

## **EFFECT OF COMPUTER GAME BASED LEARNING ON ENGLISH LANGUAGE VOCABULARY ACQUISITION OF SECONDARY SCHOOL STUDENTS**

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### **Abstract**

*The study investigated the effect of computer game based learning on English Language vocabulary acquisition of secondary school students. The study was carried out in Owerri Education Zone. One research question and one hypothesis guided the study. The study was a pre-test, post-test and control design. The sample of the study was 20 (JSS2) students who were identified to have failed English Language subject by scoring below 50 marks in first, second and third term examinations respectively. The instruments used in data collection were the three terms scores in English Language which served as the pre-test instrument and a 40 multiple objective tests in English Language adopted from Imo State basic education examination for JSS3 students. This served as the post-test instrument. The instruments were validated by specialists from the department of Measurement and Evaluation and Department of Language Education, Imo State University, Owerri. The data collected was analyzed by the use of mean ( $\bar{X}$ ), standard deviation ( $SD$ ) and Analysis of Covariance (ANCOVA) Statistics. The finding of the study was that computer assisted scrabble games improved the academic achievement of students in the treatment group at post-test. Based on the finding of the study, the researcher recommended that computer aided scrabble games should be used by English Language teachers to improve the English Language vocabulary acquisition of students.*

**Keywords:** *Computer, English Language, design, treatment, game, scrabbled*

### **Introduction**

English Language although not indigenous is the language of instruction in secondary and tertiary institutions in Nigeria. It is extensively used in the print and electronic media. The judiciary, police force, armed

forces and the legislature also use English Language in communication and official transactions. The National Policy on Education (NPE) recognized English Language as the language to be used in teaching and learning from upper primary to the tertiary level of Education (NPE, 2004, Section 4 ND 19e & f).

English Language is therefore important to both students in secondary schools and undergraduates in tertiary institution, because classroom discussions are carried out in English Languages. Textbooks on various subjects, classroom assessments and examination questions similarly are conveyed in English Language. According to Okofofor (2012), the business of teaching and learning in secondary and tertiary institutions in Nigeria is done in English Language. According to Awoniyi cited in Fakeye (2010), English Language should be made attractive so as to obtain the interest of learners because it is not an indigenous language in Nigeria society. Educators therefore should device strategies through which English Language will be developed and proficiency gained by students. Effective use of English words will improve the understanding of students in other subjects also, especially science subjects.

In Ogenyi's (2010), observation, proficiency in English Language amongst students in secondary schools will help improve their performances in National Examinations such as West African School Certificate Examination (WASEC). Based on the observation of the researchers, the performances of candidates who sat for the senior secondary school certificate examination organized by West Africa Examination Council (WAEC) in recent years has not been encouraging. This claim is supported by the West African Examination Council Chief Examiner's Report for the year, 2017 and 2018. The report revealed that in 2017, only 38% of candidates who sat for English Language (compulsory) passed at credit level. Similarly in 2018, only 42% passed English Language at credit level. These ratings suggest a downward trend on the performances of candidates in English Language in National Examinations conducted in Nigeria.

Stakeholders in education such as Nwake (2012) are of the view that for any improvement to be recorded on the development of English Language in secondary schools in Nigeria, learners must be motivated. Motivation includes the formulation of better strategies through which English Language may be conveyed to students and their interest captured. To motivate students according to Genyke (2012), teachers should introduce games to capture the interest of students. Press clubs, debating societies, chess and scrabble clubs may be introduced in schools to help improve the understanding of students in English Language (Nnadozie, 2017). The absence of adequate knowledge of

English Language vocabulary among students have resulted in poor letter writing skills, deficiency in spelling words correctly, poor understanding of compositions and insufficient vocabulary to communicate effectively in the society. Specialist in English Language David (2010) opined that the poor knowledge of English Language among students has a spillover effect on other subjects taught in secondary schools such as; Physics, Chemistry, Biology, Economics and others. When students lack good knowledge of English words, the problem of embarking on private study develops because most textbooks are written in English Language.

