountering" Igbo for the first time in their lives in the university. As such, this study posits that the prevalent structural syllabuses in use in Elementary Igbo programmes need to be redesigned to fit current communicative language teaching approaches like TBLT, which would benefit learners bettter.

Problem of the Study

This paper notes that a good percentage (22%) of the learners of an Elementary Igbo course has been observed to possess low communicative abilities in Igbo (Nwankwere and Eme, 2015). Some of the major reasons attributed to this situation include that the course is not proficiency-based. It is designed to be taught primarily in English medium to introduce the structure of the Igbo language to the students. Thus, there is heavy emphasis on the tenets of the formalists with regard to grammatical patterns and the traditional approach to teaching them (Ahamefula, Babarinde and Okoye, 2013). The sole use of this approach militates against the students' acquisition of effective communication abilities or skills in Igbo, and thus, the approach falls short of expectations in the current dispensation with Igbo emerging as a second language (L2) in South Eastern Nigeria(SE), particularly in Anambra State. The situation raises the question of what approach to adopt to inculcate the requisite effectiveness. On this premise, this study is embarked upon to attempt an illustration of how some of the much criticised features of formalism, like, the grammatical patterns and the translation exercises of the existing content of an Elemenatry Igbo course could be redesigned and adapted

to serve as communicative tasks and be (re)constructed to teach required and/or desired skills to learners of Igbo.

Purpose of the Study

Now that teaching and learning Igbo at all educational levels is advocated in the SE and has been flagged off in Anambra State, the purpose of this study is to examine the course outline of an existing Elementary Igbo programme to discover if its activities are in line with current demands for teaching and learning Igbo in promoting the learners' communication ability in Igbo. For instance, the study seeks to know if what is available is complaint with some tenets of TBLT; and where the teaching and learning activities fall below expectations, to recommend the TBLT approach. Specifically, the study seeks:

1. to discover the type of activities making up the current teaching units outlined for use in an Elementary Igbo programme;

2. to examine these activities to determine their appropriateness in enshrining effective teaching and learning of Igbo, particularly as L2 in the SE;

3. to attempt a redesigning of the existing course outline, where it falls short of expectation, using TBLT features to reconstruct the grammar points and translation exercises into tasks for use in a TBLT approach to the teaching and learning an Elementary Igbo course;

4. to propose the adoption of TBLT tenets in all Igbo teaching and learning programmes, in order to achieve a progressive, measurable, positive development of the Igbo language;

5. to propose implementing current language teaching/learning demands, like using Igbo to teach, learn and communicate in Igbo either as a first language (L1) or a second language (L2) at all educational levels.

Research Questions

1. What type of activities are inculcated into current teaching units outlined for use in an Elementary Igbo programme going on in the SE?
2. To what extent are these activities appropriate in achieving effective teaching and learning of Igbo, particularly as a second language (L2) in the SE?
3. How can the existing structural syllabus be redesigned using TBLT features to reconstruct the grammar points and tanslation exercises into tasks for use in a TBLT approach to teaching and learning an Elementary Igbo course for enhanced effectiveness?
4. To what extent is it possible to adopt TBLT tenets in all Igbo teaching and learning programmes to ensure appropriate use, steady and positive development of the Igbo language?
5. To what extent can current language teaching/learning demands be implemented in using Igbo to teach, learn and communicate in Igbo either as L1 or L2 at all educational levels?

Significance of the Study

This paper observes that the Elementary Igbo course under study, with its English medium, could not be said to be obeying a provision of Krashen's (1985) input

hypothesis, which as Nunan (2004: 79) notes, requires the development of the four basic skills in such a way that in the early stages of the acquisition (or learning) process, extensive listening and reading (reception) of TL should precede speaking and writing (production). Motivated by the proposal of the output hypothesis (Swain, 1985, in Nunan, 2004) that TL production is paramount because it helps learners to 'syntacticise' or encode utterances grammatically, this paper undertakes to redesign the Elementary Igbo II, a non proficiency course, into a skeletal TBLT course. The intended use of TBLT principles and techniques in redesigning this Elementary Igbo course is, among other benefits, meant to:

1. create awareness of the TBLT features that Igbo language teachers could adopt in the teaching and learning process to help the students develop communicative abilities or skills in Igbo;

2. encourage the teachers of all Igbo language programmes to identify and appropriate, in their teaching, some new instructional factors that facilitate their students' learning and use of Igbo;

3. encourage using TBLT advantages to promote a student-centered learning environment for Igbo;

4. encourage teachers of Igbo programmes to provide contexts or opportunities that will enable learners to acquire the vocabulary and skills that will engender higher achievements akin to Igbo for academic purposes;

5. promote the use of authentic materials in Igbo teaching and learning programmes to elicit pragmatic use of Igbo in the learners;

6. provide in the classroom natural contexts for the study of Igbo in order to stimulate in the learners a need and desire to learn the language;

7. stimulate redesigning of courses, syllabuses and curricula for teaching and learning Igbo in compliance with current communicative approaches like TBLT;

8. engender the spirit of producing new materials that comply with the new age and trend, particularly, with regard to computer technology for use in teaching and learning Igbo;

9. call for inculcating capacity building in Igbo with regard to the culture of training and retraining of teachers and supporting staff in the new trends like TBLT and electronic teaching and learning;

10. propose using Igbo to teach and learn Igbo L1 and L2 at all educational levels to promote communication in Igbo; thus, motivating all stakeholders to inculcate the habit of doing all things in and/or with the Igbo language;

11. propose the adoption of needs analyses practices in all teaching and learning processes of Igbo L1 and L2 at all educational levels.

Scope of the Study

The teaching and learning of Igbo as L2 has become a reality in the SE, particularly Anambra State; and Nnamdi Azikiwe University (N.A.U., hereafter) has established a Basic Igbo programme (Igbo GS, hereafter) under the School of General Studies. Some departments also run Elementary Igbo courses to different classes of learners. However, this present study is limited to an Elementary Igbo course, a deparmental elective course

designed to be taught in English to introduce the structure of the Igbo language to the students. Though the course under study is an Igbo course and this study proposes its being elevated, the objectives of the Igbo GS of N.A.U. and those of other Elementary Igbo programmes, do not constitute the major focus of this study.

