

**UNIVERSITY OF EDUCATION, WINNEBA**

**THE TEACHING OF CONCORD IN KPEDZE TODZE JUNIOR  
HIGH SCHOOL**

**ADJASI BENEDICTA**



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**UNIVERSITY OF EDUCATION, WINNEBA**

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SCHOOL**

**ADJASI BENEDICTA**

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**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS,  
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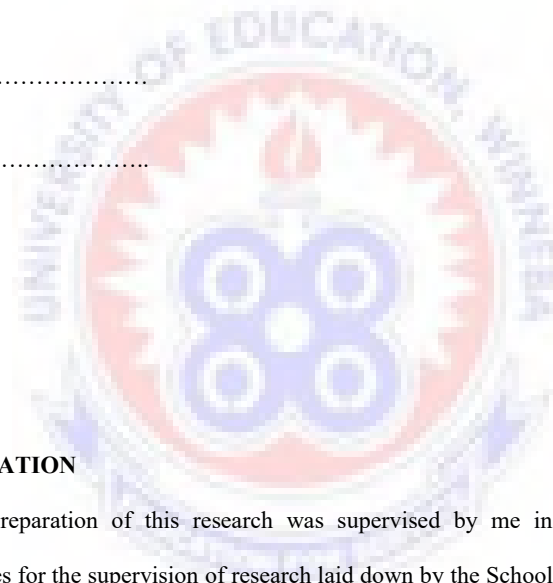
## DECLARATION

### STUDENT'S DECLARATION

I, BENEDICTA ADJASI, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

**Student's Signature:** .....

**Date:** .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation of this research was supervised by me in accordance with the guidelines for the supervision of research laid down by the School of Research and Graduate Studies, University of Education, Winneba.

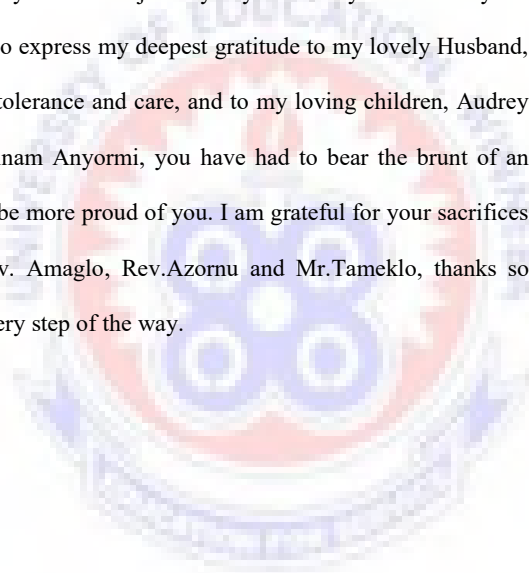
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**Supervisor's Signature:**.....

**Date:**.....

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## **DEDICATION**

I dedicate this work to the loving memory of my mother, Josephine Adjasi.



## TABLE OF CONTENTS

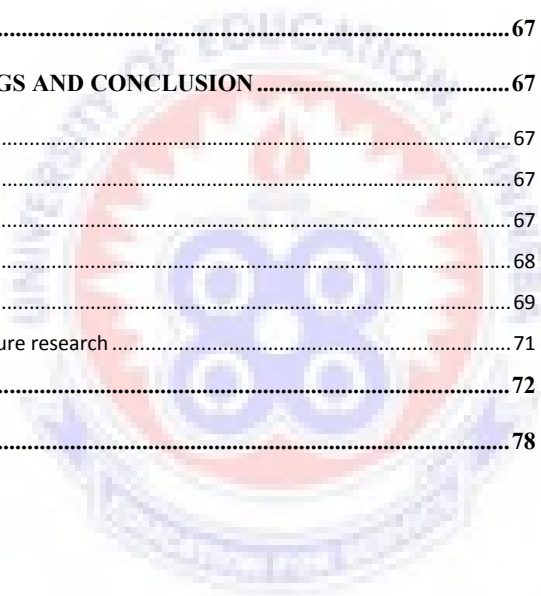
<b>Content</b>	<b>Page</b>
<b>DECLARATION</b> .....	<b>2</b>
<b>STUDENT’S DECLARATION</b> .....	<b>2</b>
<b>SUPERVISOR’S DECLARATION</b> .....	<b>2</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.0 Introduction .....	<b>1</b>
1.1 Background of the Study.....	<b>1</b>
1.2 Statement of the Problem .....	<b>2</b>
1.3 Purpose of the Study.....	<b>3</b>
1.4 Objectives of the Study .....	<b>3</b>
1.5 Research Question .....	<b>3</b>
1.6 Significance of the Study.....	<b>4</b>
1.7 Organization of the Study .....	<b>4</b>
1.8 Limitations.....	<b>4</b>
1.9 Delimitation .....	<b>5</b>
1.10 Conclusion.....	<b>6</b>
<b>CHAPTER TWO</b> .....	<b>7</b>
<b>LITERATURE REVIEW</b> .....	<b>7</b>
2.0 Introduction .....	<b>7</b>
2.1 What is grammar?.....	<b>7</b>
2.2 Types of Grammar .....	<b>8</b>
2.2.1 Prescriptive Grammar.....	<b>8</b>

2.2.2 Descriptive Grammar .....	9
2.2.3 Functional Grammar .....	9
2.2.4 Reference Grammar.....	10
2.2.5 Traditional Grammar.....	10
2.2.6 Transformational Grammar .....	11
2.2.7 Pedagogical Grammar.....	11
2.3.1 The audio-lingual method.....	13
2.3.2 The grammar-translation approach.....	13
2.3.3 The direct approach.....	14
2.3.4 Communicative approach .....	15
2.4 The stages of teaching grammar at the Junior high school .....	16
2.4.1 The presentation stage .....	16
2.4.2 The discussion/explanation stage.....	17
2.4.3 The exercise stage.....	17
2.5 What to do at the various stages of teaching grammar at the JHS .....	18
The following are the things you can do at the various stages of teaching grammar at the junior high school:.....	18
2.5. 1. Presentation stage .....	18
2.5.3 Exercise stage.....	19
2.6 Problems associated with the JHS lessons on grammar.....	19
2.7 The role of grammar instruction in the teaching of English .....	20
2.8 Recent conceptions about grammar instruction .....	21
2.9 Findings from empirical studies on the problems of teaching and learning .....	23
grammar.....	23
2.10 Teachers' beliefs .....	26
2.11What Problems do Teachers and Learners face in the Teaching and.....	27
Learning of English Grammar?.....	27
2.12 What Strategies are currently being used by teachers in the teaching of .....	30
English grammar. ....	30
2.13Which Strategies can best help pupils understand English Grammar Better?.....	31
2.13.1 Experiential teaching strategy .....	31
2.13.3 Implicit-explicit dimension.....	32
2.13.4 Intralingual-crosslingual dimension.....	33
2.13.5 Inductive-deductive dimension .....	33

2.14 Factors which influence teachers' beliefs.....	35
<b>CHAPTER THREE.....</b>	<b>37</b>
<b>METHODOLOGY .....</b>	<b>37</b>
3.0 Introduction .....	37
3.1 Research Design .....	37
3.2 Pre – intervention .....	38
3.3 Intervention process (Treatment stage) .....	39
3.4 Post-Intervention .....	40
3.5 Population .....	40
3.6 Sampling Technique.....	40
3.7 Sample Size .....	41
3.8 The Research Site.....	41
3.9 Data Collection Strategies.....	42
3.9.1 Interview .....	42
3.9.2 Observation.....	42
3.9.3 Documents .....	43
3.10 Data Collection Protocol .....	43
3.11 Data collection processes .....	43
3.11.1 Sample Errors from students' composition .....	44
3.11.2 Intervention Experimental group lesson on subject verb agreement/ concord .....	45
3.11.3 Activities for inductive instruction:.....	45
3.11.4 Control Group .....	46
3.11.5 Post intervention: .....	47
3.12 Data Analysis .....	47
3.13 Data Presentation .....	47
<b>CHAPTER FOUR.....</b>	<b>48</b>
<b>FINDINGS AND DISCUSSIONS.....</b>	<b>48</b>
4.0 Introduction .....	48
4.1 Sources of Problems in Teaching and Learning of Grammar.....	48
4.1.1 Teachers' Qualification .....	48
4.1.2 Teachers' Experience .....	50
4.1.3 The Pupils.....	52



4.1.4 The Environment.....	56
4.1.5 Teachers refusal to use Teaching Learning Materials (TLMs).....	56
4.2 Methods used in the teaching of English grammar at Kpedze Todze JHS .....	57
4.2.1 Grammar-translation Method .....	58
4.2.2 The Teacher-Centred Approach.....	59
4.2.3 Direct Method of Teaching .....	60
4.3 Recommended Approaches to the teaching of Grammar.....	61
4.3.1 Inductive and Deductive Method .....	62
4.4 General post intervention test.....	64
4.5 Summary of Findings.....	65
<b>CHAPTER FIVE .....</b>	<b>67</b>
<b>DISCUSSIONS OF FINDINGS AND CONCLUSION .....</b>	<b>67</b>
5.0 Introduction .....	67
5.1 Summary .....	67
5.1.1 Summary of methods.....	67
5.1.2 Summary of findings .....	68
5.2 Recommendations .....	69
5.2.2 Recommendation for future research .....	71
<b>REFERENCES.....</b>	<b>72</b>
<b>APPENDICES .....</b>	<b>78</b>



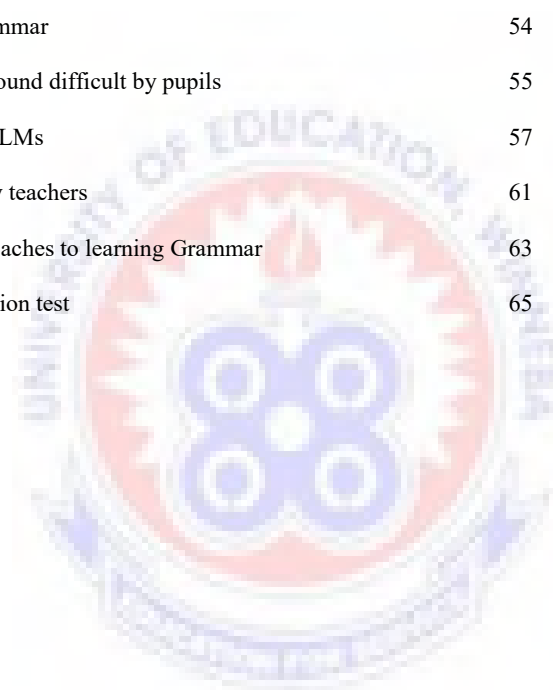
## LIST OF TABLES

Table	Page
1: Comparatives and superlatives form of verb	59



## LIST OF FIGURES

Figure	Page
1: Teachers' Academic qualification	50
2: Teachers' Experience	52
3: Pupils views about what grammar is	54
4: Pupils' interest in grammar	54
5: Aspects of grammar found difficult by pupils	55
6: Frequency of use of TLMs	57
7: Methods most used by teachers	61
8: Pupils preferred approaches to learning Grammar	63
9: General post intervention test	65



## ABSTRACT

There are many ways to teach grammar to students that can be fun and interesting, such as using the grammar item to be learnt in context and the use of appropriate TLMs. This study was carried out to investigate the teaching of Grammar to pupils of Kpedze Todze Junior High School. It identifies the problems of both teaching and learning grammar and suggests effective ways of teaching grammar to pupils. The purposive sampling technique was adopted by the researcher in selecting the sample which is made up of sixty pupils (thirty boys and thirty girls) and a total of ten teachers. Observation, questionnaires and interview were the instruments used in the collection of data. Some findings were identified as lack of qualified and experienced teachers, pupils poor attitude towards the learning of grammar and finally through the introduction of an intervention it was indicated that those who were taken through inductive teaching showed better skills than those who were taken through the deductive method. Finally, it is recommended that teachers of English Language adopt the inductive teaching approach to teach grammar because it helps students to grasp grammar rules easily, also there should be more workshops organized for teachers of English language to help them know the best approaches to use in teaching grammar.



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

The focus of this study is on the teaching of English grammar in the Kpedze Todze Junior High School. The first chapter of the thesis discusses the problem and diagnoses the causes of the problem and discusses the need for solution. It again looks at the significance of the study. Some observation the researcher made showed that pupils of Kpedze Todze Junior High School have difficulty in the mastering of English grammar. This could be a problem of the type of methodology used by the teachers during the teaching of grammar or the learners understanding of the teacher's methodology.

#### 1.1 Background of the Study

Teaching grammar has been subjected to many changes just as any other aspect of language. It seems that the emphasis has moved from the teacher's task in teaching grammar to the learner's task in learning it and putting it into good use, forgetting that without a better understanding of the lesson the learner would not be able to put the lesson to good use. Teachers of the language thus have to adopt a better way of teaching grammar.

The international language used in most parts of the world including Ghana is English. This is the major reason why the study of English Language is important. Language is a means of communication that is used to transfer information, ideas and feelings from one person to the other. Due to the importance of English Language, there is a programme known as adult education where adults who for one reason or another could not access formal education are given the chance and are taught the basic rules of English language and how to use them to construct good sentences.

Crystal (2004) says grammar is the structural foundation of our ability to express ourselves. This means the more we are aware of how it works, the more we can monitor the meaning and effectiveness so the way we and others use language.

Pupils of Kpedze Todze J.H.S. make a lot of grammatical mistakes in their daily communication and this has adverse effect on their communication which in effect reduces their confidence level. It is also an undeniable fact that almost all examinations are written in English Language and knowing the grammar well is what will give one good grades and qualify one for further studies. Most often the pupils are unable to express themselves appropriately in the English language although they know the answer to questions being asked them. As a result some pupils would not even talk in class at all because of how to express themselves which is a great problem. Due to all these, there is a crucial need to investigate the teacher's classroom practices thus the methodology adopted by the teacher and his or her perception about the teaching of grammar.

### **1.2 Statement of the Problem**

As an English teacher of Kpedze Todze J.H.S., the writer has a great interest in grammatical problems of the language because grammar is the most important unit in learning English Language. Pupils of Kpedze Todze J.H.S. have problems with their writing and utterances which could be an issue of the teaching method used by the teacher in the delivery of the lesson. Most often pupils find the learning of English grammar boring and even wish not to attend class whenever it is time for grammar lessons. This attitude of pupils is not peculiar to only one school but it occurs in the majority of Junior High Schools as confirmed by teachers of English in the different schools. According to the school based curriculum, subject-verb agreement (concord)

an aspect of grammar which helps in the right construction of sentences, is taught in the first year at the J.H.S but students in the second and third years are found still making concord errors. There is the need for an empirical study of this problem in order to find solutions to the problem hence this current study.

### **1.3 Purpose of the Study**

The purpose of this research is to help investigate problems encountered in the teaching and learning of English grammar and suggest solutions to the problem. The researcher wants to find out the reasons for these problems and propose effective teaching methods that could be used to help pupils overcome this problem.

### **1.4 Objectives of the Study**

The aim of this study is to investigate how the teaching and learning of English grammar is carried out in Kpedze Todze J.H.S. by achieving the following objectives:

1. To identify problems that pupils and teachers face in the teaching and learning of grammar.
2. To identify the strategies used by teachers in teaching English grammar.
3. To suggest effective ways of teaching English grammar at the J.H.S. level.

### **1.5 Research Question**

This study was guided by the following questions:

1. What problems do pupils and teachers face in the teaching and learning of English grammar?
2. What strategies are currently being used by teachers in the teaching of English grammar at the Junior High School?
3. Which strategies can best help pupils understand English grammar better?

### **1.6 Significance of the Study**

This study will contribute to solving the problems of teaching and learning of English grammar by diagnosing and suggesting solutions to the problems. The results of this study will enable pupils of Kpedze Todze J.H.S. to understand the concept of English grammar better and that will also help to improve the performance of pupils. The study will suggest innovative ways of teaching grammar.