A close observation on trends in teaching and learning in Nigeria today shows a paradigm shift in the traditional method used in the past. The era when the teacher is the only source of knowledge in the classroom is fast eroding. Many students are furnished with sophisticated handsets (portable computers) and they can verify claims made by the teacher right in the classroom or add to knowledge during classroom conversation. Computers are electronic devices that manipulate information, or data. It has the ability to store, retrieve and process data (information). Computers can be used to type documents, send email, play games and browse websites (Okoafor, 2012). It is an accepted fact that interest is very essential among students if learning is to take place. The internet world has large following of students hence, teaching and learning with computers (handset) may become the desired motivation needed to help students build proficiency in the use of English words.

According to Ofoegbe, Olibie & Chukwu (2015) teachers can utilize the opportunity provided by computers to effectively teach English Language in secondary schools. English Language instructional sites are available in computers (internet), teachers and students can use them to improve teaching and learning (Unachukwu and Ugoma, 2012).

Digital technologies used as educational tools includes: computer based instruction (CBI), computer aided instruction (CAI), web based instruction (WBI), online learning (OL), mobile learning and computer based training (IBT) (Safiyeh, 2015). Computer assisted games also belong to the group of electronic learning (E-learning) used in secondary and tertiary institutions. E-learning includes numerous types of media that deliver text, audio, images animation and streaming video. Other technological applications include, video tape, satellite TV, CD-Rom and computer based learning. E-learning can occur in or out of the classroom. It can be self paced asynchronous learning or instruction led. Ofoegbe, Olibie & Chukwu (2015) further asserts that computer learning could also come in other forms of mobile learning, digital libraries, social learning and digital classrooms.

In spite of the fact that handsets are available to many students in secondary schools, Nworga (2015) reported lack of digitation education in using the device to aid their learning process. Students when adequately tutored can use handsets in classroom for the following purposes: check facts by both teachers and students within seconds; take photographs which may be used to illustrate works and presentations and video experiments which they may later include in projects. Students can also take quizzes and tests on their mobile phones that were created earlier by their teacher. Effective use of handsets in classroom deliberation can help teachers gain valuable real-time insight into the knowledge of their students and the effectiveness of their teachings. Handsets can also help students, access correct spellings and use of English words. The advantages of smart phones in boosting teaching and learning are endless (Asian & Nelson, 2019).

The researcher in this study intend to verify these claims from information communication technology experts on the advantages of computer aid programmes in developing the proficiency of students in English Language. The researcher used a computer game specifically developed for English Language students called scrabble game to see how it could help in improving the understanding of English words and vocabulary by students. Computer games are a form of fun that gives students pleasure and flow. Computer games have rules which must be followed for result. Through the involvement of students in computer games, they may learn how to obey rules and regulations. Computer games have goals, hence they teach students how to be goal oriented, interactive, creative and social beings. Computer games also help students to build problem solving skills. According to Mc Langhlin (2018) computer games have win states, thus giving students ego and gratification. Games create conflicts, challenges and competitive atmosphere for students. Computer games are replication of classroom situations therefore it subjects players to intense brain manipulation and social interaction (Tamrakar & Menta, 2011). Computer game is creative, independent and tends to broaden the horizon of students.

Some commonly used computer games specifically designed for English Language learners' are: scrabble games, fallow games, civilization games and sims game. These games are tailored towards the development of student vocabulary in English words. The researcher in this study used computer aided English Language scrabble games to see how it could improve the proficiency of students in English Language. Many students have problems in forming words with English alphabets. Others can hardly pronounce English Language words correctly because they lack the skills. Scrabble games have a collaborative undertone because it is developed on the

constructivist ideology of peer tutoring and scaffolding. Scrabble games enable one to learn more English words from another person better than him. It works on the premise of Levygotsky theory where one who is more knowledgeable guides another person (learner) to achieve success in a particular endeavour.