Limitations of the Study

The study could not investigate all the available Elementary Igbo courses of all the departments offering them inN.A.U. what more in the SE. Thus, only the Elementary Igbo II course offered in one department in the second semester, 2014/2015 session, was examined and redesigned. As such, the study is delimited to the particular Elementary Igbo II course taught by the teacher or researchers.

Literature Review

In recent times, the focus of language teaching and learning activities have moved away from heavy emphasis on initial mastery of TL structure before language use. In the current focus, more emphasis is laid on the use of TL in context followed by the treatment of TL structural features encountered in a specific context (Izadpanah, 2010; Larsen-Freeman, 2008). The change in focus arose from the discovery that the TL grammatical competence of language learners trained in the formalist orientation was grossly inadequate as they failed to transfer the linguistic habits learners mastered in language classes to communicative use in the TL real world. It was argued that for language learners to communicate, they

need to perform some social functions like, promising, inviting, and the like. Thus, ability to communicate entails both communicative and linguistic competences; that is, "knowing when and how to say what to whom" (Schmitt and Celce-Murcia, 2010; Larsen-Freeman, 2008).

According to Larsen-Freeman (2008), criticisms of the formalist approach led to the birth of the communicative approach in the late 1970s and early 1980s, yielding the CLT. Nunan (2004: 7) describes CLT as "a family of approaches". He notes that the theory posits that people learn language through communication and a negotiation of meaning between interlocutors. Hence, CLT as a learner-centered approach became very popular and developed fast. However, scholars posit that it was criticised for its inability to provide all the skill and vocabulary needs of the learners for higher achievements as in academics. Efforts to improve on the weak points of CLT led to other methods like TBLT, a more advanced learner-centered approach. Nunan (2004) expresses the strong link between CLT and TBLT. In TBLT, teachers are mostly concerned with aiding learners to perform different tasks occasioning language use. The concept of 'task' has been variously defined.

'Task' in Task-Based Language Teaching (TBLT)
The concepts of tasks were introduced by Long (1985, in Nunan, 2004). Long (2005) according to Larsen-Freeman (2008) further introduced needs analysis of real-world tasks. Johns (2010) reports the lack of concensus and the

difficulty in defining 'task', noting that in more traditional conceptions, tasks are defined in relation to actions or 'doing'. Continuing, he says that advocates of the notional-functional tenets later expanded the 'doing' concept of task into three categories: an action sequence, a notional-functional description and a list of teaching points. Nunan (2004) and Izadpanah (2010) enlist many definitions of task by different authors, including: Long (1985); Richards *et al* (1986); Breen (1987); Skehan (1998); and Ellis (2003). Nunan (2004: 216) profers a definition of a task as, "[A]a communicative event having a non-linguistic outcome". Larsen-Freeman (2008) adds that a task is a particular project which students elect to do. Izadpanah (2010: 50) views tasks as "...classroom undertakens that are intended to result in pragmatic language use." He buttresses the point that tasks provide a classroom context which activates learning process and promotes L2 learning. However, Johns (2010) agrees that modern conceptions of 'task' see it as learners' abilities in TL and provides a global definition of task by Doyle (1979: 163, in Johns' 2010: 321). Thus:

> The term 'task' focuses attention on three aspects of students' work: (a) the products (or genres) students are to formulate, (b) the operations that are to be used to generate the product, i.e., the process, and (c) and the givens, the resources available to students in accomplishing the tasks.

This current paper adopts Willis' (1996: 23, in Nunan, 2004: 3 and Izadpanah, 2010: 51) definition of task as an activity in which "...the target language is used by the learner for a communicative purpose ... in order to achieve an outcome," The teacher is required to exhibit peculiar ability or accumen to choose appropriate themes and content (Nunan, 2004; Izadpanah, 2010) to achieve success. Different types of task exist as revealed below.

Types of Task
Tasks are of different types. Nunan (2004:1) classifies them into real-world or target tasks, which "refer to uses of language in the world beyond the classroom", and, pedagogical tasks which "occur in the classroom". Pedagogical tasks are of importance to this study. Nunan posits that tasks designed to activate learners' emerging skills have activation rationale. But tasks that enable learners rehearse some future linguistic activities to be encountered in real-life, are said to be reproductive tasks and have rehearsal rationale. Johns (2010) identifies two types of tasks: genre-based and learner-centered approaches to task definition. The second is in alignment with Nunan's pedagogical task and are seen by learner-centered curricula from two other perspectives as learner actions (known as 'doing' or action tasks) or, learner representations of tasks, which he says was a popular

notion in the 1990s in relation to the writing process. Tasks are the focus of TBLT.

Task-Based Language Teaching (TBLT)

Nunan (2004: 216) defines TBLT as an "... approach to language organized around tasks rather than language structures." Hence, Larsen-Freeman (2008) describes TBLT as an approach in which classroom language is derived from the nature of a particular project (or task) which students elect to do. This classroom language is not predetermined, but provides learners with a natural context for language use since they must interact in TL to complete tasks. TBLT as an approach has also been variously classified according to different authors' positions, as the ones examined below.

Types of Task-Based Language Teaching

Larsen-Freeman (2008) states that the different approaches to TBLT include: process TBLT, like, Breen and Candlin's (1980); project approach, like, Fried-Booth's (1986); procedural approach, as in, Prahbu's (1987); meaningful interaction together with focus on form, like, Long and Crookes' (1993). Nunan (2004) proposes unfocused versus form-focused and consciousness-raising (CR) TBLT. In order to use any TBLT type, some principles are adopted.

