UNIVERSITY OF EDUCATION WINNEBA

INVESTIGATING THE PROBLEMS ASSOCIATED WITH THE TEACHING AND LEARNING OF ENGLISH GRAMMAR-A CASE STUDY AT ADUMAN SENIOR HIGH SCHOOL

APPIAGYIE BONSU MERCY

MASTER OF EDUCATION

2022

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A dissertation in the Department of Applied Linguistics, Faculty of Foreign Languages submitted to the School of Graduate Studies, in partial fulfilment of the requirements for the award of the degree of Master of Education (Teaching English as a Second Language) in the University of Education, Winneba

SEPTEMBER, 2022

DECLARATION

Student's Declaration

I, **Appiagyie Bonsu Mercy**, hereby declare that this thesis, with the exception of quotations and references contained in published and unpublished works, which have been identified and acknowledged, is entirely my original work, and that it has not been submitted, either in part or whole, for another degree in this University or elsewhere.

Signature: …………………..…………………

Date: …………………..……………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Dr. Charlotte Fofo Lomotey (Supervisor)

Signature: …………………..………………

Date: …………………..……………………

DEDICATION

I dedicate this work to my lovely husband, Clement, lovely mother, Comfort Owusu, my sisters Reachel Serwaa Bonsu and Abigail Achiaa Bonsu. Not forgetting my lovely children; Lawrencia, Nhyira, Adom and Akyadeapa.
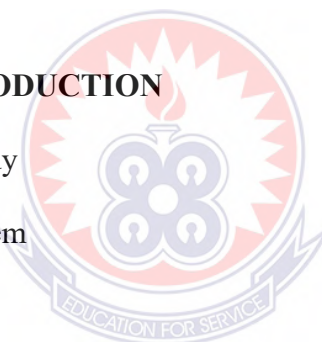
ACKNOWLEDGMENT

My sincere thanks go to the Almighty God for having sustained us throughout the course. I also want to express my sincere gratitude to Dr. Fofo Lomotey   a Lecturer of University of Wenniba for having devoted her time to structure the topic, taken the time to read thoroughly through the study and finally made the necessary corrections. May the good Lord shower His blessings on her. I wish to extend my profound appreciation to all those who in diverse ways have contributed to make this study a success. May the good Lord bless them all.
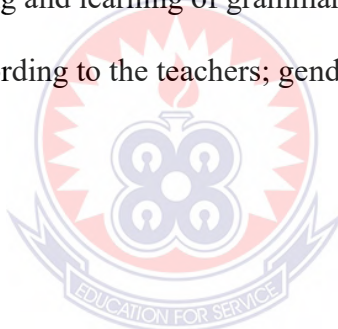
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ACRONYMS

Abbreviations	Full meaning
NNSs	Non-native speakers
NSs	Native speaker
ELLs	English language learners
ESL	English as second language
EFL	English as foreign language
SLA	Second language acquisition
ELT	English language teaching
CLT	Communicative language teaching
TLMs	Teaching learning materials

ABSTRACT

Teaching and learning of grammar have become a major problem among students and teachers in Ghana. To be able to communicate very well in a language in written and spoken form, one has to master its grammar. It is in this view that the researcher conducted this study to find out the problems associated with the teaching and learning of grammar and identify means through which this problem could be solved. The problems that make it difficult for students to learn English included the teaching learning materials, using grammar in communication, availability of learning materials and the techniques for teaching grammar. Further analysis revealed that students find it difficult to use the grammatical rules so they feel shy to use thinking that they will be laughed at. Such students have lack of self-efficacy and feel more difficulty in understanding English. According to teachers, students' knowledge of the English language is low. So, teachers use the explicit method in teaching. Again, the use of teaching learning materials and self-confidence were also perceived to contribute toward the problems in learning English. The school used for the study was Aduman Senior High School. The population used for the study was seventy (70); sixty-five (65) students and five (5) teachers. The instruments used were questionnaire and interview. The stratified random sampling method was used for the study. With this method, the population was divided into smaller groups known as strata and a random sample form each stratum was taken in a number proportional to the stratum's size when compared to the population. The researcher used data collection procedure to collect data from the respondents, this data collection procedure was in three stages thus: pre-intervention, intervention and post-intervention data collection. The data collected were then analyzed and recommendations relevant to the problem investigated were made.
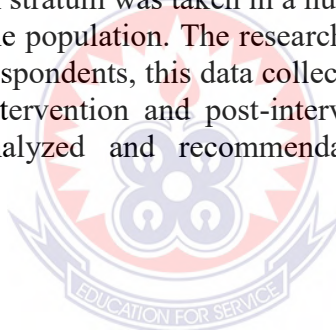
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Good writing requires knowledge of grammar, a refinement of the basic or instinctive knowledge the writer has already had. Good writing is more than the art of obeying grammatical rules. It is art of arranging words, phrases, sentences and paragraphs in such a way as to engage and sustain the reader's attention. Rivers (1988) believe that one can learn grammar in three basic ways. To him the first and most input of the three is the study of grammar as rules regarding the use of language. The second according to him is considering the form of grammar and finally the resources. From a number of continuous assessment and examinations conducted by the writer of this paper for basic students over the years. A number of errors and deviant forms in language use have been noticed. Such errors among others include: A poor knowledge of tenses and sequences of tenses, weakness in concord, wrong use of prepositions and direct translation from mother tongue thought process to English as well as inability to apply appropriate reading speed to reading material etc.

The most noticeable indication of poor performance is in the WAEC conducted WASSCE English Examination. Where situation becomes worse every year. The under achievement in English at the basic, secondary and even tertiary levels is a noticeable phenomenon in Ghana educational system. These are the issues that prompted the researchers to undertake this piece.