### **1.7 Organization of the Study**

The study report is organized in five chapters. Chapter one deals with the introduction, background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, research questions and organization of the study. Chapter two involves the review of related literature based on research questions. Chapter three describes the procedures used in the selection of the sample population as well as collection of the data. The fourth chapter shows the results of the study. The fifth chapter deals with suggestions and conclusion for this study.

### **1.8 Limitations**

The researcher faced some challenges during the course of the study. These challenges included absenteeism by pupils and teachers alike. Some of the participants in the study were not regular in school and we had to postpone the day's activity whenever this happened.

Co-curricular activities were one of the factors that affected the smooth flow of this research. This was because co-curricular activities were organized by the education directorate of my district for the pupils of the district and these activities took place during instructional hours. The researcher tried to use an hour after school to carry out this research since the instructional times were occupied. But students and teachers



were not willing to use that time, some gave excuses such as ‘we are tired’, ‘hungry’ and some teachers even asked if they were going to be paid for extra time. In order to carry out this research I had to come to school early enough because some teachers promised to come to school early to teach before the activities for the day began. And I also had to meet some teachers during their break. Some of these activities are cultural festivals, sports competition, quizzes education week celebration and many more. Also the researcher being a teacher had to combine her teaching with the research which was not an easy thing. As a teacher I had to teach whenever I had lessons and I had to be observing other teachers teach as well which was difficult to do. I had to swap my lesson times with other colleagues whenever I had a situation like that. Despite all these challenges the researcher with serious effort, managed to complete the research successfully. The researcher however found it difficult to get all the needed documents especially pupils’ exercise books because they were not regular at school.

### **1.9 Delimitation**

This study was carried out in KpedzeTodze M/A JHS in the Ho-West district of the Volta Region of Ghana. The researcher’s attention was greatly on how grammar is taught in the school. She also looked at the types of methodology used by teachers and the appropriate ones that could be used to have a successful lesson where students can construct correct grammatical sentences. This research concentrated mainly on subject verb agreement (concord). Other aspects that students have problems were spelling errors, wrong use of tenses and wrong use of possessives. The researcher would have liked to look into them but time would not allow.

### **1.10 Conclusion**

This chapter focuses on the background to the research, it states the problem; it diagnoses the causes of the problem and the need for solution. It again looks at the research questions to be answered and the significance of the study



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter talks about the types of grammar, methods of teaching grammar and some teaching approaches we have. It also looks at the stages of teaching grammar at the JHS level and the appropriate techniques to use. It further talks about the role of grammar instruction the recent conceptions about grammar instruction, and findings from empirical studies. Finally teachers' beliefs, factors which influence teachers beliefs, problems associated with the JHS lessons on grammar and conclusion.

#### 2.1 What is grammar?

Grammar is said to be the body of rules which underlie a language. It is a body of knowledge that teachers can use judiciously to help learners gain insights into the workings of the language. Fox et al (2005) define grammar as the set of rules that describes the structure of language and controls the way that sentences are formed. Fox et al's view is supported by Maduekwe (2007) who explains that grammar is a way of learning the rules of a language. Maduekwe (2007) added that the most important aspect of language is its rule-governed behavior. With these definitions, however, structures can be ambiguous and the rules may not be applicable because sets of rules are not divinely established. Therefore, problems regarding establishment of structures may arise.

Grammar is a scientific study of language and as such it deals with linguistic problems (Murthy, 1998). It is the systematic analysis of words, wordforms and sentences, their arrangement, construction and functions. This implies that grammar provides adequate information as to where and how the parts of speech can be used in

any speech and writing. It is concerned with behavior of words, word groups and changes in the meaning of words which are reflections of changes in the appearance of sounds of words. Since the JHS syllabus is about how word classes or parts of speech are established and synthesized into various types of sentences, this researcher adopts Maduekwe's working definition of grammar.

## **2.2 Types of Grammar**

Each adult speaker of language has some type of 'mental grammar', that is, a form of internal linguistics knowledge which operates in the production and recognition of appropriately structured expressions in that language (Yule, 1997). Yule further states that the concept of 'grammar' involves what must be considered 'linguistic etiquette'. That is, the identification of the proper or best structures to be used in a language. Another view of the same proponent is that grammar involves the study and analysis of the structures found in a language, usually with the aim of establishing a description of the grammar of English, for example, as distinct from the grammar of Russian or French or any other language. These concepts form the basis of describing various types of grammar. The prescriptive, descriptive, functional and reference concepts which form the basis of describing grammar are discussed in the literature. Traditional, transformation-oral generative and pedagogical grammars, are other concepts that are worthy of mention.

### **2.2.1 Prescriptive Grammar**

The term prescriptive grammar refers to a set of norms or rules governing how a language should or should not be used (Nordquist, 2016). According to Riley & Parker (1998), prescriptive grammar focuses on constructions where usage is divided and lay down rules governing the socially correct use of language. Lowth (1972) also shares

the view that prescriptive grammar presents a standard grammar that teaches the learner to express himself or herself with propriety and to accurately evaluate constructions and correctness. To sum it up prescriptive grammar is a type of grammar that gives rules which govern how a language is supposed to be used. These grammatical rules are normative.

### **2.2.2 Descriptive Grammar**

It is an approach that describes the grammatical constructions that are used in a language, without making any evaluative judgments about their standing in society. These grammars are common place in linguistics where we investigate a corpus of spoken or written material and describe in detail the patterns it contains (Crystal, 1997). This means that descriptive grammar describes grammatical system of a language which enables the students or learner to use and understand the language. In effect no judgment is made about what is wrong or right. It is a constitutive rule. This means that learners will have to use the language as it is used in their community or society without being worried about how correct it is, since that is how people of their society use it. E.g. we can end a sentence with prepositions as in “who did you walk with”.

### **2.2.3 Functional Grammar**

Functional grammar, as explained by Halliday (1994) is concerned with meanings. Functional grammar looks at language as consisting of units of meaning rather than chunks of forms. These units of meanings are represented in various oral and written texts. In line with the idea functional grammar, it is interested in analyzing language at the text level rather than the sentence level. Halliday (1994) explains that functional

grammar is essentially a natural grammar, in the sense that everything in functional grammar can be explained, by reference to how language is used.

#### **2.2.4 Reference Grammar**

Reference grammar is a model grammar developed by Vanvalin (1993) which incorporates many of the points of view of current functional grammar theories. It is a grammatical description that tries to be as comprehensive as possible, so that it can act as reference book for those interested in establishing grammatical facts. In reference grammar the descriptions of a sentence in a particular language is formulated in terms of.

- ❖ Its logical (semantics) structure and communicative functions.
- ❖ The grammatical procedures that are available in the language for expression of these meanings.

#### **2.2.5 Traditional Grammar**

Halliday (1994) explains that traditional grammar has always been the grammar of written language; and traditional grammar has always been a product grammar. While Gerot and Wignell (1994) state that grammar is the structure of language. Gerot and Wignell (1994) further explain that traditional grammar aims at describing the grammar of standards. It characteristically studies different language elements or parts of speech separately. For example noun, verb, participle, pronouns, prepositions, adverbs, interjection and conjunction. It is a study of language in the traditional way. It is a type of grammar where students study concord rules that are supposed to be associated with correctness. For example if a student should construct a sentence like, He don't do nothing. It is a wrong statement since there is no agreement between the subject and the verb, this sentence becomes correct when it is written as: He does not

do anything wrong. The analysis of traditional grammar gives us a number of categories such as “number”, ‘person’, ‘items’, ‘voice’, and ‘gender’.

These categories help us to describe language structures especially when we consider them in terms of agreement’. For example the ‘verb’ in the sentence ‘The boy likes his dog’ agrees with the noun ‘the boy’ since it is singular and the tense form of ‘like’ is in the present form which is different from the past tense ‘liked’. This group of pronouns ( I, we, you, he, she and it ) denotes person and the singular or plural of a noun denotes number.

#### **2.2.6 Transformational Grammar**

Thukur (1997) defines a language as an uncountable number of sentences and the function of the grammar of a language is to formulate the finite set of rules which can assign appropriate structural descriptions to the infinite number of sentences in the language. He goes on to say that this theory forms the basis of the transformational generative grammar.

Transformational grammar studies basic language patterns to create and transform sentences. With rules it tries to show the knowledge which a native speaker of a language uses in forming grammatical sentences.

#### **2.2.7 Pedagogical Grammar**

Crystal (1997) describes pedagogical grammar as a book specifically designed for teaching a foreign language or for developing an awareness of the mother tongue. Muhammed and Sajid (2015) conducted a research on grammar input during an in service ELT teacher education programme. Their study was on the basis that pedagogical grammar can be used as a standard language teaching methodology. They

said this is to help teachers decide a suitable pedagogy in the teaching of English grammar.

### **2.3 Methods of Teaching Grammar**

Akande (1985), cited in Maduekwe (2007), states that methods may be described as those “operational strategies or steps of pedagogical behaviors” adopted by the teacher in the process of teaching and learning. Relating methods to grammar teaching, we mean the general skills or steps which is informed by or founded on and incorporate theories of language learning.

The teaching of English language since the twentieth century has undergone several changes. Fianu (2003) stated that there are many and varied approaches to second language teaching, and these approaches reflects changes in theories about the nature of language and of language learning. He continued by saying that as a language teacher you need to identify the specific goal of language teaching and ask which teaching method will be the most effective one in reaching such a goal. He also said for a language teacher to be able to his/her work effectively, he/she needs to be familiar with the main approaches to language teaching that have been used centuries ago. Similarly Brown (2002) stated that the teaching of English language has been subject to tremendous change especially throughout the twentieth century. He continued by looking at how the teaching of Maths and Physics has remained the same and has not changed, and he said that can never be said about language teaching. I strongly agree with Fianu (2003) and Brown (2002) since language teaching is dynamic and not static and so it is subject to change. Any approach that will be adapted by a teacher should be one that will meet the objectives the teachers want to achieve by the close of the lesson. Among these approaches are the following.



### **2.3.1 The audio-lingual method**

This approach was developed and used in the 1950s and 1960s. Fianu (2003) commented on this approach by saying that it is also known as the Aural-Oral approach. According to him emphasis is placed more on everyday spoken conversation of its learners with particular or critical attention placed on pronunciation. The proponents of this approach see language as a process of habit formation, for that matter structural patterns in dialogues about everyday situations are imitated by learners until the learner becomes fluent with the structure. Very little grammatical rules are discussed. With the audio-lingual method, the language item is heard for the first time by pupils, they practice it orally even before they see and write it. The audio-lingual method has some similarities with the direct approach. In the same vein, Brown (2002) made reference to how the outbreak of World War II increased the need for Americans to be orally proficient in the language of their allies and enemies alike. According to him this approach was based on linguistic and psychological theory. Yule (2010) also spoke about the audio-lingual method saying that by the use of drills the structure of the L2 is presented to pupils in a more systematic way moving from the simple to the complex and students have to repeat this process. He said this approach is influenced by the belief that language is a set of habits and could be developed with lots of practice.

### **2.3.2 The grammar-translation approach**

The grammar-translation approach also known as the classical approach and reading approach according to Fianu (2003) is derived from the traditional approach to the teaching of Latin and Greek. According to him the grammar-translation approach is based on the careful analysis of the written language in which translation exercises are given to pupils to do. In this approach emphasis is laid on the mastery of grammatical

rules and the memorization of long list of vocabulary from test. Also Yule (2010) commented on the grammar-translation approach by saying that traditionally teachers normally encourage memorization rather than writing the language item. Therefore students only learn for classroom use and not for daily use outside the classroom in their conversations and other communications. Students get high marks in their exams but this result does not reflect in their language usage. Furthermore Brown (2002) also said that the grammar-translation approach lays greater emphasis on the memorization of grammatical rules, syntactic structures and rote learning of vocabulary and translation of literary text. According to him no attention or provision was made for the oral use of the language under study. This approach focuses more on the translation of the language item or structures into the learners L1 to enable the learner understand better. Despite the nature of the grammar-translation approach, that is the method that most of the teachers in Kpedze Todze M/A JHS use during the delivery of their grammar lessons. They do this because it enables them to translate the grammar item into the first language (L1) of their pupils before teaching them in the second language (L2) to enable the pupils have a better understanding of the grammatical item. This is really not helping pupils to gain mastery of the L2 since they tend to do literal translation from the structures in the L1.

### **2.3.3 The direct approach**

As the name implies the direct approach is an approach in which the language item is taught directly using the learners L2 without any form of translation from the L1. Fianu (2003) stated that the direct approach is the opposite of the grammar-translation approach especially in its emphasis on learning of how to use language for communication purposes. This is because the grammar-translation approach focuses more on learners' ability to memorize and write language items and does not help

learners to use the language item for communication outside their classroom while the direct approach focuses on learners' ability to communicate with their L2. He also stated that with the direct approach no use is made of the learners' mother tongue since they are encouraged to think in line with their target language (L2) and not to translate into or out of it. Similarly Brown (2002) stated that the direct approach was established to answer the shortcomings of the grammar-translation approach. He continued by saying that the direct approach is a method for teaching foreign languages that uses the direct target language and makes no reference to the learners' mother tongue in the classroom. The teaching of grammar with the direct method is done inductively, thus making learners find out rules on their own in the course of learning. In spite of all the achievements of the direct method it still has some shortcomings among which is its inability to integrate well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use.

#### **2.3.4 Communicative approach**

The communicative approach came into existence because of the need for communication. It is an approach that concentrates on language as a means of communication. Fianu (2003) stated that the adherent of this approach are of the view that in preparing students for communication it will be inadequate for vocabulary and structures only to be taught as can be seen in other approaches. He is of the view that students may know the rules very well but will not be able to communicate with it. The adherent of this approach also believes that whenever one communicates he/she uses language to perform a particular function. Examples of such functions are argument, persuasion, permission, promise and many more. For this reason it is therefore insufficient for a student to simply have knowledge of forms, meanings and

structure but rather the student must be able to apply these knowledge together to make meaning. According to Fianu the language item must be taught and used in context and not in isolation. Similarly Brown (2002) is of the view that communicative language teaching is not a method but rather an approach. This approach focuses on all components of communicative competence and not only grammatical or linguistic competence. Similarly Yule (2010) stated that the main aim of the communicative approach is to enable learners communicate using their L2, therefore he is of the view that language learning should not only be about rote memorizing of forms, structure and grammatical rules but should be able to help learners communicate with the L2 among each other both in the classroom and outside the classroom.

#### **2.4 The stages of teaching grammar at the Junior high school**

A grammar lesson at the junior high school is expected to be developed around three stages. These are the presentation, discussion/explanation and exercise stages.

##### **2.4.1 The presentation stage**

This is the first stage a teacher has to use in the teaching of grammar. At this stage the teacher is expected to present what he/she wants to teach the pupils for the day. According to Fianu (2003) presentation at this stage is done through demonstration of how to use the specific grammar item. The demonstration of the specific grammar item is done by the teacher of the language by using meaningful situations in order to enhance students' understanding. The new grammatical item may not be new to the students since they might have seen it during the course of their primary education and may not be able to use them appropriately. Pupils at this stage may not have full

accuracy of the language item; therefore the teacher at this first stage needs to help students produce the grammar accurately.

#### **2.4.2 The discussion/explanation stage**

This is the second stage of a grammar lesson. According to Fianu (2003) this is the stage where it is expected of the teacher to discuss and explain the actual grammar item that was presented at the first stage of the lesson. He continued by saying that at this stage of a grammar lesson a lot of oral activity is needed or expect from the teacher and especially the pupils. Also at this stage pupils actually need to understand the grammar item and this can only be achieved if the teacher does a lot of explanations with examples written on the chalkboard. After pupils have understood the grammar item taught by the teacher, it is expected of them to use or practice them by making their own sentences using the new grammar item. Finally the teacher at this stage introduces any grammatical terminology and explains them to the understanding of the students.