Principles of TBLT

TBLT does not focus on any particular language form or function, but on pedagogic task completion. Nunan (2004), Nunan (2005, in Izadpanah, 2010) and Larsen-Freeman (2008) enumerate some principles of TBLT including: class activities must have a perceived purpose and a clear outcome. It is organised in stages and learners are given a pre-task similar to the one they will individually do later. Nunan (2004) agrees with the position that scaffolding, that is providing language support, will enable learners to see the logic in the task given to them and to come in contact with the language of completing the task. Another principle demands thatthe activity should make, on the learners' thinking, a demand that is just above the level they can meet without help. It demands that the logical thinking process should be broken into smaller steps to aid students' completion of the task. Another principle holds that in a mixed-ability class, it is necessary to ensure that as many students as possible grasp the nature of the activity. The teacher should use teacher-class negotiation to check the level of involvement of the students in the process. If necessary, the teacher should adjust to help the learners perceive the relevance of the whole process and to learn. In the Elementary Igbo under study, code mixing is adopted to facilitate learning process because of the mixed ability of the learners.

Another principle provides for the use of different strategies. For instance, statements could be recast or reformulated to correct students' speech. As well, the use of a jigsaw task or scramble game that engages learners in authentic listening, speaking, reading and writing could be employed. In terms of listening, they could be made to listen to different parts of a total set of information needed for them to complete a task. These in addition to other tasks would help learners develop comprehension and all round communication skills. Different techniques are employed by different scholars in deploying tasks in the classroom.

Techniques of TBLT
Basically, TBLT operates three major phases: pre-task; task cycle and post-task; and each of them has a number of steps. Teachers use their initiatives to adapt the steps in their classrooms. These are taken in more details in the framework.

Weaknesses of TBLT
According to Johns (2010), "...the problems of TBLT start right from a plethora of definitions of task." Izadpanah (2010: 49) notes that "...the divergent voices emanate from the various perspectives of tasks." There is no agreement upon what constitutes task difficulty.

Authors also disagree on how tasks should be broken down into mini-moves. Scholars observe that issues like designing suitable types of task; what students should be asked to communicate about; the skills or abilities the students need to be trained in through the task, and others, could militate against TBLT designs. It is difficult to introduce and sequence tasks effectively in a unit of lesson. Some critics of TBLT like Skehan (2010) note that tasks are highly unpredictable and their interpretations do not portray learners' individuality. It is also argued that only TL grammar deserves to be taught and not tasks, which should come as a form of language use after the conventional grammar teaching. The tasks in many TBLT designs lack unison, appearing as a random collection of tasks with no relationship. Using TBLT alone is believed not to produce the desired level of communicative effectiveness in the learners.

Strengths of TBLT

Despite the criticisms against TBLT, its tenets are extoled in high places. Larsen-Freeman (2008) posits that tasks enable learners to acquire language in the classroom. By engaging learners in meaningful project work, for instance, they learn language indirectly as part of learning and using other information. In addition, Johns (2010) notes that TBLT is more authentic and holistic than notional/functional or other alernatives. Izadpanah (2010) agrees with Long (2005) that TBLT creates room for

needs analysis such that course content would be made to identify and correspond with learners' needs. Unlike other approaches and types of syllabus, TBLT has enormous body of empirical evidence from research findings of classroom-centered language learning (Izadpana, 2010). Therefore, decisions on materials designs and methodology are based on them. TBLT has a very objective system of evaluation, which is based primarily on criterion-referenced testing. This entails that learners are evaluated based on their ability to perform a task and not on their ability to complete a discrete-point test successfully. Another advantage is the reintroduction of form-focused language teaching which is beneficial to L2 learners and to language study and development.

Framework

This study adopts Izadpanah's (2010) three-phased pre-task, task-cycle and post-task (language focus) framework, which is a combination of Willis (1996), Gatbonton (1994) and Estaire and Zanon (1994). As well, some aspects of Nunan (2004) are adopted to enrich the process and its output.

The pre-task phase

The two basic functions in the pre-task phase are: (1) The teacher has to introduce the task and create interest in the learner to choose a topic and perform the task.

(2) The teacher activates topic-related words, phrases and sentences which will aid the learner to carry out the task both in the language classroom and in the real-world.
(3) Izadpanah includes an optional function requiring the teacher to include a task that will enable the learners to communicate as smoothly as possible in the task cycle.

The task cycle phase
There are three main components full of activities.

(1) **Topic introduction sub-phase**: The task(s) phase starts with the teacher introducing the task and explaining it to the learners. After discussions and directions on the procedure, the planning phase starts.

(2) The planning phase: Here, the teacher may choose to introduce the students to a TL use context either by directing them before hand to attend a live function or to listen a recorded or live scene of TL people using the language in a similar task. With the aid of modern communication facilities, the teacher can also tune in to such a recorded or live scene of a TV or radio programme going on at the same time with their lesson and the students will listen to it live in the class. The students can also be asked to read a text related to the topic of the task.

The teacher assigns the students to their teammates. Using the linguistic resources they possess to achieve the expected goals of the task, students start working in pairs or groups. They decide on a number of things by themselves. Since they know one another better than the teacher, they appoint a leader or coordinator or

spokesperson and carry out their task. They jot down points that will aid them in writing up their reports. They choose the procedure for presenting their report according to the teacher's directives or as mutually agreed upon. They have a number of options here; for instance, they could divide the report in stages and have each group member present an aspect of it; or, they allow the leader or coordinator to do the presentation.

For Nunan, the students will rehearse this at step 5 before embarking on the actual task as in step 6.

(3) **The report phase**: Finally, the students present a written or oral report or both, according to agreed procedure. Individual learners answer questions directed to them by the teacher or their fellow learners from other groups. Where a member is in difficulty, others would supply some clues to help out (as an added advantage of their mixed ability). Ultimately, the teacher helps out whenever necessary. At this point, the focus is on accuracy and not on fluency. For future treatment in a form-focused teaching and learning, the teacher takes notes of whatever TL features that wrongly occur at this phase.

The post-task phase: This is the language or form-focused phase. Here, attention is paid to teaching the wrong forms that were noted during the task cycle phase. The teacher analyses the specific TL features that were wrongly, but naturally, produced. Such features could be phonological, morpholological, lexical, syntactic, semantic or pragmatic features. Subsequently, a practice

or drill stage may follow and the teacher conducts the students on the new words, phrases, patterns, etc., that were identified during the analysis, task or report phases.