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1.2 Statement of the problem

The hard fact that most teachers face is that students often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly, but are incapable of apply them in their own use of the language.

It is in this context that study is undertaken to capture valuable insights into difficulties teachers in Aduman Senior High School in Afigya Kwabre in the Ashanti Region of Ghana have as well as their students difficulties associated with the teaching and learning of grammar. The study also aims to address this need by presenting the difficulties of a cross section of Senior High School teachers in Ghana well as that of their students' difficulties. It also aims to add to the knowledge base in this area.

1.3 Research Objectives

- The general objective of the study is to investigate

1. The difficulties of teachers in Aduman Senior High School in Afigya Kwabre in the Ashanti Region of Ghana with regard to the teaching and learning of grammar.

2. The difficulties of students in Aduman Senior High School in Afigya Kwabre in the Ashanti Region of Ghana with regard to the teaching and learning of grammar.

1.4 Research questions

The aimed to answer the following questions:

1. What are the difficulties of teachers and students with regard to the teaching and learning of grammar?

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2. What differences are there between the difficulties faced by teachers and those faced by students in the teaching and learning of grammar?

3. Do these difficulties vary according to the teachers; gender, qualifications, and experience?

1.5 Significance of the Study

The significance of this research cannot be under rated. First and foremost, this project when completed will among other things provide basic information to the government of Ghana, Ministry of Education and English Educators in drawing of English syllabus. The study will also provide a local version of the wide range of research conducted on the difficulties of a cross section of senior high school teachers in Ghana as well as that of their students' difficulties with regard to the teaching and learning of grammar.

It will also generate sample data which can be used for the entire senior high schools in Ghana. It will again serve as a working document for all Educators.

1.6 Limitations of the Study

The study is limited to:

- Senior High School students and teachers teaching English in Aduman Senior High in Afigya Kwabre District.

- The use of questionnaire as the research instrument.

Nevertheless, the responses are valuable in themselves, indicating the general difficulties that teachers and students face with regard to the teaching of grammar.

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1.7 Organization of the Study

The study is structured into five chapters; the first chapter will provide the introduction and background of the research, following by the review of related literature of relevant variables, methodology employed for study is presented in the third chapter, findings and discussions of the study at the fourth chapter, conclusion and recommendations in the final chapter.

1.8 Delimitations of the Study

This research is focused on Senior High Schools in Afigya Kwabre District in the Ashanti Region. The research is out to assess the difficulties of teachers and students with regard to the teaching and learning of grammar. Using Aduman Senior High School as the study area. The target population for the research comprised the total population of Senior High School students in Afigya Kwabre District in the Ashanti Region. A sample of size seventy (70) was drawn from the study area for this research.
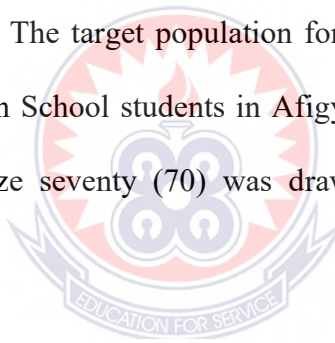
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of related literature, they are relevant information obtained from researchers, publications, textbooks and other relevant sources on issues pertaining to the problems associated with the teaching and learning of grammar. For the purpose of the study, the review of the literature has been treated and discussed under the sub-headings: Student grammatical errors, the concept of grammar, should we teach grammar? What grammar should we teach? Challenges in the teaching and learning of grammar and the inconsistency in the orthography of English.

2.1.4 Challenges in the Teaching and Learning of Grammar

Learners' errors and deviant forms in the use of English are a major challenge in the teaching and learning of English in Ghanaian Secondary Schools. However, Kisparsky (1972) Akinbode (2006) have classified errors in second language learning into two. They are global and local. According to him, the former impairs the intelligibility of a message, while the latter does not significantly affect the reception of the intended message.

However major challenges confronting the teaching and learning of grammar in Ghanaian Senior High schools can be as;

1. Language transfer (Interlingual)

2. Faulty application of rules (Intralingual)

3. Faulty instructional materials and techniques

4. The inconsistency in the orthography of English.

Language transfer gives rise to interlingual errors which are based on the interference theory. The transfer of learner's first language patterns into those of the second language constitutes one of the bases for interlingual interference.

When this transfer has a negative effect on the second language, then the problems result. First language interference is often exaggerated and made a scapegoat of second language errors. Some researchers believe that most of the errors made by students are as a result of first language interference. Lado (1985) in his contribution to first language interference says: we know from observation of many cases that the grammatical structures of the native language tend to be transferred to the foreign language, these structures that are different will be difficult.

Rivers (1988) views the first language phenomenon as one of the major sources of learning difficulty to a second language learner. He further states that the major difficulties for the second language learners are due to be found as those points where the foreign language differs most radically from the native language. First language interference is manifested at the levels of phonology lexis, syntax and semantics. Evidences of first language interference are most prominent at the phonological level. This makes it possible to situate the ethnic background of Ghanaian users of English by the way they speak and write English. These variations are due to the following factors; the stress pattern, absence of some English vowels and consonants in the Ghanaian language and the sources of exposure of English.

According to Richards (1971) intralingual errors are also one of the challenges. Learners of a foreign language difficulties are not from the structure of mother tongue but the target language itself.

According to Richards (1971), intralingual errors are also subdivided to the following categories: over-genelization, simplification communication base, induced errors, analogical errors, ignorance of rule restriction, incomplete application of rules and false hypothesis.

Learners make inductive generalization about the target language system based on the data to which they are exposed. Learners who are the exceptions to certain rules of grammar generalize and produce incorrect forms by analogy.