#### **2.4.3 The exercise stage**

This is the third and final stage of any grammar lesson at the Junior high school level. This is the stage where pupils are given exercises to do in order to provide pupils with extra practice that allows you to see the extent to which the objectives of the lesson taught has been achieved Fianu (2003). These exercises can either be oral or written provided it is able to let you know whether your objectives have been achieved or not.

## 2.5 What to do at the various stages of teaching grammar at the JHS

The following are the things you can do at the various stages of teaching grammar at the junior high school:

### 2.5.1. Presentation stage

The teacher at this point or stage creates a situation that can elicit from pupils the new grammar item to be treated unconsciously. It is the teachers' work to make sure that whatever situation created is very relevant to pupil's experiences so that they can derive meaning from the grammar being taught. One example of the techniques to use to elicit response from pupils is the question and answer technique. The teacher asks questions which will make pupils to use the new grammar item in their responses, by so doing some problems are sure to arise. Pupils are likely to give short answers that may not contain the grammar item they are learning about. In order to help the pupils, the teacher needs to expand the answer/response from the pupil by putting the required grammar in it to help pupils who are at sea to understand it better. Other techniques to use are pictures, sketches and drama.

### 2.5.2 Discussion/explanation stage

At this stage, as the name suggest, the teacher needs to give detailed explanation of how the new grammar works to pupils. In explaining new grammar items to pupils, the teacher needs to consider these:

- i. All explanations should be done with the aid of examples on the chalkboard.
- ii. The vocabulary choice of the teacher should suite the age/level of the pupils; it should be one that they are conversant with.

Commented [F1]: Number this subheading appropriately.

Commented [F2]: Note that the subheading in 2.5 says "techniques to use...". Therefore the sections under it should list the techniques and talk about them making references to the stages where they should be used..

- iii. The chalkboard must be carefully planned to help the writings of the teacher to be well arranged.
- iv. Example chosen must not be above the experience of the pupils.

### 2.5.3 Exercise stage

At this stage both the oral and written exercise are needed but much emphasis must be laid on the oral aspect of the exercise since grammar is mainly for communication purposes.

### 2.6 Problems associated with the JHS lessons on grammar

The following are some problems that arise as regards to the JHS lessons on grammar.

To begin with pupils are mostly familiar with the grammar they are taught, since they come across them during their primary education. But pupils of Kpedze Todze JHS still make errors in the use of grammar. For example, for the use of the past tense form of verb pupils make errors like I go, I come, she sleep etc. this is as a course of the way the grammar item was treated with them in their primary schools. Teachers still go by the traditional method of teaching grammar which is the method where grammar items are taught in isolation and not in context. According to Lee VanPatten (2003), "traditional approaches to teaching grammar are problematic as they require students to produce output immediately". They agree that production of the output can help the fluency and accuracy of the language item, but according to them it is not the means by which grammar can internally be developed. Another serious problem with the teaching of grammar at the JHS level is that most teachers posted to most of the schools have little or no knowledge about the teaching of grammar. This is because there is no special/separate lesson offered to equip the teacher trainee in the teaching of English grammar at the colleges of education. Hudson and Walmsley (2005)

Commented [F3]: List the problems and discuss them one after the other making references to the literature which support the claims being made.

Commented [F4]: What does this mean?

Commented [F5]: Don't forget that this is the literature review chapter and everything discussed here must be from the literature of acknowledged authors on the issues under discussion.

confirmed this by saying that most teachers of English language have received limited linguistic training at teachers' colleges of education. I agree with them because this is very true. In the Colleges of Education English is not treated as a special subject like in the case of Maths and Science. English happens to be among the core subjects that are treated. Finally teachers of English language have very limited time allocated to English on the timetable and mostly on the timetable.

### **2.7 The role of grammar instruction in the teaching of English**

The role of grammar teaching has been and continues to be an area of some controversy and debate. One of the most prominent issues is whether grammar teaching benefits the learning of a new language. The teaching of grammar has long been done in second and foreign language classrooms although, as Ur (1996) remarked, the place of grammar in foreign language teaching is controversial. Every single method or approach to language teaching gives the teaching of grammar a varying level of importance in their classroom activities.

According to Azar (2007), the role of grammar is to "help students discover the nature of language, i.e. , that language consists of predictable patterns that make what we say, read, hear, and write correct". As Azar (2007) stated, without grammar, people would have only individual words or sounds, pictures and body language to communicate meaning. Moreover, effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence. As Calkins (1980) suggested, the most helpful way to improve students' command of grammar in writing as the base for teaching grammatical concepts.



Krashen's Monitor hypothesis (krashen, 1982) claims that "learned" knowledge can never be converted into "acquired" knowledge. This is because they are two different things "learned" knowledge can only be known or understood by the learner making an effort to form rules and in the process becoming critically aware of his/her deficiency while "acquired" knowledge is the one that is gained by one's own exertion or effort and picking up the language sub-consciously and intuitively.

Krashen also advocates that learners possess an "acquired system" and a "learned system" which are totally different. The former is developed by means of acquisition, a subconscious process which arises when learners are using language communication. The latter is as a result of learning, the process of paying conscious attention to language in an effort to understand and memorize rules. Finally, Krashen argues that "acquired knowledge" can only be developed when the learner has his or her attention focused on message conveyance he also says that utterances are initiated by the "acquired" system, and the "learned" system only comes into play when learners monitor the output from it.

### **2.8 Recent conceptions about grammar instruction**

Grammar teaching involves any instructional technique that is used to draw learners' attention to some specific grammatical form in a way that it helps them either to understand it metalinguistically and process it in comprehension and production so that they can internalize it and make meaningful use of it (Ellis, 2006). For some teachers, the teaching of grammar is seen as at best the smallest unit that can be seen to be involved in the development of communicative competence and also harmful to it (lock, 2005).

Commented [F6]: What does this mean?

Teachers of the English Language see the grammar aspect as not important, but they forget that without grammar, English Language is nothing because it is the grammar that will guide the learning of the language. Also the time, type of grammar and place of grammar instruction in the language teaching and learning process has been the main issue of language acquisition (Ellis, 2001). Long and Robinson (1998) proposed a synthetic approach to language where the focus of classroom activity is on language forms rather than the meanings they convey. However the traditional concept of forms usually means teaching the language item in isolation, which is mostly not appropriate. For example, if a verb is taught in isolation, a pupil will find another word at the verb position in a sentence and will not refer to it as a verb even if it is acting as one. Currently in second language literature, two approaches to grammar teaching that are often discussed are focus on form which refers to an approach to teaching grammar where errors can only be identified during a meaning- focused activity and focus on forms which also refers to teaching grammar in isolation. Long (1991 page 39-52) indicates that focus on form “openly draws students’ attention to language elements as they arise incidentally in lessons whose overriding focus is on meaning or communication”. To give a better understanding long and Robinson (1998) pointed out that “focus on form often consists of an occasional shift of attention to linguistic code features by the teacher and one or more students triggered by perceived problems with comprehension or production”. Focus on forms as Ellis (2008) indicated, refers to the type of instructions that seeks to isolate linguistic forms in order to teach them one at a time as when language teaching is based on a structural syllabus. In addition Doughty and Williams (1998) noted that it should be borne in mind that the traditional notion of forms always entails isolation or extractions of linguistics features from context or from communicative activity”.

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## **2.9 Findings from empirical studies on the problems of teaching and learning grammar**

It is accepted generally that grammar instruction brings up the process of learning one's target language (Doughty and Williams, 1998; Ellis, 2001; Long, 1991), even though researchers have not come to an agreement on how best to teach grammar. Borg, (1990) and Ellis (1994) claimed that it is probably too early to reach any firm conclusions regarding what type of formal instruction works best. However in attempting to understand how teachers approach grammar instruction, researchers have conducted various studies to explore "the relationship between the use of grammar instruction and learners' learning outcomes in terms of different issues" (Doughty and Williams, 1998). Besides teaching methodologies and approaches, teacher education in grammar teaching also seems to play an important role in preparing teachers to teach grammar effectively and confidently. Celce – Murcia and Larsen –Freeman (1999) reasoned that "teachers would better be prepared to meet students' learning needs when they have a firm grounding in the grammar of the language they teach". Therefore, it is likely that in order to teach well teachers first need to master the grammar of the language themselves. They also indicated that teachers can teach grammar explicitly by giving students rules and exercises with the right grammar terminology or they can do it implicitly.

Al-Zayyat (2014) conducted an investigation on the problems of teaching English grammar in Jordanian Public School. He used the quantitative method of research in his investigation. In his findings he realized that the problem of teaching English grammar in the school significantly existed among students, teachers and the English language curriculum, which in turn created a gap in learning and teaching English language. According to him the problem existed because of the methods of teaching

English in the school, which ignores teaching English grammar. His recommendation was that in order to teach English language there is the need to teach the English grammar.

When we look at the set of complicated rules and regulations of English grammar, it makes it a tough language to conquer. A good number of students struggle to understand these rules. To make matters worse, English itself is of different varieties, making them find the Queens English quite different from American English (Baker, 2009). In spite of the intense interest in English grammar, teachers of the language often face various difficulties and challenges while teaching grammar as an aspect of English language. Teachers can raise the language ability level of students by gradually addressing the common grammatical errors that they make every day by pursuing effective and practical approach.

“Uncertainty” happens to be one of the problems teachers face today in the teaching of grammar. This problem is arising from the fact that many grammarians have different opinions or ideas on terminology, particularly in relation to the various classes of speech, even to the extent of arguing about what parts of speech are.

Another major problem related to teaching grammar is the dominance of one’s mother-tongue. Lado (1985) state that there is a tendency for a student to transfer the grammar of his mother-tongue into English language as a second language. For example in Ewe, the phrase “Devi la” means “the child” in English but literally it means “child the”. The rule here is that in Ewe the noun comes before the article whereas in English language the article precedes the noun in a phrase.

Furthermore inadequate preparations of teachers and over-dependence on archaic and outmoded textbooks have also been identified as problems associated with teaching

and learning of English grammar. Also when teachers are not well equipped with grammar skills they cannot effectively teach it.

Seidu (2006) stated that the inconsistency of English language in the education policy is a problem. The inconsistency of the language policy, leaves teachers with no option, but to use their own discretion or the situation at hand to determine what language to use as medium of instruction. The use of this language alternation in our classroom, as a result of inconsistent language policy, retards progress in teaching English grammar.

Finally one other problem is that teachers do not have requisite skills in teaching grammar. Teachers may know the correct grammar rules, but it is one thing to know the rules and another thing to effectively teach them to enable students understand and use them appropriately.

Moreover, as Celle–Murcia and Larsen–Freeman (1999) pointed out, grammar can be looked at from three dimensions: form, meaning, and use; therefore, students need to learn how to use grammar structures accurately, meaningfully, and appropriately. Grammar may be taught in various ways such as explicitly where rules are clearly stated and pointed out to the students. Also implicitly thus rules are not pointed out but they are expected to be understood in an implied manner through various forms of exposure. We can also talk about deductively which is telling the rules to the students first before teaching the grammatical item. Inductively, students examine many examples to find out patterns on their own. Grammar at times is also taught separately thus structures are taught in isolation or not in context or it is taught by integrating it together with other learning activities.

Chang (2011) revealed his study about teaching grammar to college's students in Taiwan, the Grammar Translation Method was a suitable approach for teaching grammar to college students. The students in the experimental class became more interested in grammar lessons. The result of the experiment also indicated that the Grammar Translation Method was a suitable teaching approach that can meet students' needs. On the contrary, the Communicative Approach is no longer suitable for the current English teaching situation due to its inefficiency and ineffectiveness.

According to (Ezzi, 2012) many in-service teachers who teach in primary and secondary schools in Yemen strongly disagreed that students can acquire English without teaching grammar and grammar can be taught naturally through communication. Thus, when the component of the way of learning English grammar was highlighted, it was found that many teachers believed that learning English could not occur without teaching grammar and grammar was best learnt formally, not naturally. The study of (Ezzi, 2012) revealed that many teachers in Yemen were with the idea of integrating grammar in all English lessons, as an important part of all English courses, as it was not a guarantee of English mastery. Many teachers believe in correcting all students' oral grammatical errors and this might negatively affect students' communication and production of new sentences.

### **2.10 Teachers' beliefs**

Munby (1982) postulated that a practically useful, contextually art and theoretically sound approach to improving teaching begins with understanding the teachers' point of view. Also Kagen (1992) stated that it has been found that a teachers belief usually reflect the actual nature of the instructions the teacher provides to students. However, Johnson (1994) noticed that teacher's beliefs are not easy to define and study because

they cannot be directly observable. A teacher's belief affects the way a teacher teaches or interprets teaching events and the decision that are made in terms of teaching (Woods, 1996). As indicated by Williams and Burden (1997), are predictors of how teachers behave in the classroom. Teachers' beliefs refer to teachers' pedagogical belief, or the beliefs that are relevant to an individual's teaching (Borg 2001). If beliefs have indeed that power, they must be seriously studied in language learning and teaching as they may be factors that can have tremendous effects on the process of learning and teaching. Furthermore beliefs, In the same vain, Williams and Burden (2002) stated that there is a growing body of evidence to show that teachers are highly influenced by their beliefs, which in turn are closely related to teachers values and views of the world, to their conceptions of their place. However teachers' beliefs are of great importance for teacher education as they are known to be resistant to change (Batstone, 2006). It is necessary to have better insights into teachers' beliefs because they have clearly been seen as one of the crucial factors that affect teachers and their teaching activities.

### **2.11 What Problems do Teachers and Learners face in the Teaching and Learning of English Grammar?**

The problems facing the teaching and learning of English grammar is a major problem in almost every educational setting and Kpedze Todze JHS is of no exception. Some of these challenges confronting the teaching and learning of grammar are as follows:

Language transfer is the first. When we talk of language transfer it refers to how pupils tend to transfer the structures of their L1 into their L2 and this gives rise to interlingual errors which are based on the interference theory. The transfer of

learners' first language patterns into those of the second language constitutes one of the bases for interlingual interference. First language interference is often exaggerated and most mentioned as a cause of second language errors.

Oniemayin (1985) carried out an error analysis on Nigerian secondary school students which revealed that about 45% of errors made by these students were as a result of first language interference. Lado (1985) contributes to first language interference by saying that 'we all know from observation of a lot of cases that the grammatical structures of the native language tends to be transferred to the foreign language and these structures that are different will be difficult. Lado's view is shared by Rivers (1988) who looks at the phenomenon of first language as one of the major sources of learning difficulty to a second language learner. He continues by saying the major difficulties that a second language learner faces are to be found at the point where the foreign language is far different from the native language. Another major challenge or problem with the teaching and learning of grammar is the faulty application of grammatical rules. Learners here make inductive generalization about the target language system based on whatever rule they are exposed to. Learners who happen to be ignorant of the exceptions to some grammatical rules generalize them and produce incorrect forms. Akindole (2006) states that learners' inability to apply the exceptions of grammatical rules appropriately leads to errors in the formation of new words. For example the general rule of adding the morpheme 's' to a noun to form its plural, thus it is appropriate to add 's' to the word 'car' but inappropriate to add 's' to a word like 'lorry' the plural can only be formed by adding 'ies' to become 'lorries' as a result of an exception. Also the tendency to add the morpheme '-ed' to a verb to form its past form is also over generalized not taking into consideration the exception, the past form of 'keep' becomes 'keep' while that of 'broadcast' becomes 'broadcasted'



instead of 'kept' and 'broadcast' respectively. Some causes of overgeneralization are due to how teachers of the language teach their students the rules. They tend to teach them some leaving the rest and students also apply these rules in any circumstances. Furthermore faulty instructional materials and instructional techniques is also another challenge. Rivers (1988) states that the aforementioned mainly arises from the wrong teaching methods or teaching materials used by the teacher in the teaching process, this is because language teachers are not dynamic in the use of teaching techniques and are not conversant with the modern trends in language teaching and therefore become ineffective in teaching it. This challenge is very dangerous to the teaching and learning process since learners believe that whatever their teacher says is right and that their teachers are infallible. Some teachers even teach unrelated language items together therefore they end up confusing themselves and the students. Little or no preparation by teachers could also result in problems of teaching. A teacher who is well prepared is able to deliver well. Teevno, (2011) conducted a research on the challenges faced by teachers and students in the teaching and learning of English at the secondary level in taluka of district NaushahroFerozeSindh Pakistan. In this study he used 11 English teachers and 70 students; he used questionnaires, focus group discussion and interview to collect his data. His findings were that teachers had no proper training of teaching English, there was absence of proper facilities to aid in the teaching of English and the curriculum used by the teachers was not in accordance to the needs of the students. Finally learners interest can also be a problem since learners have no interest in learning English language since they presume it to be difficult. Tsadidey (1996) states that when a learner's attitude to English is not welcoming but rather hostile and negative the teacher of that learner will have problems in his/her attempt to help the learner.