There are 100 tiles that are used in scrabble computer games, 98 tiles will contain letters and point values. Two blank tiles are used as wild tiles to take the place of any letter. Different letters in the game have various point values and this will depend on how rare the letter is and how difficult it may be to play that letter. Blank letters have no point values. Once all the tiles are used, the player with highest score is declared the winner.

The internet and its applications are widely used today. According to Murcha (2011) identifying areas in the internet use that can improve learning is essential and important in developing the young ones. It will also help in curbing deviancy among adolescents as pornographic web sites may be substituted for educative and rewarding computer scrabble games. Research has shown that students who were poor in English Language developed interest and improved in achievement scores by playing computer scrabble games. Awyer (2016) opined that computer scrabble game was effectively used in developing sufficient English Language vocabulary among dyslexic pupils in 4<sup>th</sup> and 5<sup>th</sup> grades. Computer scrabble games could serve a dual purpose in students. It may be used for relaxation and at the same to develop student's word vocabulary in English Language. Through the improvement in knowledge of English words, proficiency will be actualized among students in speaking English Language, which is an official language of instruction in secondary and tertiary institutions in Nigeria. It is not out of place to state here that many secondary school students find it difficult to understand underlying concepts or ideas that authors try to convey in their scholarship papers (Latha, 2014) hence, the need for proficiency in English Language vocabulary. A good grasp in English Language is necessary. The versatility of Android phones and in the hands of virtually everybody has given students access to internet computer games. Many students are unable to make effective use of the numerous and powerful online learning resources. Based on this situation research is needed to investigate how students can benefit from internet computer scrabble games for the development of English Language vocabulary.

English Language is the language used in teaching and learning in secondary and tertiary institutions in Nigeria. The importance cannot therefore be overstated because for effective communication to take place in public domain, English Language must be used. It is therefore frustrating to observe

that many students even at senior secondary level, cannot express themselves, in writing or orally. The result of candidates who sat for the senior secondary school certificate examination in English Language in recent years are nothing to write home about. These poor result show that Nigerian students are lacking behind in English Language proficiency. Therefore, the problem of the study is: how can students understanding and proficiency in English Language vocabulary improve through the use of digital technology (computer games)? The present study therefore seeks to determine the effect of scrabble assisted computer games on the acquisition of English Language vocabulary by secondary school students.

### **Purpose of the Study**

The objectives of the study were to determine:

1. The effect of computer based learning on English Language vocabulary acquisition of junior secondary school students.

### **Research Questions**

The study was guided by the following research question

1. What is the mean achievement scores in English Language of participants in computer scrabble assisted learning group A, before and after the treatment?
2. What is the mean achievement scores in English Language of participants in control group B?

### **Hypothesis**

The hypothesis that guided the study was tested at 0.05 level of significance

1. There is no significant difference in the mean achievement scores in English Language of participants in computer scrabble learning group and control group after the treatment.

### **Methodology**

This study is a quasi-experimental research design that employed a pre-test-post-test control group arrangement. This design was appropriate for the study because it determined the effect of the use of scrabble assisted computer instruction on the academic achievement of junior secondary school students in English Language. A group of students identified to have scored below fifty percent in three terms cumulative average performance record were drawn from two secondary schools in group (A) and (B). The two schools are in Ngor-Okpala Local Government Area of Imo State. The

population of the study was seventy-five students in JSS 2A and JSS 2B who scored (below 50 marks) in English Language in first, second and third term respectively. From a population of seventy-five students, a sample of 20 students was drawn in two groups. This process was carried out using balloting by replacement sampling technique. Students who were to be treated with computer scrabble instruction were drawn into group A called the experimental group. Experimental group A were ten in number (10). Non treatment group or the control group B (CGB) were also ten in number (10). Effects in the experimental design was then obtained by the difference between the pre-test and post-test scores. The instrument used at post-test was titled, Students English Language objective test (SEOBT). The items in the objective test were 40 questions. The objective test was adopted from Imo State JSS3 Certificate Examination. It is a standardized test conducted by Ministry of Education for JSS3 students at the end of their basic education programme. It is a unified standardized test whose reliability has been determined over time. A 100% mark was assigned to the forty item questions. The data of this study was analyzed with the mean, standard deviation and Analysis of Covariance (ANCOVA).