For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learner can build their knowledge and will be able to use the language eventually. For them, prescribed rule gives a kind of security. A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

Mekhlafi and Nagaratnam (2011) investigated the difficulties in grammar. The result came with seven types of challenges for students and teachers themselves and their concerns about classroom application of grammar teaching principles. These include explicit grammar teaching, the transfer of declarative knowledge into procedural knowledge, the use of grammatical terminologies, error correction, and problem-solving activities, the use of authentic texts for grammar instruction and the use of spoken and written communicative activities.

From Alhaysong Altiaison (2017) investigating on grammar challenges, the outcome was; teachers and students has different reasons for grammar difficulties. One of the difficulties faced by both teachers and students in the existence of non-existence of a particular grammatical feature in the learner's mother tongue.

Graus Copen (2015) categorize the challenges that cause difficulties in learning grammar, into grammar features, pedagogical arrangement, teaching quality and learner characteristics.

Research by Reeves showed instances of teachers with a lack of grammar knowledge. Teachers who lacked grammar knowledge despite having credentials. He explained, "Linguistic knowledge for teaching in the new social cultural frame is teachers' ability to use and teach language in ways that grant learners a full range of expression" (Reeves 2009, P.112).

It is absolutely true to ESL teachers to have grammar knowledge and communicate it to their students. Without it, students will lack a full and meaningful understanding of the English Language.

Ali R (2011) proved that many teachers still use grammar translation method. It is true that teachers have difficulty in applying appropriate strategy for teaching and learning process in the classroom.

According to Mohammed, A and Perun, NR (2015) stated that learners know about the grammatical rules but they are difficult to apply and make the sentences based on their own language. Nawaz,s (2015) also argued that students have some problems in learning grammar such as choosing appropriate verb, constructing sentence and the use of tenses.

Challenges in the teaching and learning of grammar to J. Richard et al. (2002) also classified error and the intralingual error. According to him those elements refer respectively to the negative influence of both the speaker's native language and the target language itself thus in intralingual error. J. Richard, et al. (2002) consider it as one which results from "faulty or partial" learning of the target language (P. 267).

The rules in English Grammar are many and they are difficult to remember and more difficult to put into action. Dialects, jargon and slang pose challenge for many English Language learners.

The inconsistency in the orthography of English

It is relevant to observe that the vagaries of the English language grammar constitute a major problem in the teaching and learning of English as a second language.

Spelling has been identified as a problem related to the nature of English. This is a problem area to both speakers of English as a Second language and the native speakers of English. This is due to the defect in the English alphabet and sounds, which Pink and Thomas (1989) have observed thus: The sounds of the spoken language are represented in writing by means of symbols known as the letter of the alphabet. In a perfect alphabet, every letter would be a phonetic symbol representing one sound and the one only and each sound should have its appropriate symbol. Judged by this standard, the English alphabet is obviously defective.

Some studies like that of Bryne (n.d); Baugh and Cable (2002), Hoad (2006) and Singh (2005) have evaluated the inconsistency structure of the grammar of English language tracing its roots to the history of English and the influence of German French, Greek and Latin sources including some words with no clear etymology. Pink

and Thomas (1974, P. 5) attributed these inconsistencies to historical reasons which border on the commencement of printing in English in the fifteenth century. Abubakar (2015) investigates the seeming inconsistencies in the use of suffix ESL learners and categorically states that these inconsistencies can be a source of problem to successful second language learning (P. 4015)

While Ida (2006, P. 5) in his paper on "English Spelling in Swedish Secondary School: Students' Attitude and Performance", states that "one crucial factor to take into account when discussing writing is spelling". Also, Solati (2013, P 201), quoting Cronnell (1979) in his paper states that: Spelling is important for at least two reasons. First, a writer may not communicate well if he/she cannot spell; that is, a reader must be able to interpret marks on the page as meaningful words and he/she cannot do this easily when words are spelled. Second, contemporary societies consider misspelling a serious social error, marking a person as, at best, "illiterate", if not outright "ignorant".
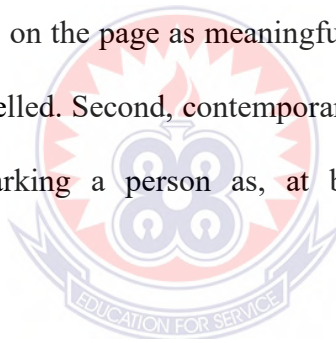
Inconsistencies can be seen in different factors: inconsistencies at the level of spelling, inconsistencies at the level of phonology and inconsistencies at the level of morphology.

Oftentimes, English breaks its own 'rules' anyway. Words that look the same can be pronounced differently and words that sounds the same can be spelled differently. Some letters are silent altogether in their pronunciation. Some words are the same but have two contradictory meanings. The same word but different meaning been it a verb or noun.

According to linguist Jakub Marian if the stress is on the second syllable, it usually becomes a verb.

Techniques use in teaching grammar

Some of these problems are as a result of faulty instructional materials and the pedagogical shortcomings of the teacher. The language teacher is expected to be dynamic in his instructional techniques. Teacher should be conversant with the modern trends in language teaching. Learners make errors when wrong concepts are taught, teachers less or no preparation could also lead to poor teaching. Note of lesson which serves as a guide to teachers not always prepared. A teacher's technique of teaching can be said to be faulty if the teacher fails to make use of instructional materials where they are required.

In the classroom, teacher and learners are related to each other to make interactive situation in teaching and learning process especially in teaching and learning grammar, both of the teacher and learners find some problems.

Moreover, teacher also finds some problems in teaching grammar. Ali R (2011) proved that many teachers still use grammar translation method. It seems that teacher has difficulty in applying appropriate strategy for teaching grammar, because grammar translation cannot build communicative teaching and learning process in the **classroom.**

The use of teaching learning material

According to Gagne et al, instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and

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"providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning.