## **2.12 What Strategies are currently being used by teachers in the teaching of English grammar.**

Currently all over the world teachers are seen relying on the teaching of rules as the best way of teaching English grammar. This tradition is said to date back to the period when Latin was taught as a second language in Europe (Tarone and Yule 1989). Perhaps grammar teaching these days has become more complicated, although I don't support this fully I still believe that the teaching of grammar still has some degree of dependence on teaching rules. The English language syllabus for primary schools (1992) does contain some useful information on how to teach grammar. For example, for teaching the reflexive and emphatic pronouns in year three, a language game, the lucky dip, is suggested along with instructions on how to play it. "Each pupil picks a card on which a reflexive/ emphatic pronoun is written. He shows it to the class and forms a sentence with it".(Page 19) the teacher is asked to give a model sentence using the reflexive pronouns as in (John did the work himself), although, unfortunately, "himself" is not a reflexive pronoun in this sentence. Such hints may be useful, but they are far from being adequate. Presumably, the teacher will have been taught how to use language games in the training college, despite the fact that the language games found in the syllabuses are not adequate and accurate since they are unable to help to teach the grammar item in full. Apart from the inadequacies and inaccuracies of the syllabuses, there is a far more serious problem with the approach to the teaching of grammar suggested in the syllabuses and practiced in Ghanaian classrooms. Grammar teaching very often relies on invented examples to illustrate specific structures. Rarely do we see the structures appearing in context. This is because the models of grammar in use in schools are sentence-level grammars. Such a grammar takes the sentence to be the largest grammatical unit, with the clause, the

phrase and the word following in a descending order. This view of grammar ignores the fact that there are other structural organizations above the level of the sentence. One such level is the paragraph, which, although has been recognized for many centuries, rarely plays any role in the teaching of grammar. The advantage of a sentence-level grammar is that it focuses attention sharply on the specific grammatical structure; but it also has a serious disadvantage; it fails to show learners how real discourse or text is constructed. The interconnections between one sentence and another are ignored. Therefore, if the ultimate aim of grammar teaching is to help the learners to use the language, then grammar teaching, as it is currently practiced, fails to provide the needed input for the development of writing and speaking skills.

As we have seen above, current practice in grammar teaching is characterized by explicit teaching of rules and terminology.

### **2.13 Which Strategies can best help pupils understand English Grammar Better?**

Henkel and Fotos, (2002) stated that there seems to be no single optimal approach to grammar teaching that could apply in all contexts to all kinds of learners and teachers. He therefore states that there are several approaches that could be used to help learners understand grammar better, some of which are experiential teaching strategy, Analytic teaching strategy, Implicit-Explicit dimension and intralingua cross lingual dimension.

#### **2.13.1 Experiential teaching strategy**

It is a designed approach to provide an important focus on meaning and give exposure to authentic language use. It is a type of task oriented approach which may be effective in promoting incidental learning. This approach is thought to be a characteristic of how young children learn grammar, (Schmidt, 1990).

### **2.13.2 Analytic teaching strategy**

Sharwood (1981) gives one major function of analytic teaching as one that makes the features of the L2 more conspicuous for learners who might fail to notice them. White (1959) states that the positive input of an experiential approach fails to rule out. Schmidt (1990) argued that to learn any feature in a second language it is necessary first for a learner to consciously notice thus to exhibit an awareness of a specific form in the input before they can process it, or become aware of it; Analytic teaching can be designed to clarify form-function relationships in the L2 and, where necessary prompt restructuring of learners' internal representations. (McLaughlin, 1990) Arguing from a universal grammar perspective, it can also provide the negative input that L2 learners will otherwise construct on the basis of the L1.

### **2.13.3 Implicit-explicit dimension**

This dimension is the most universal one used but it is by no means the only relevant one in considering the role of instruction in SLA. "Analytic teaching may range from implicit to highly explicit in terms of the observations, explanations and rules that are provided to students" (Sharwood Smith, 1981; Stern, 1992). Explicit teaching may be too abstract and beyond the metalinguistic capabilities of the learners, particularly if they are children. On the other hand if the approach is overly implicit, it may fail to draw the attention of the learners. For example, in a study conducted by Harley (1988) students and the teacher in one class were observed to focus exclusively on the content of the stories. In an oral narrative activity, they managed to tell the story in the present tense rather than in the past though practice in past tense use was the implicit object of the exercise. Also we may say because the "students' storytelling did not necessarily result in outright errors, the teacher did not appear to notice" (Harley, 1988). Other studies have also shown that when the focus is on the content,

teachers pay only occasional attention to the students' "linguistic errors" (Chaudron, 1977; Swain and Carrol, 1987).

#### **2.13.4 Intralingual-crosslingual dimension**

In addition to the above strategies, Stern (1992) discussed a further major instructional option that he called intralingual-crosslingual. Experiential teaching is characteristically intralingual. An analytic teaching strategy can be either intralingual or crosslingual. An obvious advantage of intralingual teaching is the exposure it provides to the L2. Teachers in an immersion class make little reference to L1 as a teaching strategy. This is despite the fact that crosslinguistic influence is evident in the interlanguage of the learners (Harley, 1989), indicating that learners are nonetheless making their own connections. It could be argued that teacher-guided crosslingual comparisons could help clarify some L2 distinctions for immersion students, especially where partial similarities have encouraged an assumption of complete identity between L1 and L2 items. Lyster (1994) for example used both L1 and L2 activities in a classroom experiment designed to teach the notion of social register in French to Grade 8 immersion students. This study provides evidence that it is possible to undo so called fossilized errors through analytic teaching with a crosslingual element.

#### **2.13.5 Inductive-deductive dimension**

According to Newby (1998) the inductive and deductive approach to teaching grammar is relevant to how grammar is acquired. He explained further by saying that with the deductive approach rules are given to students to learn and make generalizations themselves. And with the inductive approach a grammatical phenomenon is studied thus in context. This may be followed by task that can help

pupils to make or form generalization. Brown (2000), also added to what Newby (1998) said by saying that in the case of inductive reasoning, one stores a number of specific instances and induces a general law or rule or conclusion that governs the specific facts are deduce from general principles. Adding to what Brown (2000) said, Yao (2010) also conducted a study on the teaching and learning of English grammar in the Chinese Junior Secondary School. He used questionnaires and interviews, in his findings he indicated that teachers should use both the inductive and deductive teaching approach in the teaching of grammar. According to him this is because the inductive teaching approach improves students listening, speaking and reading ability, while the deductive teaching approach improves students writing ability and understanding grammatical rules. His recommendation was that in order to cultivate an all-round proficiency in the language both teaching approaches should be used. Similarly Deniz (2015) conducted a study on the effects of inductive and deductive approach on written output of students. The researcher used the quasi experimental study. His findings also indicated that there was no significance difference between the results of students who were taught with the inductive teaching approach and those taught with the deductive teaching approach. His recommendation was that teachers and English material developers might consider using both the inductive teaching approach and the deductive teaching approach. Finally Anani (2017) conducted a study on teaching and learning of grammar at the basic level of Education: revisiting inductive teaching approach. She chooses the quasis' experimental approach in the mixed method paradigm. Her finding indicated that those who were taken through the inductive teaching approach showed better skills than those who were not taken through the inductive teaching approach. Her

recommendation was that teachers should adopt the inductive teaching approach to teach grammar.

#### **2.14 Factors which influence teachers' beliefs**

Lotic (1975) indicated that every teacher has had the experience of being a student, and this experience has often provided them with an image of what teaching is and in some cases that teaching should be like that. This source of influence is particularly strong for teachers who join the profession without professional training and hence have nothing but their past experience to fall back on, even when the experience they had was unpleasant (Brookhart and Freeman, 1992).

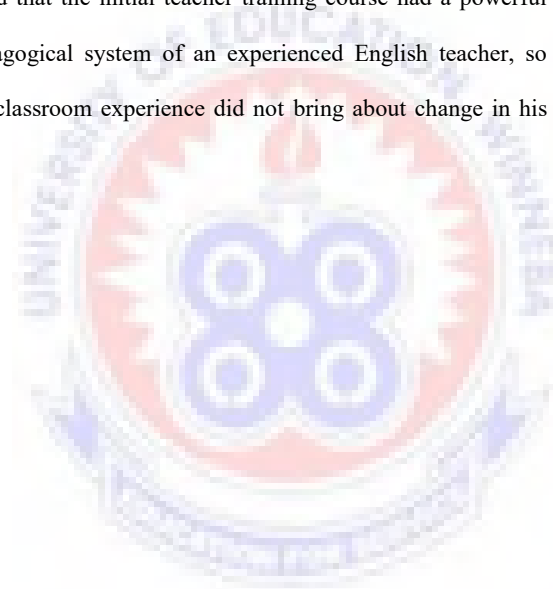
Grossman (1990) pointed out that a further dimension of influence resulting from an apprenticeship of observation is that teacher' memories of themselves as students often shape their expectation of students as well as their conceptions of how students learn. For example, teachers often compare what their students are like now with what they themselves were like when they were students and expect the students to behave the same.

Another source of influence is the teachers' own teaching experience. It has been repeatedly pointed out in research on teacher education that teachers consider classroom experience the most important source of knowledge about teaching (Lanier and Little, 1986).

The personal life experience of teachers is another source of influence this personal life experience is what cultivates their "substantial self" which is the person that they bring into the classroom context. It is also indicated that beginning teachers often enter pre-service courses with partial but firmly held conceptions of themselves as teachers and a teaching schema that is developed over years of life experience. These conceptions not only influence the way they begin to teach, but also act as life-long

references for their identity as teachers (Goodson, 1992a). As Goodson (1991) pointed out, “life experience and background are obviously key ingredients of the person that we are, of our sense of self. To the degree that we invest our ‘self’ in our teaching, experience and background therefore shape our practice”(page 14).

The final source of influence is the teacher education courses. Many studies of the interrelationship between teacher education courses and teachers’ beliefs and classroom practices have shown such sources to be a source of influence. For example, Borg (1998b) found that the initial teacher training course had a powerful impact on the personal pedagogical system of an experienced English teacher, so much so that even negative classroom experience did not bring about change in his work.





## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses how the research was done. This allows the reader to determine how appropriate the procedures were and how much credence to give to the results. The subsections include research design, population, sampling techniques and sample size. Others are the research site and data collection strategies.

#### 3.1 Research Design

Research design is the framework that has been created to seek answers to research questions Donyie (2007). This study entitled the teaching of grammar to students of KpedzeTodze JHS, is a qualitative research that attempts to accumulate existing information and data regarding how best to teach grammar.

Denzin and Lincoln (2000) describe qualitative research as involving an interpretive naturalistic approach to the world. This means that qualitative research is a study of things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.

Research design refers to the way information is gathered from a subject in a research. This research is a case study type of qualitative research and it was aimed at finding solutions to students poor performance in English Grammar.

Qualitative research is associated with field research, participant observation and case study. A case study on the other hand means an in-depth analysis of one or more events, settings, programs, groups or one or more individuals. Thus, I observed people, events and occurrences and supplemented it with in-depth interviews of selected participants and examined various documents relevant to the study. I used

this method to enable me obtain the language and words of participants. Making the current research as efficient as possible, the researcher employed quasi-experimental design which gave a better picture of the problem identified. There are many forms of quasi-experiments but the one chosen for the current work is Pre-post-test with experimental and control groups. The experimental group is exposed to the intervention/ treatment exercise. On the other hand, the control group is left without any treatment. From the description given on the design, the researcher adopted the Pretest–posttest with control and experimental groups. The reason for the selection was that it helped the researcher to do a better comparative study of the control and experimental group. For an effective research, the researcher went through the following processes to collect data for analysis. (A detailed description is given under data collection procedure.)

### 3.2 Pre – intervention

The pre – intervention process saw the researcher identifying most of the pupils of KpedzeTodze JHS who make lots of grammatical errors. The researcher through observation wanted to find out why pupils made these mistakes and also to know the type of methods used by teachers in the teaching of grammar. Pre-intervention explains that pre-test can be used to find out the level of the students' knowledge and ability before the intervention starts, and so performs a useful diagnostic function. It is further stated that tests administered during an intervention can gauge progress, increase motivation, and act as a further diagnostic measure.

In order to identify the actual problem at hand, the researcher adopted this procedure to diagnose the perceived research problem before the actual intervention or treatment. What the researcher did was to select a composition topic, with the title, “What I do on Sundays”. The reason for a composition exercise was that the

Commented [F8]: Check your margins and let them conform with what is stated in the guidelines

researcher did not want to test students' knowledge of grammar in isolation. She wanted to know how students use their grammar knowledge to express themselves orally and in writing. To get the clear picture, the two groups: control and experimental groups, were all put in their various classrooms for two periods, that is, 70 minutes to write the essay. This exercise really helped the researcher to identify some of the grammatical errors they make in their written essays. From all the mistakes identified, the researcher chose Subject-verb agreement (Concord) because it was the most persistent error. Again, the researcher acknowledges that a firm grasp of the knowledge of concord will help solve the errors students and even adult users of English language make in their day to day activities. An intervention/treatment stage was then devised to treat the problem identified.

### **3.3 Intervention process (Treatment stage)**

This process is about series of measures put in place to treat the problem identified. The researcher used about three months to use the deductive and inductive approach to teach grammar effectively at the JHS 2 level. The major problem identified in their compositions, as stated earlier was subject verb agreement. The researcher then prepared a detailed lesson plan based on subject-verb agreement to teach the experimental group to help overcome the subject-verb agreement errors. With the inductive approach which was used to teach the experimental group, the learners first study examples in which the grammatical structure is used, without having met the rule, and from these examples he or she has to develop an understanding of the rule. Inductive language learning is quite similar to the way native speakers acquire their language and thus the approach is often associated with the Direct Method and the Natural Approach. The deductive approach, on the other hand, proposes the introduction of the rules, memorizing and applying them. The researcher used

Commented [F9]: Which approach?

deductive approach to teach the control group. After these thorough exercises, the researcher gave the same composition lesson to the two groups to test the impact or effectiveness of the inductive teaching and learning.

Commented [F10]: So which approach was used for the experiment group? You kept talking about the inductive approach without stating that that was what you used for the experiment group

### **3.4 Post-Intervention**

This stage evaluated the outcome of the approach chosen. This was to ascertain whether the experimental group who were introduced to the inductive approach performed better than those introduced to deductive teaching. The researcher administered a second test, named post- test for this exercise.