Methodology

Research Design
The study is an emergent research design (Dörnyei, 2007 in Small, 2012) approach. It describes the processes of adjusting and readjusting an existing Elementary Igbo course based on a structural syllabus and the reconstruction of the grammatical points and translation exercises into tasks to be used in a task-based approach. As well, some language skills that were originally neglected, such as reading skill in Igbo, were introduced for the learners' benefit. Advantages of the reading component include that it helps the learners' to sharpen their retentive memory, like recalling past events. It also helps them to relate points or facts logically. In addition, it can serve to evaluation purposes.

Procedure
The study started by examining the content of an existing Elementary Igbo course and identifying the types of activities making up the former teaching units outlined for use (see Appendix 1). Teaching these units the way they were presented was adjudged inappropriate and incapable of enshrining effective Igbo communication abilities in the learners in the SE to achieve positive, progressive, measurable development of the Igbo language. Consequently, an attempt is made to redesign the existing course outline in compliance with TBLT tenets. Thus,

efforts are made to adapt the grammar and translation units and reconstruct them into tasks for use in a TBLT approach to teaching and learning an Elementary Igbo course.

The following steps are proposed:

Step 1: Examine the course synopsis and outline the structural units covered.

Step 2: Analyse the various units to determine which of them would serve or be adapted to serve as communicative tasks for use in teaching Igbo language skills in a simple TBLT framework.

Step 3: Select suitable units in the old structural course outline to be used as tasks.

Step 4: Adapt selected units from the existing course outline to serve as tasks.

Step 5: Choose and adapt tasks from other source(s) where applicable or necessary.

Step 6: Design new tasks where applicable or necessary.

Step 7: Construct a TBLT framework around each chosen task for classroom interaction.

Application of Izadpanah's Framework

Below are sample redesigned Elementary Igbo II Course Outline and classroom activities proposed. Note however, that they are not fixed. Any section of the course outline or classroom activities could be adjusted to suit the teacher and learners according to genre or other factors of interest to them.

Sample of Proposed Redesigned Elementary Igbo II Course Outline

To start off, the course outline is divided into sections, thus:

Akara Ejirimara Ihe Ọmụmụ: LIN 112   'Course Code: LIN 112
Usoro Ihe Ndị A Ga-eme/Atụmatụ Nkụzi   'Teaching Plan'
Nkebi 1: Nnwale Nchọpụta Keọnụ   'Section   1: Diagnostic Oral Igbo Test'
Nrụrịtaụka: Iji Igbo Akụzi Ka Mma Karịa Ngiliishi '**Debate:** Igbo Medium is Preferred to English'

Nkebi 2: Ụtọasụsụ Igbo   'Section   2: Igbo Grammatical Units'
A. *Ogo Njike Ịmụ Igbo: Ụtọasụsụ
        'Pre-task Stage: Igbo Grammar'
1. Ndubanye na Ntụgharị
        'Introduction to translation'
2. Mkpụrụasụsụ n'Igbo
        'Morpheme in Igbo'

*[*Note that the various steps here come into play. The students are told to listen attentively to native speakers whereever they go to; and fish out and pick up examples.]*

3. Mkpụrụokwu Igbo   'The   Igbo Word'
4. Mkpụrụokwu Igbo Na-agakọta Ọnụ
        'Igbo Multiword Expressions'
5. Ndubanye na Nkejiokwu Igbo
        'Introducing Igbo Syllable Structure'

6. Ndubanye n'Ụdaolu Igbo
    'Introducing Tone in Igbo'
7. Ndubanye na Nsụpe Okwu Igbo
    'Introducing Spelling of Igbo Words'
8. Nkebiokwu Igbo   'Igbo Phrase'
9. Nkebiahịrị Igbo   'Igbo Clause'
10. Ahịrịokwu Igbo   'Igbo Sentence'
A. Nkọwa Ahịrịokwu Site N'ọdịdị Ha
    'Structural Classification of Sentences'
B. Nkọwa Ahịrịokwu Site N'ọrụ Ha   'Functional Classification of Sentences'

Nkebi 3: Katigori Ụtọasụsụ Igbo   'Section   3: Igbo Grammatical Categories'
11. Katigori Ụtọasụsụ Kemkpọaha
    'Igbo Nominal Grammatical Categories'
A. Onye   'Person'
B. Ngụ/Ọnụọgụgụ
    'Number/Numerals'
CH. Oke na Nne; Di/Nwunye   'Gender'
D. Nne, Nna na Nwa   'Parents and Offspring/Young One/Kid'
12. Katigori Ụtọasụsụ Kengwaa n'Igbo
    'Igbo Verbal Grammatical Categories'
A. Tensị   'Tense'
B. Aspekịtị   'Aspect'
CH. Njụ   'Negation'

Nkebi 4: Njike/Nkwado Maka Nchọcha   **'Section   4: Preparation for Fieldwork'**
B. Ogo Ịba n'Ọrụ Nchọcha   **'Task-cycle Phase'**
I. Mbido
         'Introduction'
13. Olundị na Asụsụ   'Dialects and Language'
14. Igbo Izugbe na Olundị Igbo
         'Standard Igbo and Igbo Dialects'
15. Ụtọasụsụ na Olundị Igbo   'Grammar and Igbo Dialectology'

II. Njike/Nkwado I   **'Planning I'**
16. Ịmụ Ide Nkọwapụta/Esirimee Nchọcha   'Training in Report Writing'
III. Nkọwa Isiokwu Nchọcha
         'Introducing the Topics for Fieldwork'
17. Isiokwu Nchọcha (Si na Nkebi 3)   'Topics   for Fieldwork (from Section 3)

IV: Njike/Nkwado II   **'Planning II'**
A.   Nkọwa   Usoro   na   Ihe   Ndị   A   Ga-emegasị 'Procedure/Methodology for the Fieldwork'
B. Nkenyegasị N'otu Maka Nchọcha
         'Grouping for Fieldwork'
1. Igbo Izugbe na Olu ndị Abakeleke   'Standard Igbo and Abakeleke Dialect'
2. Igbo Izugbe na Olu ndị Afikpo   'Standard Igbo and Afikpo Dialect'