According to Vygotsky, human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with.

Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest that quality instructional materials create into the learner's quality learning experience. Mwiria (1995) also supports that student's performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

2 .1 Students using grammar in communication

Students find it difficult to use grammar in communication due to the errors they make. Student find it difficult to apply the rule been thought. Traditionally, Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically or process it in comprehension and production so that they can internalize it.

Different studies have been conducted to determine and analyze students' grammatical errors. For instance, in order to investigate the type of corrective feedback that results in the improvement of students' writing, Bitchener, Young and

Cameron (2005) had to locate the most frequent grammatical errors in the first writing drafts of 53 adult post-intermediate English language learners (ELLS) was focused on during the research. The researchers found that the three most recurrent grammatical errors, among 27 grammar topics, were prepositions which occurred 29.23% of all errors, the past simple tense (11.96%), and the definite article which (11.45%).

In another study that examined the effect of teacher error feedback on students' self-correction ability, the researchers used writing compositions, a grammar test, and a questionnaire with a total of 102 participants enrolled at a Jordanian university, 36.3% of the 102 participants expressed that they have serious problems with grammar which negatively affected their writing (Alghazo, Bani Abdelrahman, & Abu Qbeitah, 2009).

Grammar can be taught traditionally or contextually, but students, perception should be considered by teachers in the decision-making process. Students need to feel confident that educators have met their needs and educators should be willing to consider the attitudes and perceptions of students when making decisions about how to teach grammar. Since the 1970s, attention has shifted from ways of teaching grammar to ways of getting students to communicate, but grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learner success with languages, grammar has been seen to be a problem and to stand in the way of helping students to communicate fluently.

Moreover, prepositions are one of the most difficult aspects of English Grammar to master by non-native speakers (NNSs) and "they account for a substantial proportion of all grammatical errors by English as second language (ESL) learners" (Chodorow, Tetreault & Han, 2007, p.5).

Additionally, Dalgish (1985) analyzed sentences taken from the Writing Skills Assessment Test and in-class essays of 350 ESL students enrolled in a writing course at an American university. The analysis was undertaken to determine the most frequent errors in the writings of students from diverse L1s such as Chinese, Russian, Vietnamese, Greek, and Polish through applying computer-assisted analysis. A substantial number of the errors were related to the misuse of preposition followed by subject-verb agreement.

In a more recent study (Abushihab, El-Omari&Tobat, 2011) that investigated the most frequent grammatical errors in the writing of 62 Arab English as foreign language (EFL) learners enrolled in a paragraph writing course at a private Jordanian university, the researchers stated that the largest number of errors were related to prepositions comprising 26% of the total errors followed by morphological errors 24%, articles 21%, verbs 11%, active and passive 8%, and tenses 7%.

Moreover, Hinkel (2004) claims that "even after many years of second language (L2) learning and use, advanced NNS students may have difficulty with the conventionalized use of tenses, aspects and the passive voice in written academic discourse" (p.5).

Research by Ghrib Maamouri (2002), revealed that some targeted students had difficulties that were essentially due to their lack of knowledge of the English linguistic rules, and that they made use of various strategies; social and affective strategies mainly. They also indicated that strategy use and frequency varied with the learners' course level, gender, and socio-economic background. It was also found that 6th and 7th graders had almost the same classification for the various strategies, but

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that they did not have the same frequency use, and that the boys used social and affective strategies and translation more than the girls.

In addition, the results showed that the low socio-economic groups' use of strategies was the most frequent and the most varied.

Juan Bao & Jing Sun (2004) postulated that; there are problems existing in grammar teaching in China now. First of all, the goals of grammar teaching communicative language teaching method (CLT) cannot be realized in the classroom. The goal is to enable students to communicate in the target language. But in real classroom teaching, the goal becomes to help students get higher marks.

Again, after the rise of CLT, grammar teaching was ignored by some linguists. Some instructors maintained that it was not necessary to teach grammar. So many teachers abandon teaching grammar. As a result, the students have made rapid progress in speaking and listening more than before, but their written English still lacks accuracy.

More so, the current textbook is not appropriate. In any language teaching-learning situation, success depends on giving proper consideration to both human elements, and also to the non- human elements such as the textbook and the syllabus. With the invention of New Curriculum Standard, most textbooks have been changed to meet the need of CLT. They focus on communicative ability, while in real classroom teaching, grammar still in focus.

Lastly, students hold negative attitudes towards grammar learning. Many students feel grammar teaching has little effect on students' practical ability to use English, especially in listening and speaking. They think the presentation and explanation of grammar rules in class are dull and less motivated. What then is the current situation?

Do students regard grammar as something they only need to review before their exams, so they can get higher marks?

The authors of this article undertook a small study to find out the attitudes of teachers towards grammar, students' and teachers' practice in grammar learning and teaching, and their attitudes towards the grammatical knowledge in textbooks.

Politzer (1983 in Oxford et al. 1995: 3) discovered that "course level influenced strategy use" and that "female students used social learning strategies more often than male students"; has linked this with women's "stronger social orientation" Significant sex differences reflecting greater use of language strategies by females. In three studies frequency and variety of strategy use was significantly greater for women.

Chamot et al. (1987 in Oxford 1989: 237) found that "cognitive strategy use decreased and (that) metacognitive strategy use rose as the foreign course level increased, but (that) social-affective strategy use remained very low across all course levels". This research explores the strategies that were made use of by the targeted students, and tries to see whether there were any similarities/differences in language learning strategy use and frequency among the various learners. It also aims to find out whether these strategies match those of ESL and EFL learners in the literature.