### **3.5 Population**

In research, a population is made up of a group of elements, cases, individuals, objects or events, to which a researcher intends to, generalize the results of the research. The entire population of Kpedze circuit "A" is four hundred and fifty (450). For the purpose of this study, the targeted population included three Junior High Schools in the circuit as well as their English teachers. Due to the large number of students the researcher decided to use twenty students from each school and all English language teachers comprising two males and eight females. The teachers responded to interview questions and student's behavior was observed by the researcher. This was to enable the researcher assess the causes of students' poor performance in grammar.

### **3.6 Sampling Technique**

Sampling is the process of selecting a number of individuals for study in such a way that the individual represents the large group from which they were selected. The purpose of sampling is to obtain a group of subjects or elements who provide specific information needed for a study. We have different types of sampling technique but purposive sampling was used in this study. Purposive sampling which was used for

this study, is a type of non-probability sampling and it is a method in which subjects elements are chosen based on the purpose of the study. This technique was used because the researcher wanted to select only students who had the problem the researcher wanted to work on.

### **3.7 Sample Size**

A sample refers to a group of elements or subjects from which data are determined. The credibility of the results of a study depends on the goodness and reliability of the sample. Owing to the large enrolment of the target population, the researcher decided to use twenty students from each school giving us a total of sixty students as the sample size. They were thirty boys and thirty girls together with ten English teachers. The teachers consisted of two males and eight females. The teachers were used to assess the quality of teaching English Grammar in the school.

### **3.8 The Research Site**

The research was conducted at the Kpedze circuit “A” M/A JHS in the Ho West Education Directorate of the Volta Region of Ghana. The location of the school is not all that accessible because of the poor nature of the road network leading to it. This has made travelling to the school very stressful and tedious. The school environment is, however, very conducive to teaching and learning process. The schools have all the three levels of basic education namely Kindergarten, Primary, and JHS. The JHS levels have poor enrolment. The JHS is also understaffed because of the poor enrolment figure. The worst affected subject with regard to the understaffing is English. This is why the school and the educational authorities warmly welcomed the researcher to carry out the study in the school.

### **3.9 Data Collection Strategies**

Data refers to the kinds of information researchers obtain on the subjects of their research. Methods of obtaining data about a group of people can be classified in many ways. For the purpose of this study, I used observation, interviews, and documents to collect data.

#### **3.9.1 Interview**

As a research method, the interview is a conversation carried out with the definite aim of gathering valid and reliable information from the responses of interviewees. Interview can be structured or unstructured depending on the extent to which the content and the procedures involved are prescribed and standardized in advance. I therefore used semi-structured interview to elicit information from the teachers. I chose semi-structured interview because it is purposeful and also gives comprehensive information.

#### **3.9.2 Observation**

Observation is the act of recognizing and noting facts or occurrences. Structured observation is used when the problem at hand has been formulated precisely enough to enable researchers to define specifically the observation to be made. Structured observation was used in the study. A form was printed for recording such observation. I observed the student in the natural setting-classroom. The aim was to get information about what transpires in the classroom during grammar lessons as compared to other aspects of English. It was also used to assess how teachers teach grammar and how students behave during grammar lessons.

### **3.9.3 Documents**

In research, documents are written accounts to describe and occasionally to explain phenomena that have taken place. First hand information was gathered through interview and observation. Documents such as syllabus, timetable, textbooks, cumulative records, and class exercises were also used to collect data on participants.

### **3.10 Data Collection Protocol**

Having been granted permission by the Ho West District Directorate of GES to pursue this programme, I wrote officially to the circuit supervisor to offer me the chance to carry the study in the schools. Furthermore, the consent of the PTA was sought through the chairman.

### **3.11 Data collection processes**

This section gives a detailed description of what was done in carrying out the study. For smooth flow of the exercise, the researcher used interview, questionnaire, observation, pre- test, intervention or treatment and post-test. In order to have first hand information on what English teachers do in the grammar classroom the researcher deemed it right to visit the selected schools. The researcher sought permission from the respective headteachers of the schools selected for the research. Each headteacher called for a short meeting with the English Language teachers for a briefing on the study. Later, the researcher was introduced to the students for a similar exercise. This was to win the confidence of the participants and eliminate any possible aversion towards the study. The researcher used four weeks for the class observation, appearing twice every week. After the observation exercise, the researcher devoted four weeks for the intervention processes.

During the pre – Intervention the researcher gave a composition exercise on “What I do on Sundays”. The reason for choosing this exercise was that the researcher wanted to know how pupils make use of grammatical structures. Also, she did not want to do this in isolation and therefore had to give them a composition exercise. This essay was written at school by the pupils just as they do any exercise. They used 70 minutes to write the essay. I had the exercise very smooth because all the English teachers in the school gave me a helping hand. After 70 minutes, the two groups, experimental and the control group handed all their compositions to the researcher. After the researcher marked the exercises the results confirmed that indeed there was a problem.

Below is a classification of the errors from the students’ composition.

Students made a lot of errors among which are these: subject-verb agreement errors, noun-pronoun errors, double negatives errors, spellings errors and preposition errors just to mention a few but for the sake of this work we will focus on subject-verb agreement.

### **3.11.1 Sample Errors from students’ composition**

Subject- verb agreement errors

“I goes to church every day”; “My sister and I plays ludo”; “My friend and I enjoys churches”; “The work I do are”; “Nobody wear”; are just a few of the errors identified in the students’ language.

From the above problems identified, the researcher prepared for the intervention. The actual intervention section took four weeks. Two weeks for control and another two weeks for the experimental group. The researcher used inductive teaching to teach the experimental group and deductive for the control group.



### **3.11.2 Intervention Experimental group lesson on subject verb agreement/ concord**

The researcher prepared a detailed lesson plan based on subject-verb agreement to teach this class. Her aim for teaching this class was for the students to use target structure effectively in their essays. This is the aim of every language teacher. Asamoah and Wiafe (2003) attest to this fact that lessons in the syllabus and textbook aim at getting students use the grammatical structure accurately and fluently to express themselves. To go by the aim stated above, the researcher took students through three stages. The following are the stages for the lesson.

**Presentation:** The lesson on subject-verb agreement was demonstrated in meaningful situations. The researcher used role play, dialogue, dramatization and conversation to introduce the structure. Later, sentences were formed to help the students grasp the grammar structure then students were asked to form sentences using the target structure because the topic was not new, students were able to predict what they would be doing. The students were involved in lots of activities. To help them use subject-verb agreement appropriately the researcher adopted (Savage and Price, 2010) activities for inductive teaching:

#### **3.11.3 Activities for inductive instruction:**

1. The presentation context may come from something in the classroom,
2. . Visuals such as a photo, an illustration in the textbook.
3. From the teacher's or students' own lives.
4. Authentic texts (listening to recorded texts or listening to dialogues to highlight grammatical structures; student then come out with rules

5. Recorded conversations: Watch videos and narrate by using structure to report what they listened to. Savage and Price(2010). After these rigorous exercises, students were asked to deduce rules from the sentences given.

Discussion and explanation: The students were involved in a lot of activities. My purpose at this stage was to help them use subject-verb agreement appropriately. Sentences were given for students to look up for verbs and subjects agreement.

Looking up for the subject and the verb: Students decided on whether subjects were singular or plural, and then match with the appropriate verb.

Sample sentences used for the lesson were:

The girls walk to school

“The girls” “subject in the plural form”and “walk” “verb in the singular form The girl walks to school

“The girl” S(s) and “walks” V(s)

The woman is asleep

“The woman” S(s) and “is” V(s)

The women are asleep

“The women” S(p) and “are” V(p)

The English teacher always comes to school

“The English teacher” S(s) and “comes” V(s)

#### **3.11.4 Control Group**

The control group, on the other hand, received tuition through the deductive teaching approach. They were also taken through three stages. The only difference in the tuition was that students were introduced to the rules before the explanation and discussion. Later, students were asked to study the rules and form sentences with it.

Evaluation and exercise: Asamoah and Wiafe (2003) state that the purpose of this stage is to provide students with extra practice that allows one to see the extent to which the lesson objectives had been achieved. The researcher gave students extra time to work in groups by narrating their personal experiences. Later, the various groups gave their reports to the class.

#### **3.11.5 Post intervention:**

This was the final stage to test the students' performance on the targeted structure so the same composition exercise was given to control and experimental groups. It was a sit – in test and they were given 70 minutes to write. The result of the test is analyzed in the next section.

#### **3.12 Data Analysis**

The study is a qualitative research and a case study and as such I used interview, observation and documentation to collect data. By so doing, I constructed interview schedule to enable me elicit responses from the subjects. I categorized the likely variables, coded them and transcribed them, as a way of analyzing the data.

#### **3.13 Data Presentation**

This section is typically the core focus of the report. It includes largely, a direct description of variables and relationship between variables in the form of statements and a table. Point by point and step by step; I presented the findings following the structure of the instruments. I presented the data in a narrative logic form so that I could use quotes from participants.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter presents and discusses the findings of the data collected for this research work. These analyses of the findings were based on the three research questions stated at the beginning of this research work, and they are gathered from research instruments such as the structured and semi structured interviews, questionnaire, and observations conducted on the teaching of English grammar in KpedzeTodze JHS. The data to be analysed were collected from sixty (60) students and ten (10) teachers from KpedzeTodze Junior High School.

#### **4.1 Sources of Problems in Teaching and Learning of Grammar**

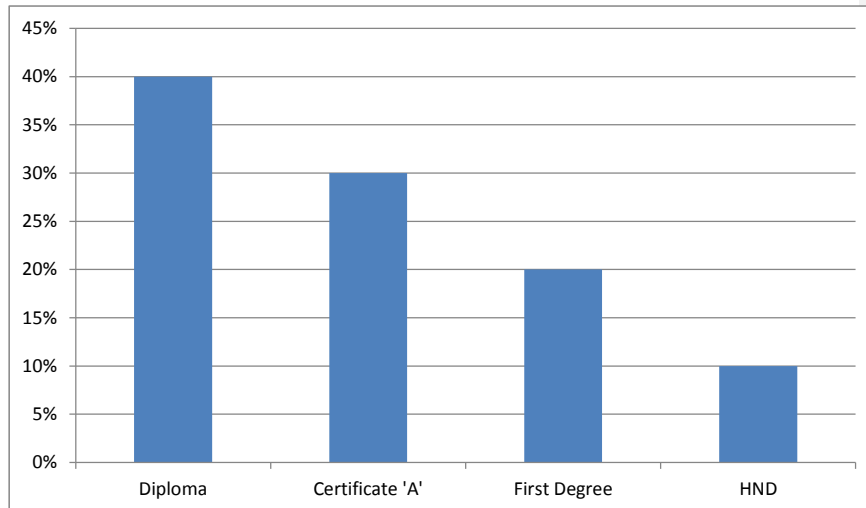
Patton (2002) states that to have a full analysis of students errors one has to investigate the causes of the errors and suggest solutions. The analysed data indicated the following as problems pupils face in the learning of grammar among pupils of KpedzeTodze M/A J.H.S.

##### **4.1.1 Teachers' Qualification**

The headmaster was interviewed to find out the academic background of teachers of English. It was gathered that 70% of teachers in KpedzeTodze J.H.S did not have the required qualification for teaching English language. They had degrees for areas such as social studies, agriculture, Ghanaian language, Mathematics and French. The headmaster explained why Ghana Education Office engaged the services of teachers of other subjects to teach English Language and said it was due to lack of teachers of English Language.

The headmaster also lamented about the fact that most teachers who were posted to the school to purposely teach English rejected the posting because the school is in a remote area and the distance from where their families live to the school was far, hence the lack of teachers of English Language in the school. Looking at the teacher problems facing the school it was not surprising that students face problems with their grammar.

Furthermore, most of the teachers of English in the school are not qualified and experienced enough in the teaching of English grammar to be teaching it. This was revealed from data collected as three teachers out of ten said they had only Senior Secondary School Certificate Examination as their academic qualification. This academic qualification does not qualify them to teach English at the J.H.S level. Out of the ten teachers, two of them possessed the old type of professional certificate known as the teacher's Certificate 'A'. The interview conducted by the researcher also revealed that these teachers had never had any special training in the teaching of English language. When asked how they teach the pupils, four out of the ten teachers said they follow their English language textbook and the remaining six also said they base their teaching on what they were taught and how they were taught when they were once students. In my questionnaire the researcher wanted to know the qualifications teachers of English had before handling the subject. This I deemed important because during the interview the head teacher made it known that some teachers posted to the school especially straight from the training colleges had no special qualification to teach English and so was a serious worry since most of them teach based on their own personal experience on how they were also taught English language. Four of the teachers had Diploma, 3 had Certificate 'A', 2 had degree and 1 of them possessed an HND. This is represented below as this:



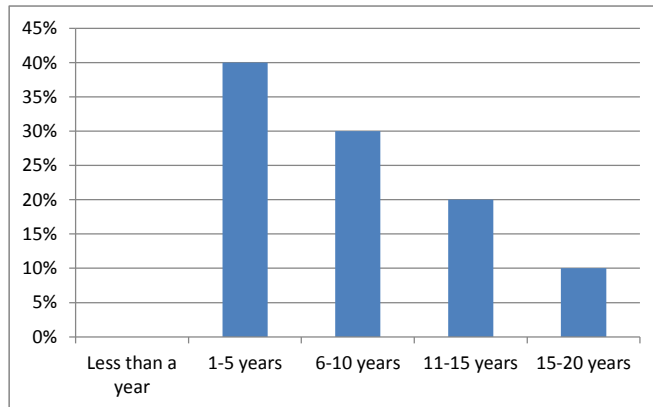
**Figure 1: Teachers' Academic qualification**

From the chart above 40% of teachers are Diploma holders, 30% of them had teachers' certificate 'A', the highest qualification amongst the respondents happened to be first degree which only 20% of teachers had and finally only 10% of the teachers had HND.

#### **4.1.2 Teachers' Experience**

From the data collected it was indicated that the experience of teachers was a source of the problems of teaching grammar. Three out of the ten teachers responded that they had taught English for six years, 4 said they had taught English for 2 years, 2 said they had taught English for 12 years and 1 teacher said she had taught English for 16 years. When these teachers were interviewed and asked to assess their teaching of Grammar, three out of ten teachers said they have been teaching English Language for only a year and since they do not have any English Language background they found it difficult to teach grammar. Four out of the ten teachers also said despite they having been teaching English Language for two years, they still have difficulties in the

teaching of grammar. Also three teachers said they had been teaching English Language for four years now and they were not very confident with their lesson delivery when they were observed during their teaching. Also the ten teachers when interviewed attributed their lack of experience to the inability of Ghana Education Service to organize workshops or in-service training for them as teachers of English Language. When they were interviewed they explained that if they had the opportunity to attend workshops or in-service trainings it would have given them more insight into how they taught grammar especially. From the observation it was observed that teachers were not being dynamic in that the grammar exercises they used followed the same format they had been using throughout their years of teaching English language. For instance, sentences were constructed with the part of speech or grammar item taught and students were asked to underline the learnt grammar items. Teachers' teaching experience was one other question on the questionnaire which yielded various answers. From the information gathered by the researcher it was clear that since most teachers did not have any special certificate or training in the teaching of English language as a whole, they tend to fall back on the number of years they have been teaching it with the saying 'practice makes perfect'. The answers are represented in the chart below:



**Figure 2: Teachers' Experience**

The number of years the teachers had been teaching ranged from one (1) to (20) years. Three of the teachers had been teaching between 6 to 10 years representing 30%. 4 teachers had also been teaching between 1 to 5 years representing 40%, two teachers had been teaching between eleven to fifteen years also representing 20% and 1 teacher had been teaching for 16 years. This means that despite some of the teachers having less teaching experience most of them have been teaching for long and so we may say have most experience.