3. Igbo Izugbe na Olu ndị Ngwa
        'Standard Igbo and Ngwa Dialect'
4. Igbo Izugbe na Olu ndị Nsụka
        'Standard Igbo and Nsụka Dialect'
5. Igbo Izugbe na Olu ndị Orumba   'Standard Igbo and Orumba Dialect'
6. Igbo Izugbe na Olu ndị Ọka
        'Standard Igbo and Ọka Dialect'
7. Igbo Izugbe na Olu ndị Osimiri   'Standard Igbo and Osimiri Dialect'
8. Igbo Izugbe na Olu ndị Owere/Ọlụ   'Standard Igbo and Owere/Ọlụ Dialect'

[Ọkwa: Ndị Abụghị Ndị Igbo Nwere Ike Sonye Ndị Ọka Maọbụ Otu Ọzọ Onye Chọrọ 'NB: The non Igbo Students Could Join Ọka Group or any Preferred Group']

V. Nhazi na Nchọkọta Ngwa Nchọcha
        'Preparing the Instrument Before Fieldwork'
VI. Nchọta Ndị Enyemaka Nchọcha, dgz.   'Getting Research Site, Assistants, Respondents, etc.'
VII. Nzọpụ Njem Ime Nchọcha
        'Conducting the Research'
VIII. Ndepụta na Nhazi Nchọpụta
        'Transcription, Organisation, Analysis, Findings'
IX. Ngosị/Ngụpụta Nchọpụta
        'Reporting or Presenting Analysis/Findings'
X. Ndepụta Nsụjọ/Ndejọ, Okwu Ọhụrụ, dgz. 'Teacher writes new words, errors to be corrected'

Nkebi 5: Ogo Mgbazi Mmejọ   'Section   5: Post-task Phase'

Iji Mmejọ, dgz., E Depụtara Kụzigharịa Ihe 'The Teacher Uses Noted Errors, etc., to Reteach'

*Nkebi 6: Ịkụzi Ọgụgụ Igbo   **'Section   6: Reading in Igbo'**

Ogo 1. Ogo Njike Ịmụ Igbo   **'Stage   1. Pre-task Stage'**

Omume 1: Ịmụ Ọgụgụ/Ịgụ Igbo 1   'Activity 1: Reading Task in Igbo'

Isiokwu: Ákáǹkà Ntụgharị na "Ḿmúpụ̀tá Áhị́rị̄"   'Translation and "Sentence Carving" Technique'

Ǹzọ̀m̀/Ḿgbúbìrí 1. Ḿkpọ́líté Isiokwu na Ńjálíté   'Step 1. Introduction'

Ǹzọ̀m̀/Ḿgbúbìrí 2. Nkọwapụta Usoro   'Step 2. Explain the procedure as seen in Stage 2'

Ogo 2. Ogo Ihe Omume Igbo   **'Stage   2. Task-cycle Stage'**

Ǹzọ̀m̀ 1a. Ịhọta Ederede A Ga-agụ   'Step   1a. Choosing a Reading Text'

b. Ịmụ Ọgụgụ: Ịgụ Ya Ugboro Ugboro   'b. Learning Reading: Read Text Several Times'

i. Ịgụ Ya Ọsịịsọ N'ime Obi/Skimim   'i. Skimming'

ii. Àgụ̀àchọ́tá/Skanịn   'ii. Scanning'

ch. Mkpọpụta: Ilekwasị (Isi) Ozi Anya   'c. Pronunciation: The Message (accuracy not fluency)

d. Mkpọpụta: Ilekwasị Ụdaolu/Mkpụrụụda Anya   'd. Pronunciation: Emphasis on Tone/Phonemes'

**   Ǹzọ̀m̀/Ḿgbúbìrí 2: Ḿkpálíté Mkpụrụokwu Ya
        'Step : Activating Topic-Related Words, Phrases, etc.'
Ǹzọ̀m̀ 3. Ige Mkparịtaụka na Redio/Tiivii, dgz.
        'Step 4: Listening to Radio/TV talks, etc.

Ogo 3. Ogo Mmegharị Ụtọasụsụ Igbo   'Stage 3. Post-Task Stage'
**Ǹzọ̀m̀ 1: Ilebagharị anya n'ụtọasụsụ dị mkpa
        'Step 1: Focus on Identified Lapses in Grammar'

[*This section, like each of the sections/activities below can serve as a full task, with Steps 2-3 serving as the Task-cycle. If not, Stage 3, the Post-Task Stage, can serve as Step 4, the language or form-focused componen of an activity. **This step may be skipped if the teacher feels that enough words, phrases, clauses and sentences were activated at the preliminary grammar teaching phase.]

Omume 2: Ịmụ Ọgụgụ/Ịgụ Igbo 2:   'Activity 2: Reading Task 2 in Igbo'
Isiokwu: Ihe A Ga-agụ N'ụlọ
        'Individualised Home Work in Reading'
Ịmụ Ọgụgụ/Ịgụ Igbo 3:
        'Reading Task 3:'
Ịgụ Ederede na Klaasị 1
        'Class Activity 1: Class Reading'
Ǹzọ̀m̀/Ḿgbúbìrí 1. Cheta Usoro A Kọwara 'Step   1. Rehearse Explained Procedure'
Ǹzọ̀m̀/Ḿgbúbìrí 2. Mgbaso Usoro   'Step   2. Follow The Procedure'

a. Ịgụgha Ederede A Họtara   'a.   Re-reading Choosen Text Severally'

i. Ịgụ Ya Ọsịịsọ N'ime Obi/Skimim   'i. Skimming'

ii. Àgụ̀àchọ́tá/Skanịm   'ii. Scanning'

b. Mkpọpụta: Ilekwasị (Isi) Ozi Anya   'b. Pronunciation: The Message (accuracy not fluency)

ch. Mkpọpụta: Ilekwasị Ụdaolu Anya   'c. Pronunciation: Emphasis on Tone'

Nzọ̀m̀ 3. Mgbaso Usoro: Mkpọpụta Ụdaolu   'Step 3. The Procedure: Phonetic Focus

a. Kpọpụtagasịa Ebe Mkpọjọ   'a.   Point to/clear noted problem areas of pronunciation.

b. Oge Ajụjụ na Azịza/Ọsịsa Ha   'b. Questions and Answers, Further Clarifications.