The study was based on the following hypotheses:

a. The learners' difficulties are linguistic.

b. The reasons for difficulties in learning English vary with the learners' course level, sex/gender, socio-economic and cultural background.

c. The learners' strategy use and frequency vary with gender:

   i.   Female students make use of social learning strategies more often than male students do.

   ii. Female students use translation/borrowing more often than male students do.

Van Patten (2002) argues that the use of inappropriate psycholinguistic processing strategies in L2 learning may also result in increased grammatical difficulty. The processing strategies he proposes are theoretically grounded in his model of "input processing (IP)." The IP model recognizes the crucial role played by "attention" in L2 learning, and maintains a single, limited capacity view of working memory. The IP model postulates that a learner's processing capacity is limited during real-time comprehension so that he or she has to be selective in processing an input string, and that input processing taking place in the course of comprehension is likely to result in form-meaning mappings. Using the IP model, Van Patten argues that at the supra-sentential level, real-time processing demands may bias a learner to focus primarily on words that carry meaning at the expense of those with more abstract grammatical functions. And at the sentence level, the learner may be biased to interpret the first noun or pronoun as the subject of the utterance on his or her first encounter with the sentence.

Presentation format of some grammar teachers fails to give students the big picture, that is the meaning properties inherent in grammatical structures, the relationships between the structures, the implications for use in communicative situations beyond the classroom and the consequences of inaccurate usage. Unaided by such an overview, students are left with the misconception that English grammar lacks system and accessibility. In the case of expression of future events, many simply resolve to

use will or the Present Simple. This is contrary to native speakers who in communication indicate the nature event by the deliberate choice of a particular grammatical structure. Their grammatical knowledge, albeit mostly unconscious, make clear distinctions between the use of will, going to, the Present Continuous and the Present.

Lewis (1986, p.85) maintains that the communicative or contextual meaning of a sentence is a combination of (i) expectation, (ii) situation and (iii) the basic meaning of the words and structures used. Many of the gap-fill activities in English language teaching materials focus on (iii) at the sentence level. Little consideration is given to (i) and (ii). As a result, the activities are devoid of context and are communicatively sterile. As alternative approach involves establishing the context and its constraints and then zeroing in on the behavior of the grammatical structures in that setting. Teaching writing through genres provides a clear example of this approach. Simple for the expression of futurity (Kettle, 1994a).

Other authors have observed the problems associated with this dissected approach to teaching grammar. Ferguson (1991) argues that many currently-used course books, syllabus proposals and reference works fail to elucidate the link between lexico-grammatical forms and their meanings. As a result, arbitrariness prevails over systematicity and the student's learning burden is increased.

Meziani (1988) is concerned that methods of teaching English verbs do little to provide students with a deeper understanding of the tense system as a whole. Verb forms are taught in terms of uses and students are provided with lists of uses. No explanation is given of the system underlying these uses.

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Rutherford (1987) further attributes this teaching approach to those teachers, past and present, who view language learning as accumulating entities. The view is that language learners begin learning the second language from point zero and steadily accumulate mastered entities until they have reached a particular level of proficiency. Nowhere in this approach is there acknowledgement and exploitation of the learner's familiarity with language due to the mastery of L1. Learning L2 is considered external to and alienated from L1. Rutherford (1987, pp. 18-20) further defines consciousness-raising as a means by which the learner is taken from the familiar to the unfamiliar. Having already learned a language, the student is familiar with the use's language; what is unfamiliar are the ways in which these uses are realized in the new language. Consciousness-raising can act as a bridge between the learner's prior knowledge and their yet to be develop knowledge of the grammatical devices required by English.

An error analysis carried out by Oniemayin (1985) revealed that about forty-five percent of errors made by Nigerian secondary school students are as a result of first language interference. Lado (1985) in his contribution to first language interference says: We know from observation of many cases that the grammatical structures of the native language tend to be transferred to the foreign language. These structures that are different will be difficult. The view of Lado is shared by Rivers (1988) who views the first language phenomenon as one of the major sources of learning difficulty to a second language learner. He further states that the major difficulties for the second language learners are due to be found at those points where the foreign language differs most radically from the native language. First language interference is manifested at the levels of phonology, lexis, syntax and semanties.

The bulk of research on the acquisition of certain language structures suggests that many forms are learned in predictable stages. Evidence in support of staged acquisition of L2 grammar in English include findings obtained from studies of negation (Dulay, Burt, & Krashen, 1982), studies on pronouns (e.g., Zobl, 1985), studies of relative clauses (e.g., Pavesi, 1986), studies of possessive determiners (J. White, 1998; J.White, Munoz, & Collins, 2007; Zobl, 1985), studies of tense and aspect (Bardovi-Harlig, 2000; Shirai, 2004), and perhaps most compelling of all, the work of Pienemann and his colleagues (Meisel, Clahsen, & Pienemann, 1981; Pienemann, 1989; Pienemann, Johnson, & Brindley, 1988) investigating the acquisition of word order in German and several morphological and syntactic features in English.

According to Widdowson (1990: 86), "grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality." Given that many learners – and teachers – tend to view grammar as a set of restrictions on what is allowed and disallowed in language use – 'a linguistic straitjacket' in Larsen-Freeman's words (2002: 103) – the conception of grammar as something that liberates rather than represses is one that is worth investigating.

According to Morilli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akea (2008) reported generally positive attitudes of students studying English grammar at a private primary EFL classroom towards studying grammar. In particular, however, a little over 50%

of their subjects claimed to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar.

2.1.1 The concept of grammar

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastering of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills.

Students see grammar as challenging and unattractive subject. They have no interest in learning grammar. Students who have interest in grammar and have been learning it for years still fumble to make good and correct sentence.