#### **4.1.3 The Pupils**

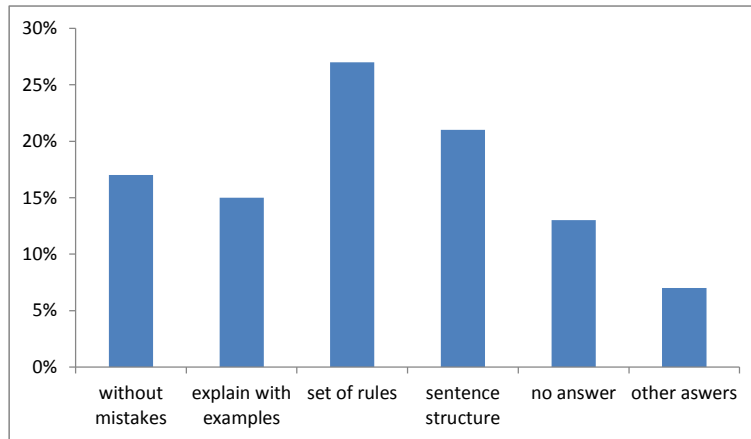
The main obstacle for learning English grammar in the KpedzeTodze JHS is that there is nothing in the environment that makes the pupils familiar with the English language.

In other words, there is no active role for English grammar outside the classroom. As a result of this they do not feel the immediate need to learn English. Pupils prefer to communicate and chat with their friends in their native language; this is because they feel comfortable with the usage of their L1. Because of this pupils are not motivated



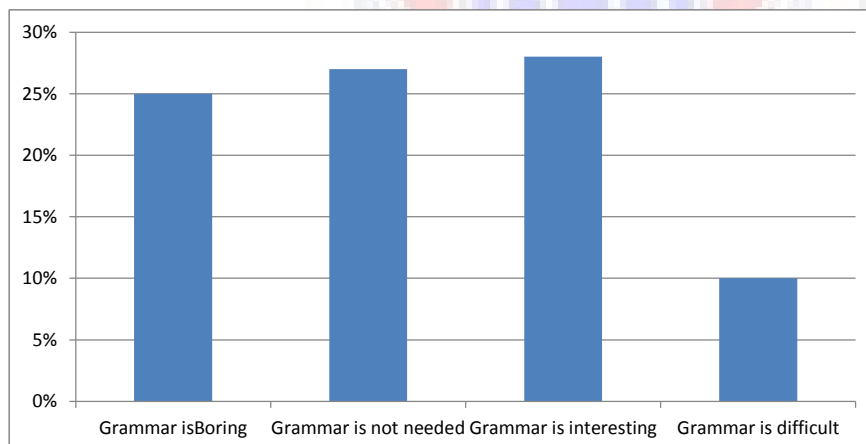
to use the L2. When they come to school they make no/little effort to learn the language.

When the researcher interviewed some of the pupils, she gathered from participants that reactions from their colleagues in class also contribute to the problems they face in class as pupils when it comes to the study of English grammar. When I asked why, I was told that their friends make fun, and laugh at them when they make mistakes at their attempt of speaking the language. To my dismay, the participants told me they were even called names; the mistake they made in class becomes their new names. From the pupils questionnaire it was identified that students had different understanding of grammar, 17% of pupils explained grammar as writing without mistakes or correct writing. It is interesting that almost everybody from this group of ten pupils connected grammar with the written language. Only three children mentioned that it could be also be "speaking" without mistakes. 15% of pupils tried to explain grammar with an example. 27% of children described grammar as a system of rules used in language to be understandable. 21% of respondents explained grammar as word order or sentence structure. 13% of pupils did not answer this question at all or their answer was: I don't know. 7% of the students wrote an answer, but it was far from the truth. They described grammar as pronunciation, reading, writing, exercises, communication, and notes in notebook, important part of language or vocabulary. This is represented in the chart below:



**Figure 3: Pupils views about what grammar is.**

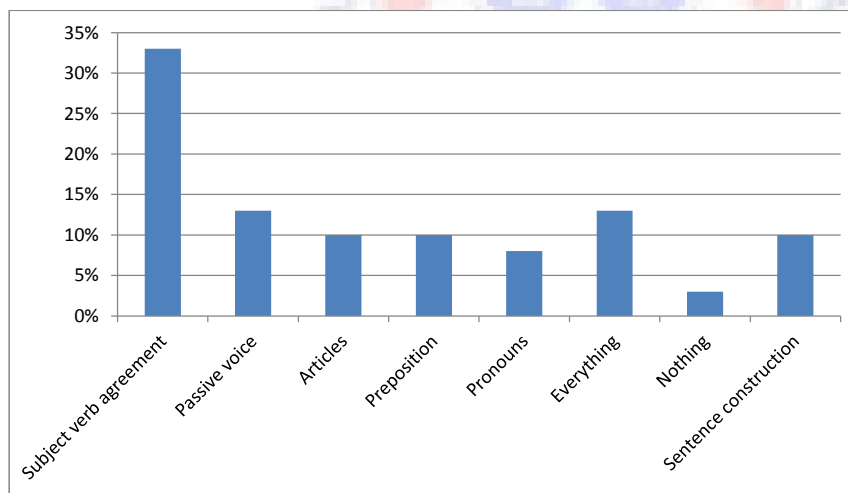
A question was asked to ascertain the interest of the pupils in grammar. 25% of pupils wrote that grammar is boring for them. 37% of the respondents gave an answer that grammar is not needed, 28% of the respondents also said grammar is interesting and 10% of the respondents said its difficult. This is represented in the chart below:



**Figure 4: Pupils' interest in grammar.**

Furthermore pupils were asked the aspect of grammar that is difficult most and pupils had this to say; 33% of the pupils said they had problems with subject verb agreement this opinion was expressed by almost all the pupils and it was the most expressed problem area.

Two pupils answered that English grammar was not difficult for them. This represents 3% out of the total number of pupils. This was surprising since these pupils were in the same class as the others. The researcher wanted to be sure the pupils gave the right answer and it was discovered that these pupils just came from a different school. The third most answered was passive voice and everything about grammar. 10% of the pupils answered that they had problem with preposition, articles and sentence construction and 8% of the pupils had problem with pronouns. This is represented in the chart below:



**Figure 5: Aspect of grammar found difficult by pupils.**

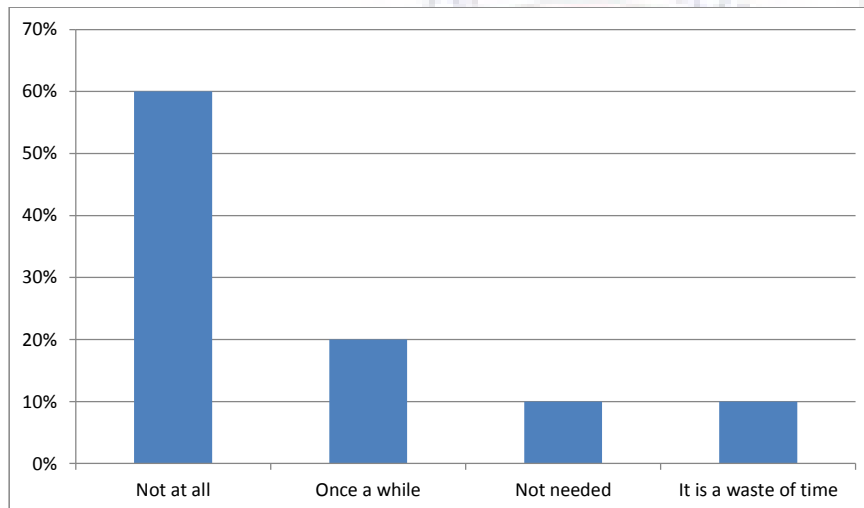
#### **4.1.4 The Environment**

Another contributing factor to the problems pupils face in the learning of grammar is the environment. The environment here consists of the school and the home. It was observed that a great number of the students spoke their local dialect, Ewe, on the school compound and even in their classrooms. One of the teachers interviewed commented on this point saying, “The environment is another factor”. When the researcher asked why, the teacher said “a language is best acquired when one is exposed to it”. This is evidence that once the students do not communicate in the English language, it could affect them in what they write. When some of the students were contacted and asked why they use their local dialect to communicate with their colleagues in the school compound, one of them said, “I am comfortable with the use of my local dialect”. Another student also said, “I don’t know how to express some Ewe words in English” after interviewing some few more students one also said this, “I am afraid to make mistakes because my friends will laugh at me”. Students who could speak some English were also seen speaking the local dialect when I interviewed them they told me their friends and colleagues will say they are too known. These are some of the problems that are faced by both teachers and students in the teaching and learning of English grammar.

#### **4.1.5 Teachers refusal to use Teaching Learning Materials (TLMs)**

Another area which was identified through the interview as an obstacle to pupils’ progress in English grammar lessons was the teachers’ refusal to use teaching and learning materials in their grammar lessons. This in effect affects the pupils because English grammar lessons are delivered in abstract. The ten teachers interviewed indicated that they do not use teaching learning materials (TLMs). When they were interrogated further to know why they do not use TLMs or used them once a while,

they almost responded the same way, “TLMs are needed at the primary level”. This clearly showed that most teachers of English language were not aware of the use of TLMs at the JHS level. This is in contrast with what the GES syllabus indicates; that teachers of English are supposed to use charts and pictures to teach grammar for comprehension. From the questionnaire teachers were asked how often they used TLMs and they had this to say: six out of ten teachers said they do not use it all, two teachers said she used it once a while, one teacher said it was not needed to use TLMs and one also said it was a waste of time. This is illustrated in the chart below:



**Figure 6: Frequency of use of TLMs.**

#### **4.2 Methods used in the teaching of English grammar at Kpedze Todze JHS**

The word method comes from Thodeos (Greek) means a road or a way. Relating this to learning, method is a way used by teachers in managing information as fact, data, or concept in the teaching learning process. Because of that, method is a way to do something and learning method is a technique used by teachers to teach or to give a

material to students in the class so the material can be understood and used well. (Thoifuri, 2007).

From the data analysis, it was gathered that the methods of teaching grammar that is currently being used by teachers in the school are Grammar-Translation method, Teacher-Centred Approach and the Direct Method. Teachers did not know the correct name for these methods when interviewed. The Grammar Translation approach according to the teachers was when they teach the grammar item by explaining it in the local dialect of the pupils, the Teacher Centred Approach was when they explain the grammar item and then give notes or exercises to pupils and the direct method was when they use only the English language in class without explaining how to translate it. The number of teachers used in the course of this study was ten (10).

#### **4.2.1 Grammar-translation Method**

The grammar translation method, which according to Howatt (1984) was developed for use in secondary schools in the middle of the nineteenth century, was used until as recently as the 1960s. The method has influenced foreign language teaching until recently, which is also the case for Ghana. This mode implies in short learning grammatical rules and reading text in the target language and then translating them from the second to the native language. Little focus was put on oral language. For example listening and pronunciation and the main teaching was done in the pupils' mother tongue. This approach arose in Germany at the end of the eighteenth century and it expanded quickly through the nineteenth century. From the data gathered from the teachers by the researcher, it was realized that all the teachers under the study used the grammar translation method at a point during their lesson delivery. The researcher observed that whenever the teachers adopted this method the pupils could not produce

the language item correctly. Also when teachers were asked during an interview session on why they preferred the Grammar Translation Method they said they felt doing so helped their pupils understand the grammar item better. Pupils were tested orally after the Grammar Translation Method was used by the teacher and it was identified that pupils could not produce the grammar item correctly.

#### 4.2.2 The Teacher-Centred Approach

A teacher-centred approach is one where activity in the class is centred on the teacher. Lessons here are centred on the teacher; this is because the teacher leads the activity and provides necessary information, for the pupils. Lessons here are generally associated with traditional approaches to language learning. Five out of the ten teachers said they preferred using this method since it makes them to be in control of the lesson. It was observed that during the lesson delivery the teachers did the talking without involving the pupils. All that the pupils did was to write down what was on the board and do exercises.

From the observation made by the researcher on the teaching of the structure comparatives and superlatives, the researcher observed that the teacher only tabulated the adjectives on one side and wrote their comparatives and superlatives beside them.

**Table 1: Comparatives and superlatives form of verb**

Adjective	Comparative	Superlatives
Tall	Taller	Tallest
Short	Shorter	Shortest
Big	Bigger	Biggest

With this table students were asked to recite them after which they were asked to copy them into their notebooks. The teacher explained to them by bringing three pupils to the front and arranged them according to their heights and told them why the first person would be referred to as tall followed by the taller and the tallest. The teacher presented other examples but none of them was written in context by the teacher, in order for pupils to know how it was used in context. The teacher gave exercises to pupils after this. From the observations teachers eagerly did most of the talking and used lengthy and wordy explanations as a way of involving the students in the lessons. Sometimes the teachers realized that the lesson had become boring as they were doing all the talking. Then they thought they could make the lesson livelier by asking the students' questions. Some of the questions the teachers asked were verbose and not well structured. Some answers the students also gave were just like the question, they were very long and confusing.

#### **4.2.3 Direct Method of Teaching**

The direct method of teaching English grammar was an answer to the dissatisfaction with the grammar translation method, which teachers teach students grammar and vocabulary through direct translations into their local dialect and it focuses on the written language, (Chomsky (1975). With this method the grammar item is taught directly without any form of translation into their local dialect. Two out of the ten teachers used the direct method of teaching grammar. When they were asked why they both did not know how to speak or even understand the local dialect of the pupils and so had to teach pupils that way. From answers given by teachers to the questionnaire administered it was gathered that the methods listed by the teachers were mainly the grammar-translation method, deductive method, lecture method, traditional method and the direct method. Two teachers preferred they tasked their



pupils to derive new grammar rules on the basis of working with text or other types of exercises. Five teachers preferred the grammar translation method where they translate the grammar item into the L1 of the pupils. This they said helped pupils to understand grammar better. Two teachers also combined the traditional and the direct method in teaching grammar and one teacher said he prefers to be in charge of the class therefore he used the lecture method. This is represented in the chart below:

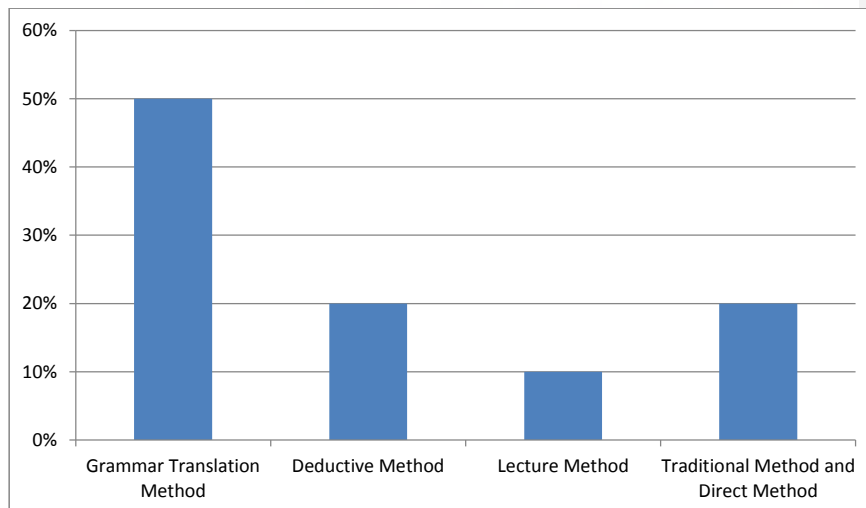


Figure 7: Methods most used by teachers

#### 4.3 Recommended Approaches to the teaching of Grammar

English grammar gains its importance in language teaching, especially in English as a foreign language (EFL). Inasmuch as a learner who does not have a good knowledge of grammar, his/her language development will be severely constrained. In the teaching of grammar, learners are taught the rules of language commonly known as sentence patterns. According to Ur (1999), grammatical rules help learners to know and apply how such sentence patterns should be put together. Teaching grammar

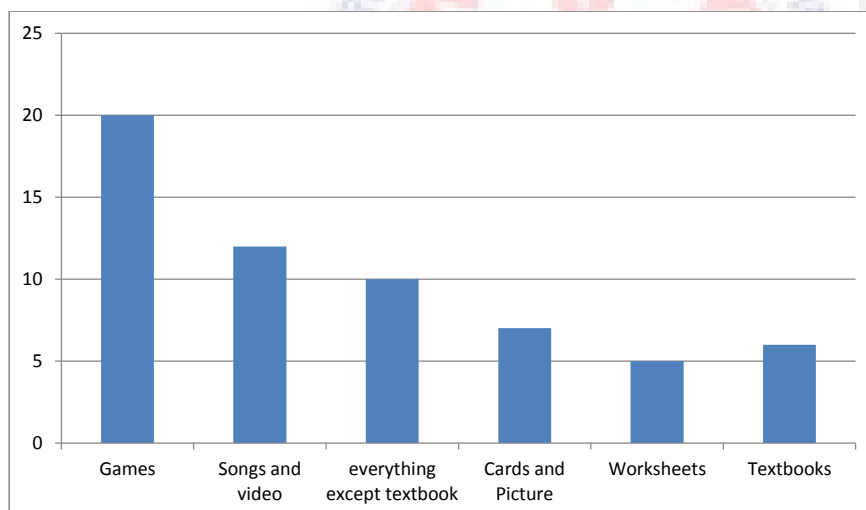
should be centred on language structure or sentence patterns, meaning and use, and this provides the basis for listening, speaking and writing.