### **Treatment Procedure**

Permission to carry out the research was obtained from the authorities of the institutions used for the study. Preliminary visits were equally made to the two institutions used for the study. One of the two institutions served as the experimental group whereas the other institution served as the control group. The two school were 2 kilometers apart (Ngor-Okpala Survey Record, 2018). During the visits the researcher got acquainted with the schools, got the class teachers informed of the purpose of the research work and liaised with them to get relevant records (three terms assessment scores of sampled student. This served as the pre-test scores for both the experimental and control group. This facilitated the purposive sampling of students who performed poorly in English Language Examination for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> term in 2019 academic year.

Ten JSS2 students in the treatment group were taught on how to play scrabble games. This pre-treatment phase lasted for five days (Monday – Friday). The actual treatment exercise started after the pre training exercise. Two participants were attached to one computer for the treatment exercise. The school ICT laboratory had sufficient computers which were used for the treatment exercise. The training lasted for six weeks with two sessions of 45 minutes a week. The ICT period was used for the treatment exercise. The control group members were allowed to remain in their conventional class and

did not get any treatment. The researchers and ICT teacher supervised the treatment sessions.

The mean ( $\bar{X}$ ) and standard deviation (SD) were used to answer the research questions, whereas the Analysis of Covariance (ANCOVA) was used to test the hypothesis.

## Results

**Table 1: Mean (X) and Standard Deviation (SD) of students exposed to scrabble game instruction before treatment (pre-test) and after treatment (post-test)**

Group	N	Pre-Test Mean	SD	Post-Test Mean	SD	Gain Score
Group A (Exp)	10	41.734	6.30	67.60	7.30	25.80
Group B (Exp)	10	41.734	6.30	47.90	6.01	6.16

Result in Table 1 showed that students exposed to scrabble computer game instruction (experimental Group A) obtained a mean (X) score of 67.6 after the treatment whereas their counterparts in the control group who were not exposed to scrabble computer game instruction (control group B) obtained a mean (X) score of 47.9 at post-test respectively. The Result of the test was shown in Table 2.

**Table 2: Summary of Analysis of Covariance (ANCOVA)**

Source	Type III Sum of Squares	df	Mean Squares	F	Sig	Partial Eta Squared
Correct Model	3980.915 <sup>a</sup>	2	1990.457	81.677	.000	.906
Intercept	174.918	1	174.981	7.180	.016	.297
Pre-test	116.715	1	116.751	4.789	.043	.220
Group	3304.025	1	3304.025	135.579	.000	.889
Error	414.285	17	24.370			
Total	42764.000	20				
Corrected Total	4395.200	19				

a. R squared = .906 (Adjusted R Squared = .895)

The result in Table 2 showed along corrected model row a probability value of .000 against a criterion value of 0.05. Based on the stated figures, the hypothesis of no significant difference is rejected, there is a significant

difference in the adjusted mean achievement scores of participants exposed to scrabble computer game learning and the control group at post-test.

### **Discussion**

The findings of the study revealed at pre-test no difference between the mean scores of the experimental group and control group. At post test the mean scores of the experimental group was higher compared to that of the control group. This significant difference in mean score between the experimental group (group A) and control group would have been because of the treatment given to the experimental group (group A) for six weeks. This result means that the exposure of students to scrabble games substantially influenced their performance at post-test. The finding does not support the corresponding stated null hypothesis. The finding of this study is in agreement with Unachukwu Ugoma (2012), whose study revealed that handsets when used effectively by students will improve the knowledge of subject matters being treated in the classroom and improve their academic achievement. Another study in agreement with the findings of this study, is the result of Ekwebelem (2012) study revealed that co-operative peer assisted learning improved the reading skills of remedial students. Against the finding of the present study is the result of Tolbert's (2015) study which revealed no significant difference between two forms of instruction (traditional and computer aided instruction). The difference in both results would have been as a result of short duration of the training exercise in Tolbert's study. 20 minutes of supplementary instruction using computer would not have been enough to impact the desired knowledge in learners hence, the result of no significant difference between the experimental group and control at post-test.