The word grammar comes from the Greek, meaning "Craft of letters" it's an apt description. In any language, grammar is: The systematic study and description of a language (as compared with usage). A set of rules and examples dealing with syntax and word structures of a language.

Rivers (1988) defines grammar as the rules of a language set out in a terminology which is hard to remember, with many exceptions appended to each rule. The writing of a grammar is basically an attempt at symbolization and codification of a mass of data which may at first sight appear amorphous but within which recurrent regularities can be discerned. The way in which this systematization is approached depends on the convictions of the grammarian about the nature of language (River 1988).

William (1981) defines grammar as an inescapable fact of a language system because it is the set of principles which permit orderly speaking and writing. A grunt may be expression, but it has little to do with grammar. The fact is that grammar would exist

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even if there were no books about grammar because it is essentially the unwritten agreement among speakers of the language about the ways they will express idea most efficiently (William, 1981).

The grammar of a language covers such points of usage as tenses, spellings, punctuation, agreement, parts of speech, lexis and structures.

From Richards and Schmidt (2010:251-252) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.

Grammar is a set of rules or principles of the working of a language, its system or structure (Brinton, 2000:8). Yule stated that grammar is the process describing the structure of phrases and sentences by considering its order in a language (2006:74).

David crystal tells us that "grammar is the study of all the contrasts of meaning that it is possible to make within sentence (Crystal, David. The fight for English. Oxford University Press 2006. To add to these definitions of Grammar, Weaver divides grammar into two definitions. First, grammar is a description of the syntax of a language, and the second is a set of rules or prescription of how to use language. (1996:1-2).

Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Iarsen Freeman, 2001).

To another, grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. (Thornbury, 1999; P. 13).

According to Noam Chomosk, grammar is classified into four types. Unrestricted grammar, context sensitive grammar, context free and regular grammar. Grammar is also grouped into traditional which is the study of structure and formation of words and sentences. By Richard Nordguist. The collection of prescriptive grammar study rules and concepts about the structure of language that is commonly taught in schools. The structure of a language as certain people think it should be used.

It concerns with the study of rules or patterns that underlie our use of words, phrase, clauses and sentences.

Structural grammar is also concerned with how elements of a sentence such as morphemes, phonology, clause phrases and parts of speech are put together to have greater meaning. Transformational grammar recognizes the relationship among various elements of sentences and among the possible sentences of a language and uses processes of rules to express this relationship.

2.1.2 Should we teach grammar?

The contention about whether to teach grammar or not still sway in the current language pedagogy. Those who oppose to teaching grammar suggest that grammar should not be taught since grammatical features can be acquired unconsciously in a natural setting. Others have the view that learners are exposed to sufficient comprehensible input, and that grammar doesn't need to be taught. However, some educators believe that Grammar instruction should not be under value.

This question was motivated by early research into naturalistic L2 acquisition, which showed that learners appeared to follow a natural order and sequence of acquisition (i.e., they mastered different grammatical structures in a relatively fixed and universal

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order and they passed through a sequence of stages of acquisition on route to mastering each grammatical structure.

This led researchers like Corder (1967) to suggests that learners had their own built-in syllabus for learning grammar. In line with this Krashen (1981) argued that grammar instruction played no role in acquisition, a view based on the conviction that learners (including classroom learners) would automatically proceed along their built-in syllabus as long as they had access to comprehensible input and were sufficiently motivated.

Krahnke (1988, P. 598) suggests that much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is (Terrell, 1991.P 57).

 Grammar plays an important role for better language improvement. Learning grammar will help learners to build better sentences in speaking and writing through organizing words and messages and make them meaningful. There is the need for learners to study grammar in other to organize words and messages and make them meaningful. Learning grammar will enable learners build better sentences in speaking and writing performances. Having knowledge in grammar helps learners to make sentences clear enough to understand. There will be no meaning in message if grammar is not properly used.

Tabber stresses the importance of grammar simply as; it is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subject and verb, mix up pronoun reference, use double negatives

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etc and that these mistakes are evidence of their need to study grammar (Tabbert 1984, P. 39). For communication to be effective, learners need grammar skills; so, without grammar speech gets meaningless. Grammar is an important aspect to communicate effectively. Moreover, grammar simply is creating well organized reading and writing performances.

John Warriner supporting this idea (n. d. p. 8) writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about language (Tabbert, 1984, P. 40). With grammar, learners will have the competence to combine words to form sentences. Grammar cannot be laid out of learners need to develop sentences; grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. The study of structure and history of language, including English grammar, is a valuable asset to a liberal education and an important part of the English program.

It should however be taught for it owns sake, known as a substitute for composition and not with the pretense that it is taught only to improve writing (NCTE commission on composition, 1974, no.2). Accurate teaching of grammar guides learners how to use the language correctly.

 Azar highlights the significance of teaching grammar as. One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures and body expressions to communicate meaning. Grammar is the weaving that creates the fabric (Azar, 2007). Talking about preciseness in sentence, grammar

knowledge cannot be overlooked. Ellis writes: grammar teaching involves any instructional technique that draws learners' attention to specific grammatical form is such a way that it helps them either to understand it

metalinquistically, and /or process it in comprehension and or production so that they can internalize it. (Ellis 2006, P. 84). language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skill.

People now agree that grammar is now important to ignore and that without a good knowledge of grammar, learners' language development will be severely constrained (Richards and Renandya, 2002, P. 145).

Richards and Renandya point out two good reasons for teaching grammar (2002, P. 152): a) comprehensibility: knowing to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentence. We must therefore, try to identify these structures and teach them well. b) Acceptability: in some social contexts, serious deviances from native speaker norms can hinder integration and excite prejudice – a person who speaks badly may not be taken seriously, or may be considered uneducated or stupid. Therefore, student may need a higher level of grammatical correctness than is required for mere comprehensibility.