From the data analysed by the researcher it was suggested by the researcher that these approaches should be used by teachers to help them teach grammar more effectively.

#### **4.3.1 Inductive and Deductive Method**

The inductive method presents a different style of teaching where students are presented with the new grammatical structures or rules in a real language context. Through practice of the language in context, students learn the use of the structure. The deductive method on the other hand is an approach to the teaching of grammar where the teacher conducts lessons by introducing and explaining to students the grammatical rules and their meaning. The rules are then practiced by pupils by applying them in sentences. Yao (2010) conducted a study on the teaching and learning of English grammar in the Chinese Junior Secondary School. He used questionnaires and interviews; in his findings he indicated that teachers should use both the inductive and deductive teaching approach in the teaching of grammar. According to him this is because the inductive teaching approach improves students listening, speaking and reading ability, while the deductive teaching approach improves students writing ability and understanding grammatical rules. His recommendation was that in order to cultivate an all-round proficiency in the language both teaching approaches should be used. Similarly Deniz (2015) conducted a study on the effects of inductive and deductive approach on written output of students. The researcher used the quasi experimental study. His findings also indicated that there was no significant difference between the results of students who were taught with the inductive teaching approach and those taught with the deductive

teaching approach. His recommendation was that teachers and English material developers might consider using both the inductive teaching approach and the deductive teaching approach. Finally Anani (2017) conducted a study on teaching and learning of grammar at the basic level of Education: revisiting inductive teaching approach. She chooses the quasis' experimental approach in the mixed method paradigm. Her finding indicated that those who were taken through the inductive teaching approach showed better skills than those who were not taken through the inductive teaching approach. Her recommendation was that teachers should adopt the inductive teaching approach to teach grammar. These approaches were used at the intervention stage of this research and the result was good.



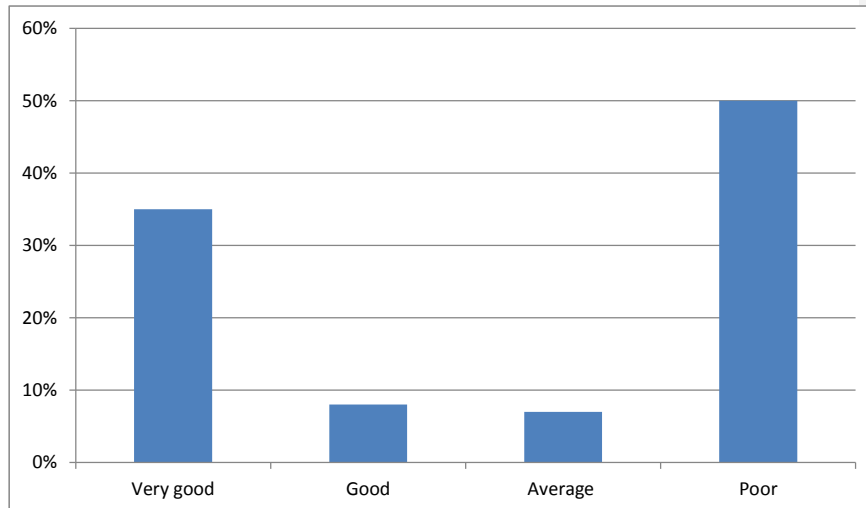
**Figure 8: Pupils preferred approaches to learning Grammar.**

Not surprisingly 20 out of 60 students liked playing games, 12 pupils appreciated lessons with use of songs and videos as the best tool for practicing grammar. Worksheet was chosen by 5 pupils and 7 pupils also selected cards and pictures as what they liked about grammar lessons. Everything except working with the book is

satisfying for 10 pupils and 6 respondents also picked textbooks. Pupils appreciated if their teachers using funny activities and interesting materials. Songs, videos and information technologies were very popular among adolescents therefore they enjoyed working with them in their classes as well. These tools are great for increasing the extrinsic motivation of pupils. Pupils did their best while they were playing a game because everybody wants to win. They also concentrate in listening to a modern song because they listen to it on the radio and want to know what it is about.

#### **4.4 General post intervention test**

During the intervention two groups were introduced thus the control group and the experimental group. Each of these groups consisted of 30 students. From the intervention introduced by the researcher it was realized that the inductive teaching approach used to teach the experimental group helped the students a lot, in that students who were in this group performed better in the composition during the post intervention test. The errors that were identified during the pre-test were not totally done with but were very less this time. This means that if this should be continued for the students they would not make such mistakes again. On the other hand the students in the control group showed no improvement. Some even made more mistakes. This we can say may be a result of the teaching method adopted that is the deductive method of teaching grammar where rules were given to the students to learn before they were asked to apply the rules in sentences.



**Figure 9: General post intervention test.**

From the graph above, it came to light that 35% of the pupils tested were able to perform very well, 8% also performed quite well and 7% fell within the average column. This totals to 50% of the entire population used and the percentage of pupils in the experimental group who were taught using the inductive approach. The remaining 50% were the pupils who were in the control group who were taught using the deductive approach and they performed poorly.

#### **4.5 Summary of Findings**

This section of the research presented an analysis of data collected for the study. The data included the response to the questionnaire administered to all the participants selected. The questionnaire was designed to find out the attitudes of the students to English language and grammar in particular. It was discovered that students had negative attitude towards English language and this affected their use of the language as well as their general performance in school. Questionnaires designed for teachers were also to find out their background, their qualification and the number of

years they had been teaching and also the method of teaching grammar they often used. Students written scripts were also studied through the introduction of an intervention to find out which method is appropriate for teaching grammar and from the intervention it was realised that the inductive teaching method was better than the others since it is learner centred. Observations were also conducted where the researcher observed that some teachers preferred to use the grammar translation method which they said they were comfortable with since they wanted to help learners understand whatever was being taught better. Others were also seen writing down the rules and asked students to memorize them. Finally, interviews were conducted to extract information from students on their attitudes towards learning of English language, use of concord and difficulties in relation to concord as well as their use of English language. Teachers who were also interviewed expressed their worry about how students were not ready to learn English language and how comfortable they were in using their local dialect in communicating with their friends. They also spoke about how students see the learning of English language as a waste of time. The worrying issue is that there are a lot of irrelevant materials which do not have adequate information on grammar; hence there is the need for material which covers the critical grammatical topics such as concord.

## **CHAPTER FIVE**

### **DISCUSSIONS OF FINDINGS AND CONCLUSION**

#### **5.0 Introduction**

This chapter discusses the findings of this research and draws conclusions on the teaching of Grammar in Kpedze Todze Junior High School. Finally, suggestions and recommendations were made in the area of the pedagogical implications of all the data analyzed and discussed by the researcher.

#### **5.1 Summary**

Teaching involves helping others to learn to do things and solve problems and react to new ways. Thus, when a teacher identifies a learning problem among his or her learners, he or she has to investigate into it, find the causes and recommend appropriate ways of improving them. Poor grammar usage was identified as a major learning problem that the students of KpedzeTodze JHS faced with special reference to the first and second year groups. The researcher, therefore, found it necessary and important to investigate into the problem. The study was conducted around the research questions.

##### **5.1.1 Summary of methods**

Interview, observation and documents were used as the main instruments for collecting data for the study. Interview schedules were drawn to elicit responses from the ten teachers in the school. The teachers consisted of males and females. The behaviour of the target population or the participants who were the second year students of the school were observed during the period of the study. The participants included thirty boys and thirty girls. In the course of the observation, records

regarding attendance, scores of class exercises and results of terminal examinations were gathered from documents such as attendance registers and cumulative records.

### **5.1.2 Summary of findings**

This study was to find out the problems teachers and pupils face in the teaching and learning of grammar, the current strategies that are being used by teachers in teaching grammar and the strategies that can best help students understand grammar better.

The causes of poor grammar usage by students were identified as lack of qualified and experienced teachers, lack of adequate and relevant textbooks and TLMs and students' poor attitude towards grammar lessons. Poor background of students in grammar as a result of poor introduction to the aspect when they were in primary section has also contributed largely to the participants' present predicament.

It was learnt from three of the respondents that they possessed the teacher's certificate 'A'. This does not qualify them to teach even at the JHS level. The interview revealed that there were not enough TLMs in the school to make teaching and learning process very effective and efficient as Farrant (1964, cited in Mankoe, 2000) argues that teaching materials are to be used during teaching and learning process to enhance learners understanding.

Again, the researcher observed that participants were most of the time absent during grammar lessons. This induced the researcher to take records of the participant's attendance from the attendance register during the study. The researcher also discovered that periods allocated to grammar lessons were inadequate as compared to other aspects, and this affects the teaching and learning of grammar negatively because as Palmer(1991) observed, grammar is a central part of language.



Therefore students performed poorly in class exercises and terminal examinations in respect of English grammar.

The strategies that were currently being used by teachers in the teaching of grammar were the grammar translation method, teacher centred method, traditional method and the direct method. When teachers were asked why they preferred to use these methods some said they wanted to be in control of the lesson and others also said they were comfortable and could teach better using those methods.

Also it was identified that the use of the deductive method of teaching grammar is more appropriate to use in teaching grammar since it is child centred. Since it is child centred it allows learners to have full participation in the teaching and learning process and this can make learning easier.

## **5.2 Recommendations**

The researcher made some recommendations for improving the situation. These include retraining of teachers, provision of relevant and adequate TLMs, intensification of grammar teaching at the early stages and motivation of learners to take grammar lessons with the seriousness it deserves. The study also recommends that more periods should be allocated to grammar periods.

### **Recommendation for eradicating the problems teachers and learners face in the teaching and learning of grammar in the JHSs.**

The following recommendations have been made by the researcher to address the problem teachers and learners face in the teaching and learning of grammar at the JHS level with reference to the second year students of KpedzeTodze JHS.

1. Teachers with old-type of professional certificate should be retrained. They are to be advised to upgrade their Teacher's Certificate 'A' to at Least Diploma in Basic Education either through the untrained teacher's diploma in basic education programmes at the colleges of Education or through Distance or Sandwich programmes at the University of Education, Winneba or the University of Cape-Coast.
2. More teachers are to be made specialists in the teaching of English language to ensure effectiveness and efficiency.
3. I would also suggest that just as trainees at the Colleges of Education have the options of choosing to study Maths, Science, French and Technical Studies, as electives it would be great if English is added since it can help trainees who chose that option to be specialized in English grammar.
4. The organization of regular workshops for English language teachers would help sharpen their skills in meeting the needs of new trends in handling the subject.
5. Schools should be provided with adequate TLMs to enable them deal with current trends in grammar.
6. Teaching of grammar should be intensified at the primary level. It has been found out that teaching of grammar has been neglected at the primary level of Basic School. Teachers use most of the English periods for silent reading. Grammar teaching should, therefore, be reinforced at the primary level to prepare students adequately for the JHS level.
7. More periods should be allocated to the teaching of grammar as compared to other aspects of English.
8. WAEC syllabus should be revised in line with the changes in the school curriculum to ensure compatibility.

### **5.2.2 Recommendation for future research**

The strategies for teaching English grammar at the JHS level are many and varied. The period allocated for this research I would say is insufficient. There is therefore the need for further investigation into it because it is something that cannot be ended today. When given another chance, the researcher would investigate the attitude of learners and teachers' towards grammar lessons since this is also a factor that can affect the teaching of grammar both positively and negatively.

This particular research should also be carried out in many other schools to ascertain the level of prevalence of the problem.



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**APPENDICES**

**APPENDIX A**

**Interview Schedule**

Name of teacher.....

Gender:.....

**Please provide verbal answer**

1. a. Please do you possess a professional certificate in teaching?

Yes

No

b. Please, would you state your academic qualification and the major subjects you read?.....

.....  
.....

2. a. For how long have you taught English grammar?

b. Do you face challenges with regard to methodology?

Yes

No

i. If yes mention the methodology you use.

.....  
.....  
.....

ii. If no please explain how you achieve your teaching objectives.

.....  
.....

3. Is the school stocked with enough of relevant textbooks and TLMS?

Yes

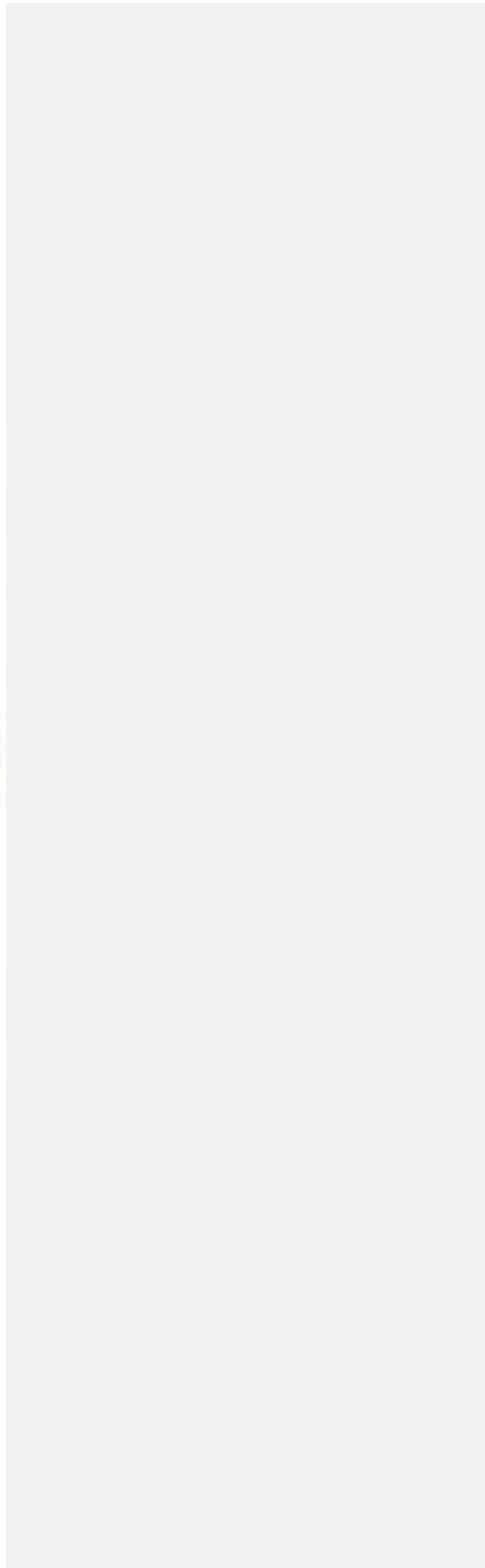
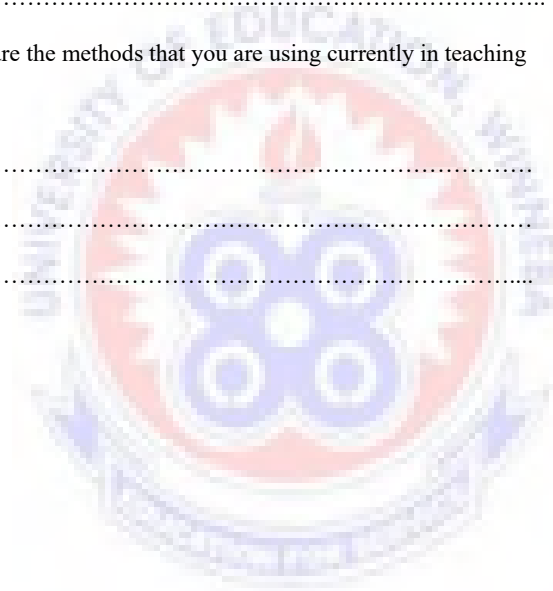
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4. Please would you suggest ways of improving students' poor performance in grammar usage.