### **Conclusion and Recommendations**

Students who were exposed to computer scrabble games under the supervision of the researcher had higher mean score than the control group at post-test. The difference when tested was significant at 0.05 level of confidence. This result therefore shows that the exposure of students to computer games using computers or cell phones can improve their English word vocabulary and proficiency in the use of English words.

Based on the findings of this study the researcher recommended that English teachers in secondary schools should introduce computer games specifically designed for English students to improve their acquisition of English words and proficiency in use of English words while communicating to others. Teachers should teach students how to effectively use their cell phones for good purposes.

Previously the useful impact of computers/cell phones in classroom discussions and activities may have been ignored but through the findings of this study teachers can now effectively use computer games to improve the understanding of learners. The use of computer game can also increase the time students allot to their studies daily, this may also improve their achievement in school.

The present study did not determine whether computer game advantages in improving proficiency in the use of English words was gender biased. Another study may be conducted to determine gender implications of scrabble games.

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### **Scrabble Rules (Programme Guide)**

When playing scrabble, anywhere from two to four players will enjoy the game. The object when playing is to score more points than other players. As words are placed on the game board, points are collected and each letter that is used in the game will have a different point value. The main strategy is to play words and improve on English vocabulary. The essence is to play words that have the highest possible score based on the combination of letters.

### **The Scrabble Board**

A standard scrabble board will consist of cells that are located in a large square grid. The board offers 15 cells wider. The tiles used on the game will fit the board.

### **Scrabble Tiles**

There are 100 tiles that are used in the game and 98 of them will contain letters and point values. There are 2 blank tiles that can be used as wild tiles to take the place of any letter. When a blank is played, it will remain in the game as the letter it substituted for. Different letters in the games will have various point values and this will depend on how rare the letter is and how difficult it may be to lay that letter. Blank tiles will have no point values.

### **Tiles Values**

Below are the point values for each letter that is used in a scrabble game.

0	Points – Blank tile
1	Points – A, E, I, L, N, O, R, S, T and U
2	Points – D and G
3	Points - B, C, M and P
4	Points – F, H, V, W and Y
5	Points – K
8	Points – J and X
10	Points - Q and Z

### **Extra Point Value**

When looking at the board, players will see that some squares offer multipliers. Should a tile be placed on these squares, the value of the tile will be multiplied by 2X or 3X. Some squares will also multiply the total value of the word and not just the single point value of one tile.

### **Double Letter Scores**

The light blue cells in the board are isolated and when these are used, they will double the value of the tile placed on that square.

### **Triple Letter**

**Score** – the dark blue cell in the board will be worth triple the amount, so any tile placed here will earn more points.

**Double word score** – when a cell is light red in colour. It is a double word cell and these run diagonally on the board towards the four corners. When a word is placed on these squares, the entire value of the word will be doubled.

**Triple word score** – the dark red square is where the high points can be earned as this will triple the word score

Placing any word on these squares will boost point drastically. These are found on all four sides of the board and are equidistant from the corners.

**One single use** – when using the extra-point squares on the board, they can only be used one time. If a player places a word here, it can't be used as a multiplier by placing another word on the same square.

### **Starting the Game**

Without looking at any of the tiles in the bag, players will take one tile. The player that has the letter that is closest to "A" will begin the game. A blank tile will win the start of the game. The tiles are then replaced in the bag and used in the remainder of the game. Every player will start their turn by drawing seven tiles from the scrabble bag. There are three options during any turn. The player can place a word, they can exchange tiles for new tiles or they can choose to pass. In most cases, players will try to place a word as the other two options will result in no scores.