Teaching grammar will help learners to understand the nature of language. Azar notes that. One of the principal benefits of GBT (Grammar Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases.

(Thornbury, 2002; Ur, 2012) agrees that grammar is an important element in the communication process. Mastery of grammar element contributes to the clarity and effectiveness of communication.

According to Kohli (1984), not knowing grammar of the language is like being a driver who knows nothing about the working of the engine while knowing the grammar is like being a driver who knows not only driving but also the working of the machinery. This can be concluded that one cannot think of learning a foreign language without its grammar.

Grammar instruction could contribute to learning but this was of limited value because communicative ability was dependent on acquisition. Subsequent research, such as Norris and Ortega's (2000) meta-analysis of 49 studies, has borne out the overall effectiveness of grammar teaching. Further, there is evidence that, contrary to Krashen's (1993) continued claims, instruction contributes to both acquired knowledge (see Ellis, 2002a) as well as learned knowledge. There is also increasing evidence that naturalistic learning in the classroom (as, e.g., in immersion programmes) does not typically result in high levels of grammatical competence (Genesee, 1987). In short, there is now convincing indirect and direct evidence to support the teaching of grammar.

Teaching grammar is an important aspect of foreign language. Understanding of the language structure is important. Learners need to understand how language is organized to make meaning and communicate effectively. For a second language learner to understand the language structure, there is the need for effective teaching of grammar. The effective way of teaching grammar is through context.

This helps a second language learner to understand the grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentence or paragraphs. For this, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will again help learners to acquire nature of the language which will facilitate their understanding of the language. Research by Hillocks (1986) and Andrews et al (2006). Concluded that no evidence exists that the formulaic teaching of grammar by labeling and identifying items on language use has any beneficial effect on language production. From Safford, Messer, Mclachlan and Walker (2015) looked at the impact that the statutory text has had on teachers and the teaching of grammar. However, Exerter University (Myhillet el. 2013) demonstrates the benefits of relevant grammar when taught explicitly and in context. Traditional approach to grammatical instruction has been portrayed as the three Ps-Present, practice and produce (Larsen Freeman, 2009, P. 523). Long and Doughty criticize that the three Ps has some disadvantages. To Long and Doughty; for this approach, students fail to apply their knowledge of grammar when they are communicating. They know the rules explicitly but they fail to apply them in communication. They do not understand how grammar rules work in a sentence. Learning grammar in context will allow learners to understand how rules can be used in sentences. Teaching in isolation will be very difficult for students to know the intended meaning of a single word or phrase. Teaching grammar in context will give learners an opportunity to understand how language works and this will improve their communication skills. Learners need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context (Harmer, 1991, P.57). Context gives a more precise understanding of how to use grammar and provides

accuracy in the studied language both in oral and written skills (Wajnrb, 1990. P.6). Presenting grammar in isolated sentences will not allow learners to see how grammatical structures function in sentences.

By dealing with related units of information rather than isolated bits, more efficient processing becomes possible (Mclaughlin, Rossman, Mclead, 1983, P. 138). Brown explains the advantages of context-based teaching as – A single sentence can seldom be fully analyzed without considering its context from another criticism of teaching grammar. In isolated sentences, Nunan writes that in text books, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercise involving repetition, manipulation and grammatical transformation. Thornbury writes if learners are going to be able to make sense of grammar, they will be exposed to it in its contexts of use and at the very least this means in text. (Thornbury, 1999, P. 72).

Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language (Anderson 2005). Using dialogue in teaching is one useful way because it matches learners' expectations of how language primarily to talk to each other (Thornbury, 1999, P.76)

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning. (David Crytal, "In Word and Deed." TES Teacher, April 30, 2004).

It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test. (William Someerset Maugham, The Summing UP, 1938).

The study of grammar all by itself won't necessarily make you a better writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over

the way you shape words into sentences and sentences into paragraphs. In short, studying grammar may help you become a more effective writer.

2.1.3 What grammar should we teach?

Linguistics affords a broad selection of grammatical models to choose from, including structural grammars, generative grammars, (based on a theory of universal grammar) - is a situation which the teacher sets up in lesson in order to 'generate' several examples sentences of a structure, and functional grammars – A grammar which puts together the patterns of the language and things you can do with them, its objective is to explain language in terms of what people do with it, how they use language to live. Traditionally syllabuses have been based on structural or descriptive grammars. Structural syllabuses traditionally emphasized the teaching of form over meaning (e.g., Lado, 1970). Though the influence of structural grammars is still apparent today, modern syllabuses rightly give more attention to the functions performed by grammatical forms.

 The selection of grammatical content, then, remains very problematic. One solution to the kinds of problems I have mentioned is to base selection on the known errors produced by learners. According to J. Richard et al; (2002), an error 'is the use of a

word', speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning (184). It is considered by Norrish (1983) P. 7 as a systematic deviation that happens when a learner has not learned something, and consistently gets it wrong. Hendrickson (1987 357) mentioned that errors are signals that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language. One of the approaches argued in the Error Analysis (Anefnaf 2017), the occurrence of errors doesn't only indicate the learner has not learned something yet but also it gives the linguist the idea of whether the teaching method applied was effective or it needs to be changed.

The problems of selection probably explain why grammatical syllabuses are so similar and have changed so little over the years; it is safer to follow what has been done before. Of course, the selection of what to teach will also depend on the learner's stage of development.