Omume 3: Ịmụ Ọgụgụ/Ịgụ Igbo 3:   'Activity 3: Reading Task in Igbo'

Isiokwu: Ákáǹkà Ntụgharị na "Ḿmụ́pụ̀tá Áhị ̄rị̄" 'Translation and "Sentence Carving" Technique'

Nzọ̀m̀/Ḿgbúbìrí 1: A Gụọla Ederede na Klaasị   'Step 1: Text Has Been Read in Class'

Ḿgbúbìrí 2. Kọwaa Usoro Ákáǹkà Abụọ A 'Step   2. Explain Procedure for the Two Techniques'

Nzọ̀m̀ 3. Mgbaso Usoro Ákáǹkà "Ḿmụ́pụ̀tá Áhị ̄rị̄" 'Step 3. Follow "Sentence Carving" Procedure'

Nzọ̀m̀ 4. Mwebata Ákáǹkà Ntụgharị Dị Icheiche   'Step 4. Adopt Different Translation Techniques'

Nzọ̀m̀ 5. Ntụlekọrịta Ntụgharị N'ụzọ Dị Icheiche 'Step 5. Contrasting the Different Translated Texts'

Omume 4: Ịmụ Ọgụgụ/Ịgụ Igbo 4:   'Activity 4: Reading Task in Igbo'

Isiokwu: Ákáṅkà Ízū̄ Òkwè "Áhị́rị̄ M̀mụ̀pụ̀tàrà" 'Scrambled Game Technique with "Sentence Carvings"'

Ǹzọ̀m̀ 1: Hàghásị́á Áhị́rị̄ Dị N'ederede 2: Ederede 3 'Scramble English Sentences of Text 2 (Text 3)'

Ǹzọ̀m̀ 2: Nye Áhị́rị̄ Ńhàghásị́ Kederede 3 Nọmba 'Number Text 3: The Scrambled English Sentences'

Ǹzọ̀m̀ 3: Webata Ederede 3: Áhị́rị̄ Ńhàghásị́ 'Bring Text 3, Scrambled English Sentences of Text 2'

Ǹzọ̀m̀ 4: Nchọpụta "Áhị́rị̄ M̀mụ̀pụ̀tàrà" N'ederede 1'Identifying the Igbo equivalents of Text 3 in Text 1'

Ǹzọ̀m̀ 5: Ndepụta Ha Ka Ederede 4   'Copy them out (Text 4, Igbo) with Same Nos in Text 3'

Ǹzọ̀m̀ 6: Nhazi Ha Ka Ederede 5 N'usoro Ederede 1 'Unscramble Text 4 to Align With Text 1 (Text 5)

Ǹzọ̀m̀ 7: Hazie Ederede 2 Nweta Ederede 6 'Unscramble Text 2 to Align with Text 1 (Text 6')

Omume 5: Ịmụ Ige Ntị n'Asụsụ Igbo   'Activity 5: Authentic Listening Task in Igbo'

Ǹzọ̀m̀ 1. Kpọọ Mkparịtaụka Igbo Na Redio/Tiivii 'Step 1. Play Recorded Conversation in Igbo'

Ǹzọ̀m̀ 2. Ụmụakwụkwọ Igbo Kparịta Ụka n'Igbo 'Step 2. Igbo Speaking Students Converse in Igbo'

Ǹzọ̀m̀ 3. Ha Ige Mkparịtaụka Ndị Igbo n'Obodo 'Step 3. They Listen to Igbo Conversations in the Community'

Omume 6: Ịgụ Asụsụ Igbo N'ọtù N'ọtù   'Activity 6: Group Reading'

Ǹzọ̀m̀ 1. Họta Ederede; Nye Oge   'Step   1. Select aReading Passage and Fix Time'

Ǹzọ̀m̀ 2. Kenyegasịa Ụmụakwụkwọ N'otu 'Step 2. Group the Students'

Ǹzọ̀m̀ 3a. Otu Ọbụla Gaa N'ótù Akụkụ Klaasị 'Step 3a. Each Group Stays in a Corner of the Classroom'

b. Ha Gbaso Usoro A Kụziiri Ha, Mee Ya 'b. They Adopt the Procedure and Carry Out the Task'

ch. Onye Nkụzi Ga na-agagharị, Ịhụ Ha 'c. Teacher Goes Round, Supervising and Helping'

Ǹzọ̀m̀ 4a. Otu Ọbụla Edetuo Ihe Ha Mere 'Step 4a. Each Group Records Their Performance'

b. Onye Ọbụla n'Òtú /Onye Ndu Akọwaa Ya N'ọnụ 'b. Individual or Group Leader's Oral Presentation'

Ǹzọ̀m̀ 5. Mmegharị Ebe E Mejọrọ 'Step 5. Focus on Grammar, and so on'

[*NB: Teacher can direct them to do this group work as take-home assignment.*]

Omume 7: Ịmụ Odide Asụsụ Igbo 'Activity 7: Writing Task in Igbo'

Ǹzọ̀m̀ 1. Mmụgharị Abịịdịị Igbo 'Step 1. Revision of the Igbo Orthography'

Ǹzọ̀m̀ 2. Mmụgharị Iji Abịịdịị Igbo Mee Okwu 'Step 2. Revision of Igbo Word Formation Processes'

Ǹzọ̀m̀ 3. Ide Igbo n'Omume Dị Iche Iche 'Step 3. Engaging in Writing Igbo in Various Tasks'

Applying Izadpanah's Framework in Designing Task-based Lessons in Igbo

Table 1 : Designing Task-based Lessons in Igbo

Steps	*Phases	Examples of Options
1.	Pre-task	Framing the activity Planning time Doing a similar task
2.	Task-cycle	Time pressure Grouping participants in small number
3.	Post-cycle	Learner report Consciousness-raising Repeat task

[*Each of these phases can have more steps than presented in Izadpanah (2010: 53), as can be seen from the course outline.]