When a player chooses to exchange tiles they can choose to exchange one or all the tiles they currently hold. After tiles are exchanged the turn is over and players will have to wait until their next turn to place a word on the board. Players can choose to pass at anytime. They will forfeit that turn and hope to be able to play the next time. If any player passes two times in a row, the game will end and one with the highest score will win.

### **The First and Score**

When the game begins, the first player will place their word on the star spin in the centre of the square. The star is a double square in the centre of the square. The star is a double square and will offer a double word score. All players following will build their words off of this word, extending the game to other squares on the board play continues in a clockwise direction around the scrabble board.

### **Replacing Scrabble Tiles**

Once tiles are played on the board, players will draw new tiles to replace those players will always have seven tiles during the game. Drawing tiles is always done without looking into the bag so that the letters are always unknown.

### **Fifty Points Bonus**

Exciting rewards can come when players use all seven tiles to create a word on the board when this happens, players will receive a 50 points bonus, in addition to the value of the word if the game is near the end and players are not holding seven tiles, they do not get bonus for using all of their tiles. This is only collected for seven letter words placed.

### **The End of Scrabble Game**

Once all the tiles are gone from the bag and a single player has placed all or their tiles, the game will end and the player with the highest score wins.

### **Tallying Scrabble Scores**

When the game ends, each player will count all points that are remaining on their tiles that have not been played. This amount will be deducted from the final score. An added bonus is awarded to the player that ended the game and has no remaining tiles. The tile value of all remaining players will be added to the score of the player who is out of tiles to produce the final score for the game. The scrabble player with the highest score after the final scores are tallied wins.

### **Accepted Scrabble Words**

Any word that is found in a Standard English dictionary can be used in the game of scrabble. There are also official scrabble dictionaries that can be purchased for more word options. There are some words that are not allowed to be played and these include suffixes, prefixes and abbreviations. Any word that requires the use of a hyphen or apostrophe cannot be played in the game. Any word that required the use of a capital letter is not allowed. When playing an English version of the game, foreign words are not allowed to be played on the board. However, if the foreign word does appear in a Standard English dictionary, it is allowed.

**MINISTRY OF BASIC & SECONDARY EDUCATION  
IMO STATE OF NIGERIA  
BASIC EDUCATION CERTIFICATE EXAMINATION, 2019  
SECTION 1: OBJECTIVE  
COMPREHENSION**

**Read the following passage and answer the questions below**

My first ride in a tricycle was in 2009. I had travelled to Owerri with my mother for that year's Women's August meeting as she needed company for the journey. Two days after our arrival, we had to visit Aunty Grace at Nekede.

As we waited for a car to take us there, a funny-looking vehicle pulled up beside us. Its strange fragile look scared me but when I saw my mother hop boldly into this rickety jalopy in spirit of her massive bulk, I followed suit, though trembling.

Soon after, the weird-looking object zoomed into life and we began a very smooth and pleasurable ride with the cool, evening breeze gently caressing my face and body. The open sides of the "Keke-Napep" and its moderate speed made me see much of the beauty that was in Owerri: the lush, green lawns, the beautiful flowers adorning the roundabouts and the sides of the double-lane roads, the pedestrian pavements etc. I was so thrilled by all these that I had to repeat the experience several times during my stay.

When however, it was time to travel back to Lagos after a forth-night, I was full of regrets as I would surely miss the quiet garden-like freshness of Owerri and my jolly "Keke" rides.

1. The writer travelled to Owerri to: (a) ride a tricycle (b) visit Aunty Grace at Nekede (c) attend the 2009 Women's meeting (d) keep her mother company during the journey
2. One of these expressions does NOT describe Owerri in the passage. Owerri had:  
a) pedestrian pavements (b) well-made open drains  
c) beautiful flowers (d) lush, green lawns
3. According to the passage, one of these expression does NOT refer to the tricycle  
a) A clumsy, sluggish vehicle (b) A funny-looking vehicle  
c) A rickety jalopy (d) A weird-looking object
4. What figure of speech is this expression? "... the cool, evening breeze gently caressing my face and body?" (a) Metaphor (b) Simile (c) Personification (d) Irony