.....  
.....  
.....

5. Please how effective are the methods that you are using currently in teaching grammar.

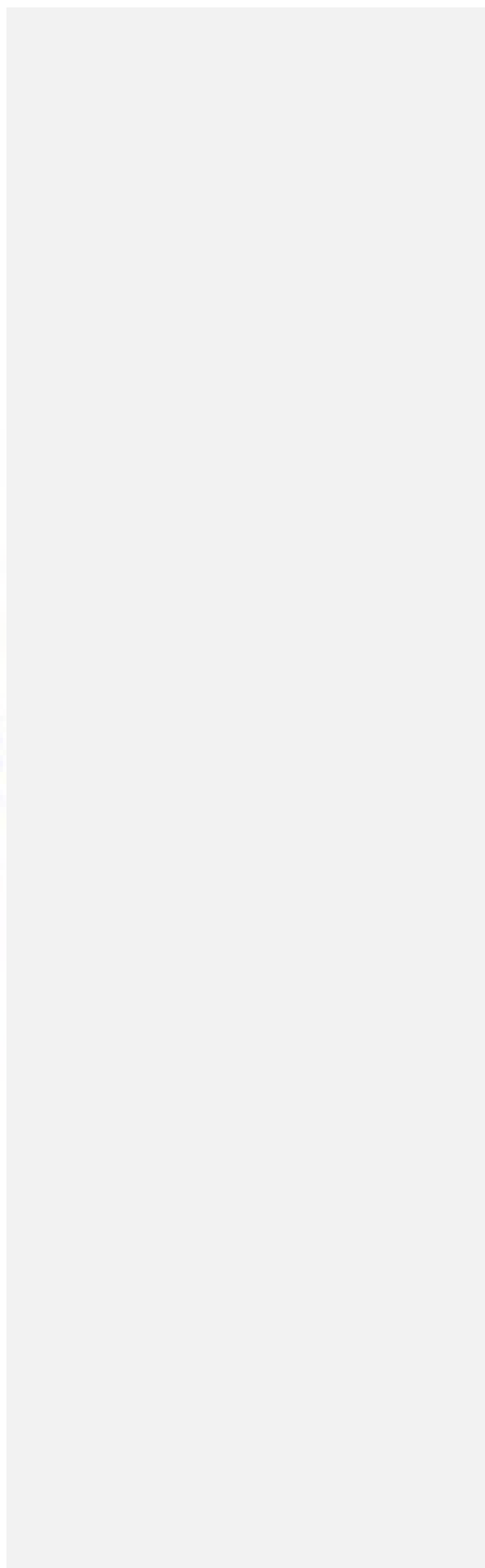
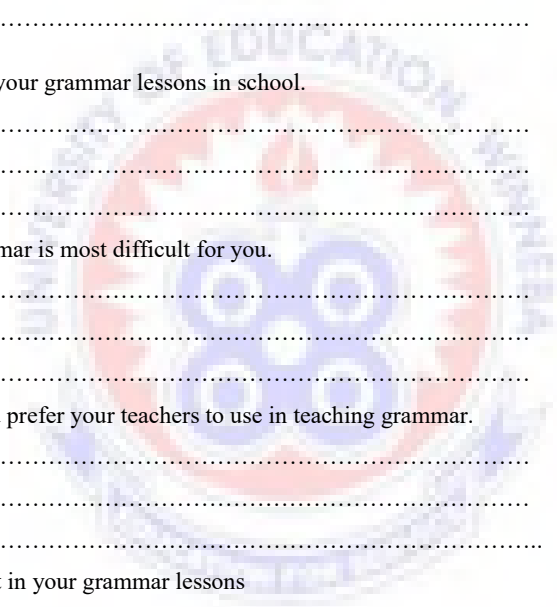
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**APPENDIX B**

**QUESTIONNAIRE FOR PUPILS**

1. What is grammar in your opinion? How would you describe it  
.....  
.....  
.....
2. Is grammar an important aspect of English lesson  
.....  
.....
3. How do you evaluate your grammar lessons in school.  
.....  
.....
4. Which aspect of grammar is most difficult for you.  
.....  
.....
5. What approach do you prefer your teachers to use in teaching grammar.  
.....  
.....
6. What do you like most in your grammar lessons  
.....  
.....



**APPENDIX C**

**QUESTIONNAIRE FOR TEACHERS**

1. What academic qualifications do you possess?

.....  
.....  
.....

2. How long have you been teaching?

.....  
.....

3. Which method do you use most often in teaching grammar?

.....  
.....

4. Which teaching aids do you usually use for the presentation of your grammar lessons?

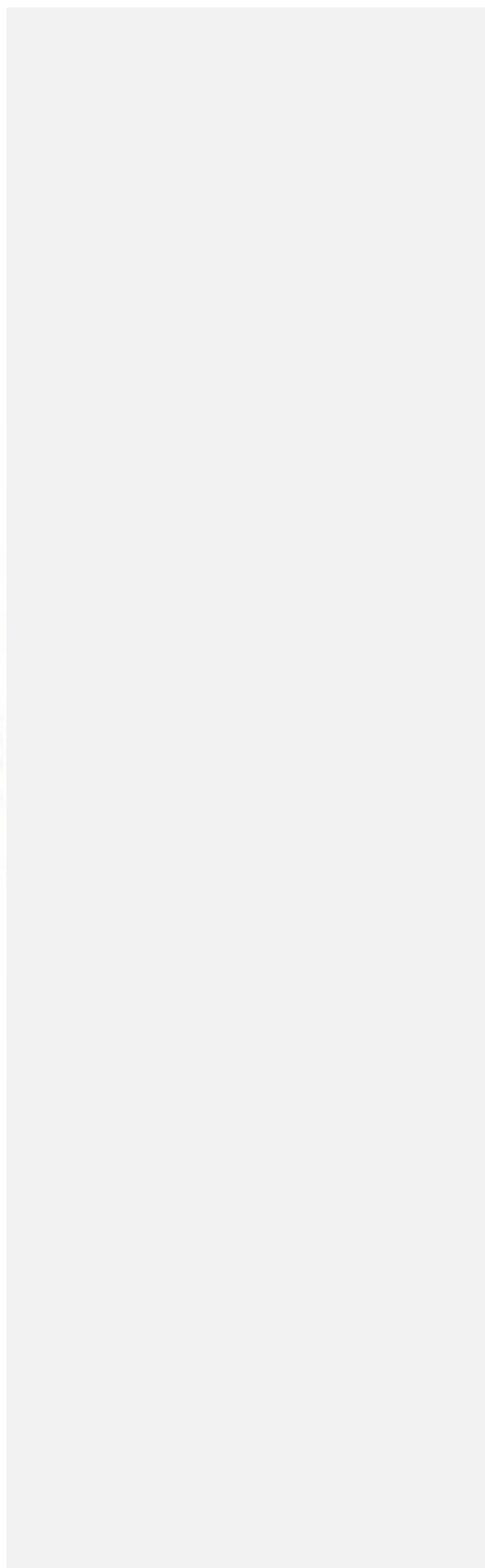
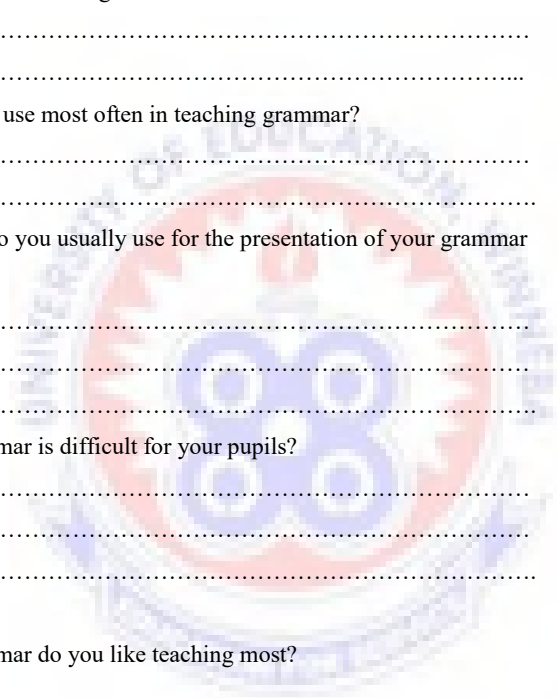
.....  
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.....

5. Which aspect of grammar is difficult for your pupils?

.....  
.....  
.....

6. Which aspect of grammar do you like teaching most?

.....  
.....



**APPENDIX D**

Adjasi Benedicta  
P.O. Box HP 595  
Ho  
10<sup>th</sup> September, 2017

Dear Sir,

**PERMISSION TO CONDUCT A STUDY ON THE TEACHING OF  
GRAMMAR AMONG FIRST YEAR JHS STUDENTS IN THE SCHOOL**

Having identified poor use of grammar by the students in the school, I wish to write to your outfit to consider giving me the chance to conduct a study on the problem.

Counting on you for a successful study.

Yours faithfully,

  
.....

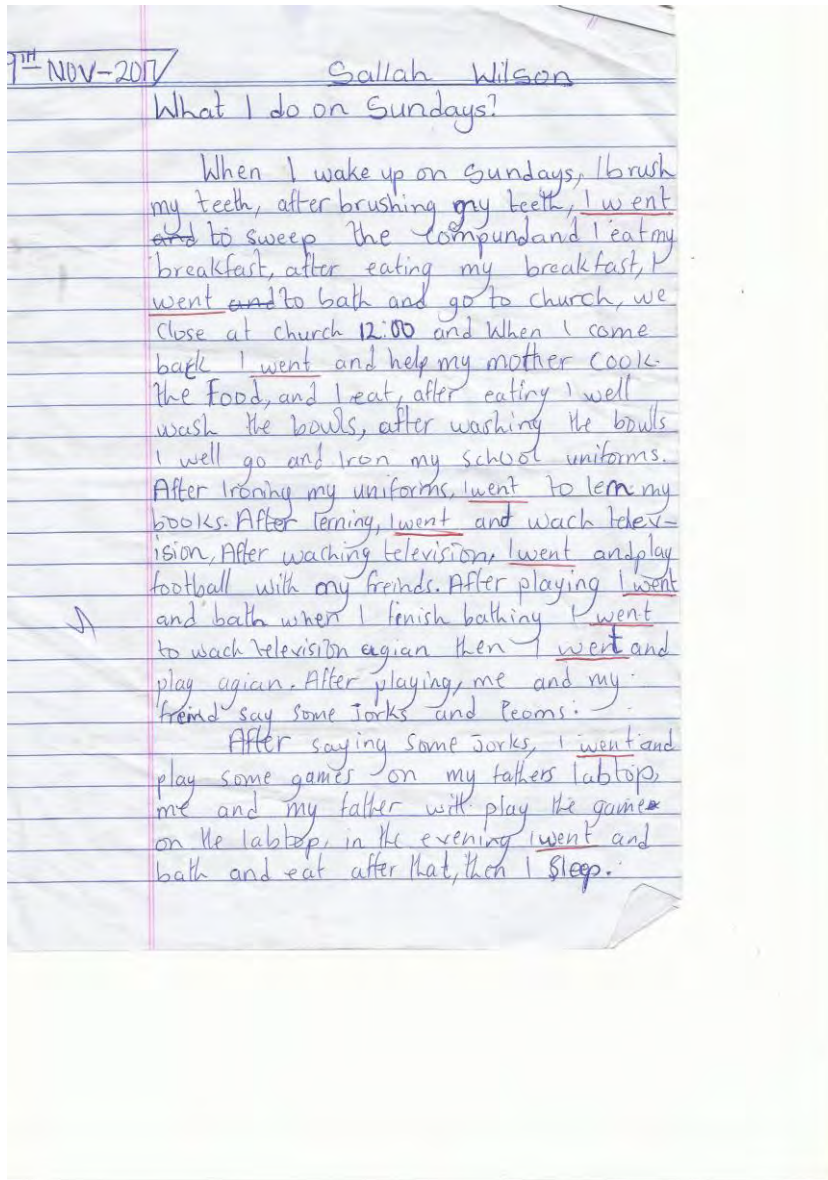
Adjasi Benedicta  
(Researcher)

The Head Master  
Kpedze Todze JHS  
P.O. Box Kz 45  
Kpedze

Copied: The Chairman  
P.T.A

## APPENDIX E

## Pre-Test



2017-2018

NAME: MOXE ERIC

## WHAT I DO ON SUNDAYS

On sundays, I wake up and brush my teeth and wash my face. after that I went to ~~sweep~~ the house after sweeping the house. I will ~~took~~ all the dirty bowls and wash them and the cooking utensils. after washing all the bowls in the kitchen, I will mop the bed room and the sitting room and the kitchen. I will make sure that I cleaned the chairs and the "TV" stand.

After that maybe it will get to 7:0' clock going. and I took my bath and come back and I will comb my hair and ~~took~~ my permade. and I will want to ~~eat~~ ate my breakfast. after ~~eaten~~, I will ~~took~~ my TESTAMENT and lock the doors and windows and I will pray around the house before I will ~~gone~~ to church after church I ~~came~~ back and ~~sweep~~ the house and cook before ~~bathe~~ after cooking I went to bath after ~~bathe~~ then I ~~ate~~. after ~~eaten~~ I went to my ~~bag~~ and ~~took~~ my lesson note book and read through and when it is 8:0 clock I went to bed and I will sleep. And the next day I will come to school on time.

THANK YOU



APPENDIX F

Post-Test

What I do on Sundays

Nelly Kwakofi Manufo

When I wake up early in the morning, I brush my teeth and wash my face, after washing my face I go to sweep the compound and after that I sweep the room as well and when there are some dirty dishes I go to wash them. After washing the dishes I go to bath and I dress nicely to go to church. After we come back from church I go to sleep small and when I wake up I go to play football with my friends. When it is getting late I go home to fetch water and when I finish I go to eat and wash dirty dishes and when I finish I go to bath and learn and when I finish I pray and go to bed.

Morxe Derrick

~~Horahim Kashi~~

What I do on Sundays

When I wake up early in the morning I pray to God after praying to God, I will dress my bed ~~every~~ very neatly and clean my room. After cleaning my room, I will go ~~to~~ and greet my parents. After greeting my parents, I will sweep the ~~city~~ sitting room. When I finish this, I come and wash my face and brush my teeth. After brushing my ~~the~~ teeth, I will sweep the compound and collect all the rubbish in the house and burn them all the rubbish in the nicely.

after burning I will pack all the dirty bowls in the kitchen outside and sweep the kitchen after sweeping the kitchen I will wash kitchen after sweeping.

The dirty bowl on doing other work for church service put some water on the fire so that it will