Pre-task Stage

In the case of Igbo, the objectives of this stage include:

a) to teach the Igbo grammatical patterns in a mixed code (Igbo and English) to offer students the
opportunity of listening to Igbo in their learning process.
b) To introduce the initial Igbo vocabulary and language through the teaching units and contexts.
c) To use translation as a technique that enhances the meaning of the course content.
d) to invite the students at different points in the teaching process to emulate the teacher and their more advanced classmates.
e) to ensure that the mixed ability of the class is used to the advantage of all, especially, the non Igbo speakers.

All these are geared towards preparing the students with necessary vocabulary that will enable them to perform the tasks in ways that develop in them the required abilities (skills) in the Igbo language.

Activity 1: Introducing Reading in Igbo

This activity is designed to help the students consolidate their learning of the grammatical structures taught them and to enhance as well as evaluate their reading comprehension ability in the language.

Reading Task 1: Combined Activity

Topic: Translation and "Sentence Carving" Technique.

The Pre-task Phase: The teacher introduces a topic and endeavours to explain its procedure and other aspects in

such a way that the students' interest are aroused to engage in the tasks.

The Task-cycle Phase: For a start, depending on the type of activity, the teacher can choose to undertake a similar task, first in the class, together with the students. Contrarily, a recorded or live version of the activity can be relayed in-class for the students to listen to and/or view. A relevant text on the topic is chosen from any Igbo text at the level of the learners. The various steps are followed in undertaking the tasks in-class. But, the teacher should give the students ample opportunities to carry out the tasks on their own. The more advanced students should help the weaker ones; or in this case, the first timers, that is, the Igbo L2 learners. They could be directed to watch or listen to radio and/or TV presentations in Igbo; as well as listening keenly to conversations between native speakers anywhere they encounter them. See Activities 3-5 below for illustration of the translation and sentence carving tasks

Activity 2: Reading Task 2 in Igbo. Individualised Homework
NB: a) Students are asked to read or learn to read at home any short text at their level in
      preparation for activities of the following week.
b) Students are urged to come to the next class with this homework and their copy of the text
      they worked on.

Step 1. The Course/Class Representative collects the homework from the students and
submits to the teacher.

Step 2. The teacher ensures that each student has the reading text; and then refreshes their minds
about the whole procedure in a mixed code.

Step 3. The Procedure: Lexical/Orthographic Focus

a. Skimming: Having read/learnt to read the text at home, individual students are called upon to
read out different portions of the text quickly and aloud.

b. Scanning: Individual students are called upon to read out different portions of the text bit
slowly,searching for particular required pieces of information.

c. Pronunciation/Emphasis on Message: The teacher and the whole class pay attention and take
note of the pronunciation of important words and expressions to draw attention to their meaning in the text.

d. Pronunciation/Emphasis on Phoneme/Tone: The text is read moderately fast, emphasising
the peculiar phonemes and tonemes of the syllables of important words, and so on.

Step 4. The Procedure: Phonetic Focus

1a. Teacher and class point out noted problem areas of pronunciation and clear them.

b. Students ask questions and get further clarifications.

c. The teacher leads as well as directs; appoints different students and assigns duties/tasks to
them from the text.

Step 5. The Grammar Focus

a. Emphasis on Grammar Points: If needed, students may read the text aloud again, not too fast,

> emphasising important grammar points and expressions, to draw attention to their use in the text. Problem areas of grammar (pronunciation and tone as well) are noted, if not yet done. Alternatively, they can go straight to the main tasks from Step (b).

b. Students identify from the Igbo text tense, aspect, phrase, clause, sentence types, and so on, they have learned.

c. They copy them out correctly.

d. They further classify the tense, aspect, phrase types, and so on, they have identified from text.

e. They identify and state the differences and similarities between phrases, clauses and sentences.

f. They identify and state the differences and similarities between phrases, clauses and sentences.

g. They write the differences and similarities down in mixed code, especially in Igbo.

NB 1a. Students ask questions and get clarifications.

b. The teacher leads as well as directs; appoints different students and assigns duties/tasks to

> them from the text.

Step 6. Homework

> Furthermore, the teacher may decide to give students a take-home grammar work similar to the ones done in-class.

Activity 3: Translation Task 1

Step 1. Copy out the different types of word, grammatical pattern and structure you identified
and classified above.

Step 2. Translate each of them from Igbo into English, the different types of word, grammatical
pattern and structure you identified and classified above.

Activity 4: Sentence Carving Task I

Pre-task: Step 1. Introduction

If a text consists in compound or complex sentences, short sentences would be carved out from each compound/complex sentence. This can also be done with shorter sentences. First, the contextual meanings of such sentence carvings are ignored and new meanings are given to them, if applicable. That is, they are translated on their face value. The whole text is then translated according to context and/or original content. The various texts realised are then transliterated or translated word-to-word. The two or more translated versions are then compared, and retranslated.

Step 2. Illustration: Carve out different new Igbo sentences from your Text I and write them
down to form Text II (Igbo).

Step 3. Number serially those new sentences you carved out from Text I to form Text II (Igbo).

Activity 5: Translation Task 2

Translate those new Igbo sentences in Text II into English, on their own merit, that is, translate them without

recurse to the meaning of their original sentences in Text I. This will form Text III (English), retaining the serial numbers.

Translation   Task   3:   Word-for-Word Translation/Transliteration

Translate word-for-word into Igbo, the English sentences in Text III, to form Text IV (Igbo), retaining the numbers.

Translation Task 4. "Back-Translation"

"Back-translate" (retranslate) Text III into Igbo, to form Text V, still retaining the numbers. Note that these exercises entail practice in writing Igbo and involve scrambled game (see, Nwankwere and Eme, 2015).

Activity 6: Comparison 1

Step 1. Compare: a) Texts I and II (Igbo); b) Texts III and V English; c) each Igbo text and its   English equivalent; d) the English and Igbo Texts.
Step 2. State your findings in each case.
Step 3. State what you think your findings in each case imply for the teaching and learning of   Igbo.

Activity 7: Reading Task (English)

Step 1. Read Text III (English) again.
Step 2. From this English text, identify the different word classes, grammatical points and
         structural patterns you have learned.
Step 3. Classify each of them into different types the way you were taught.

Activity 8: Comparison 2

Step 1. Compare the different word classes, grammatical points and structural patterns of Igbo and
English.
Step 2. State your findings in each case.
Step 3. State what you think are the implications of your findings in each case for Igbo.