5. The expression 'adorning' as used in the passage means:  
a) beautifying (b) defacing (c) destroying (d) littering
6. How long did the writer stay in Owerri?  
a) Seven days (b) Fifteen days (c) Forty days (d) Fourteen days

**Choose the word(s) that is opposite in meaning to the one underlined in each of the following sentences**

7. The students obeyed immediately. (a) instantly (b) later (c) promptly (d) at once
8. John has gone bankrupt after that big loss. (a) hopeless (b) buoyant (c) poor (c) insolvent
9. Mr. Obi's dog is wild. (a) big (b) mad (c) tame (d) dull
10. Mary bought an expensive dress. (a) dear (b) cheap (c) coloured (d) costly
11. The deep tank is full of water. (a) large (b) shallow (c) small (d) big
12. The students became quiet when their teacher arrived.  
a) peaceful (b) noisy (c) submissive (d) calm
13. There are many stubborn students in JSS 3. (a) dangerous (b) poor (c) obedient (c) bad
14. He was greeted with a hostile look. (a) moderate (b) friendly (c) good (d) favourable
15. The accused was set free because he was found innocent.  
a) foolish (b) wicked (c) stupid (d) guilty
16. My school has a very fertile land. (a) good (b) shallow (c) barren (d) wide

**Choose the word that best completes the gap in each of the following sentences**

17. Many television programmes are designed to reach a wide \_\_\_\_\_  
a) audience (b) assembly (c) crowd (d) spectators
18. I \_\_\_\_\_ not been able to discover the difference. (a) was (b) has (c) an (d) have
19. The bread has to be shared \_\_\_\_\_ Chima, Chika and Ebuka  
a) besides (b) between (c) with (d) among
20. The committee has not arrived \_\_\_\_\_ a decision. (a) by (b) to (c) on (d) at
21. The Principal was angry \_\_\_\_\_ the teachers. (a) at (b) with (c) about (d) over

22. The group praised Mrs. Eke \_\_\_\_\_ her honesty. (a) for (b) on (c) in (d) at
23. Have you got a solution \_\_\_\_\_ that problem? (a) about (b) in (c) at (d) to
24. I shall stand \_\_\_\_\_ you in time of trouble (a) for (b) by (c) with (d) in
25. The twins love \_\_\_\_\_ very much. (a) himself (b) each other (c) themselves (d) myself
26. The police prevented the thief \_\_\_\_\_ (a) to escaping (b) to escape (c) from escaping (d) in escaping
27. The cats are friendly but the lion \_\_\_\_\_ not. (a) are (b) is (c) was (d) were
28. About three years ago, I had occasion \_\_\_\_\_ Lagos.  
a) for visiting (b) of visiting (c) by visiting (d) in visiting
29. At \_\_\_\_\_ expenses shall we hold the party? (a) who's (b) whom's (c) which (d) whose

**Choose the correct question tag in questions 30-35**

30. She thought you would give her money, didn't she?  
a) No, she did (b) Yes, she didn't (c) No, she will (d) Yes, she did
31. I am sure you aren't well. (a) Aren't you? (b) Are you? (c) Did you? (c) Were you?
32. Uche doesn't understand the lesson does he?  
a) Yes, he doesn't (b) No, he doesn't (c) Yes, he does (d) No, he does
33. Your friend hasn't stopped cheating,  
a) does he? (b) isn't it? (c) has he? (d) doesn't he?
34. Your brother will get married next,  
a) won't he? (b) isn't it? (c) will he? (d) is it?

**Choose the option whose sound is represented by the phonetic symbol**

35. /ʃ / (a) thick (b) sick (c) ship (d) cheap
36. /ae/ (a) late (b) bread (c) ladies (d) cat
37. /ei/ (a) tell (b) sell (c) let (d) late
38. / / (a) work (b) dog (c) warn (d) holy
39. /h/ (a) honest (b) hour (c) high (d) honour
40. /e/ (a) hate (b) eat (c) gate (d) wet