Activity 9: Authentic Listening Task
Step 1a. The teacher plays a recorded radio/TV Igbo conversation programme or tunes to a live   one.
b. Students who are native speakers of Igbo act as models in the class Igbo conversation task.
Step 2. The teacher directs activities and claries issues.
Step 3. Teacher directs students to listen to real life conversations of Igbo speakers in the   community in different contexts, during different traditional occasions like, marriage,   burial, daily life.
Step 4. Students also listen to live radio/tv conversations in Igbo at home.

NB: This task is incorporated into the teaching process since 65% of the class members are Igbo L1 speakers and have Senior Secondary School Certificate level of achievement in Standard Igbo (Nwankwere and Eme, 2015). Hence, they act as models for most of the Igbo versions during the teaching process; and, for correcting their class members' errors. Where the need arises, the teacher clarifies.

Activity 10: Group Reading Task
Task-Cycle: Step 1. Students are grouped.

Step 2. Movement: Students converge in their current groups and each group assumes a position in a different corner of the classroom.

Step 3. Each group gives each member opportunity to parcipate.

Note: The students are requested/trained not to laugh at people's errors, but, to help the concerned student to self-correct. They should also write the errors down and submit to the teacher, through the group coordinator, for future use in more form-focused classes. So, the students will monitor one another. The errors committed by each student is noted by the group members, against each person's name and turn. These would be collated by the group coordinator and submitted to the teacher. This serves a lot of purposes, like, monitoring individual student's progress and problems that need attention. Monitoring the progress and problems of a group of students and that of the whole class. Preparing for general form-focused lectures, tutorials, and so on.

Activity 11: Writing Task
Writing Task in Igbo'
'**Step 1.**The letters of the Igbo alphabet are enlisted and their pronunciation, etc., revised; as well as the Igbo orthography rules of vowel harmony, consonant homorganicity and the like.
'**Step 2.** The Igbo word formation processes are also revised, in terms of inherent words, compounding and borrowing.
'**Step 3.**Students are engaged in various writing tasks in Igbo.

Activity 12: Grammatical Analysis

Step 1. A sentence is read out aloud, first in Igbo. Then, the English equivalent is stated by the students.

Step 2. The sentence type is identified by the students.

Step 3. Students identify the grammatical points in it: clauses, phrases, word classes, and their types. All these are done in turns. Note that this activity is/could be part of the translation and sentence carving techniques.

Activity 13: Tone in Igbo Involving Multiple Activities/Tasks

Task 1. Revise the Topic

a. Explain tone in Igbo with examples of each type and/or class.

b. Name each Igbo toneme.

c. Explain the characteristics of each toneme.

d. Explain different tone marking conventions in Igbo with examples of each type and/or class.

e. Mention different tone assigning conventions and adopt one, for instance, the musical notation technique of assigning tones.

f. Explain the assignment of tone to syllables.

Task 2. Practise tone marking with students in the classroom, using words of different syllable structures and environments.

Step 1: Find example of words of different syllable structuresand tonal environments from given text(s).

i. Students have equal opportunities of participating, and none is allowed to dominate; though the   more advanced students serve as props to the weak ones.

ii. Individual students should be encouraged to strive to identify at least a word of each word class.

iii. Each student mentions or reads out the identified word(s).

iv. The class accepts or rejects a student's proposal.

v. The teacher confirms.

Step 2: The class writes down or makes 4 lists of words (e.g., nouns, verbs, etc.) from the text   given.   The words are arranged according to 1, 2, 3 syllable words, and so on (either   examples from their colleagues or words copied from a given text).

Task 3. Spelling: Taking the list word by word, according to syllable, the teacher invites
        individual students to:

Step 1. spell each word in Igbo,

Step 2. They all write down the spelled word correctly.

Task 4. Tonal Assignment: Taking the list word by word, according to syllable, the teacher
        invites individual students to:

Step 1.demonstrate (with gesture) the toneme to be assigned to each syllable of every word
        spelled,

Step 2. State the tone of each syllable of the word spelled, using the musical notation.

v. assign tone to the spelled word correctly.

Task 5. Pronunciation

Step 1. Students, taking turns, demonstrate (orally, musically)the toneme(s) to be assigned to a word (in syllables),

Step 2. They use the correct tone(s) to pronounce Igbo word(s) written down (in syllables),

Step 3. They state the gloss or the translation or English equivalent of the spelled words.

NB1.: Students help one another to correct errors or mistakes.

2. The teacher helps students correct themselves (self-correction), where applicable or necessary.

Activity 14: Tonal Assignment I - Tonal Game

Task. Take some example words from the different word classes in an Igbo text (Text 1) and assign different tonemes to them to realise minimal pairs and/or sets. This serves to build the students' vocabulary.

Step 1. Introduction: Explain the concepts and the procedure. Limit data to one-, two- and three-syllable words at this level. Note that in the musical approach for this level, only three notes: are used – **m** for high tone / ´/; **r** for down step /¯/ and **d** for low tone / `/.

Step 2. Starting with the nouns, identify them in the text.

Step 3. Make a list of them.

Step 4. Arrange them well according to the Igbo alphabet.

Step 5. Gloss them or, simply supply their English equivalents.

Activity 15:Forming Minimal Pairs/Sets and Assignment of Tones

Task: Select ten words from the Igbo text, and form minimal pairs/sets with each. Then, assign tone to and gloss them. For example: from the word 'ọka', a minimal set is realized as in,

i) Ọ́ká (HH, noun) 'name of the town/capital city of Anambra State.

ii) Ọ́ kā … (HS, clause) 'He/She/It is greater than …';

iiia) Ọ́ kà.(HL, sentence) 'He/She/It is greater/more than (…);   b) ọ́kà(HL, noun) 'corn, maize';

iv) Ọ̀ ká …? (LH, clause) 'Is he/she/it greater than …?'

va) Ọ̀ kà …? (LL, clause) 'Is he/she/it greater than …?'
          b) ọ̀kà(LL, noun) 'artist'.

NB: After treating some nouns, treat examples from other word classes in the text.

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