The nature of the learners will also determine the selection of what to teach. If the number of slow learners in the class is higher than that of faster learners, it forces you to use the traditional grammar where most teachers may still prefer the practice of traditional methods like Grammar-Translation method because of their belief that the method can be useful and appropriate for certain groups of learners.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter gives details as to how the study will be conducted, the procedures and methods to be used in collecting data and information for the purpose of analysis. The chapter also defines the population, sample and sample size to be used as well as how data will be collected, analyzed and presented.

3.1 Research Design

A research design is a framework or structure according to which research was done in such a way that relevant information collected using the minimum money and time (Kumar, 2002).

In this study, data was collected by means of questionnaire. The researcher gathered information from teachers and learners at the school without manipulating their setting. The specific type of quantitative design use was paper questionnaire. The researcher resorted to questionnaire administration as a means of soliciting information from the study subject. The questionnaire was especially prepared so that the respondent will realize the actual meaning of questionnaire and therefore give the appropriate responses needed.

The study also employed descriptive design to solicit the views of the determinants of teachers and students' difficulties with regard to the teaching and learning of grammar. Descriptive design also describes the data and characteristics about a population or phenomenon being studied. It helps the researcher answer questions such as: who, what, where, when, why and how.

3.2 Study Population

The population of this research is a larger group from which individuals are selected to participate in the study. This include teachers of English Language and students in Aduman Senior High School. The research will cover a total of 70 respondents.

3.3 Sampling Technique

65 students and 5 English Language teachers in Aduman Senior High School were obtained using stratified random sampling. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. These strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample. The researcher will employ this technique because the study population is mainly teachers and students in Aduman Senior High School which are in categories (i.e. forms).

The formula;

$$n_1 = \frac{n}{1 + n/\text{population}}$$

Where;

n = required return sample size according to Cochran's formula = 70 at 5% significance level,

n_1 = minimum required return sample size.

In general the size of the sample in each stratum is taken in proportion to the size of the stratum. This is called proportional allocation. The population of the students in Aduman Senior High School is 964 and 7 English teachers with the following:

- Form 1 = 274

- Form 2 = 368

- Form 3 = 322

- Total: 964

We used sample size of 5 teachers and 65 students to stratify according to forms;

- Form one (1) = 267 x (65 / 964) = 18

- Form two (2) = 375 x (65 / 964) = 25

- Form three (3) = 322 x (65 / 964) = 22

- English teachers   = 5

- Total   70

A combination of both probability and non-probability sampling was being employed. The sampling frame was been divided into three strata, Form one (1), Form two (2), Form three (3) and English teachers. A number of respondents were selected from each stratum depending on the sample size in that stratum making a total sample size of (70) respondents. Sample random sampling technique will be employed to select respondent.

3.4 Data Collection Techniques

The instrument used in collecting data for this investigation was questionnaire (for teachers and students). The instrument was used in soliciting information, the aim was to get to the bottom of the nitty-gritty of the difficulties in the teaching and learning of grammar. It is widely used in educational research to obtain information about certain conditions and practice, and to inquire into opinions and attitudes of an individual or group. The questionnaire is a popular means of collecting all kinds of data in research.

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hope that they will respond to questionnaire.

3.5 Data Collection Procedure

Seven weeks was used for the collection of the data. The first week was used to visit Afigya Kwabre south District Assembly to explain to the participants the purpose of my visit. The questionnaire was administered by the researcher under the permission of the headteacher of the school. Fifteen minutes was allowed for the answering of the questionnaire for the student. Fifteen minutes was giving for the respondent to get ample time to respond to the questions. The researcher supervised so that the teachers did not give any assistance to the students. And also, to avoid any third party's assistant the teachers were giving questionnaire to answer outside class to avoid the disturbance from the students. The results were later analyzed.

As pertains to the questionnaire for teachers, 10 items were prepared, out of which were both closed-ended and open-ended questions. With regard to the questionnaire for students, seven items were prepared comprising both closed -ended and open-ended items. In all seventeen questions items were prepared to undertake the investigation.

3.6 Method of Data Analysis

Data collected from respondents were converted into simple percentage to facilitate the analysis. Tables were drawn to portray the stands of the respondents and fully analyzed. This was done using Statistical Package for Social Sciences (SPSS) and presented in the form of frequency tables, histograms, bar chart etc.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter deals with the presentation of the various results obtained of the study and discuss them. This chapter present analysis of questionnaire for teachers and questionnaire for the students. Diagrams and tables are used to make explanations of issues clearer and simple.

Research Question One

What are the difficulties of teachers and students with regard to the teaching and learning of Grammar

4.1 Teachers' difficulties with regard to teaching of grammar

Grammar teaching is not an easy job for teachers. Teaching grammar is an activity between teachers and learners to make the learners understand about what grammar is and make them able to apply it. A further study was made to ascertain the difficulties of teacher in teaching English Grammar. Some of these difficulties are discussed below;

4.1.1 Method of teaching grammar

The method use in teaching grammar has been a difficult task for some teachers, teachers believe that selecting methods for teaching certain topics are difficult. The language teacher is expected to be dynamic in his instructional techniques. The teacher should be conversant with the modern trends in language teaching. Effective English teaching concerns the methodologies that English teachers use in the classroom. The Ghana Education Service recommended the use of the communicative and task-based approaches for teaching English at the SHS levels is to enable learners

to communicate in the target language. This, unfortunately, is far from the reality on the ground in the sense that most teachers still adopt the traditional method (grammar-translation) which dwells on the structural elements of the language: grammar, vocabulary and pronunciation. These aspects of the language though indispensable for communication, are often taught in isolation, hence out of context.

Table 4.1: Method teachers use

Method	Frequency	Percentage
Explicit	4	80
Implicit	1	20
Illustration	0	0
Total	**5**	**100**
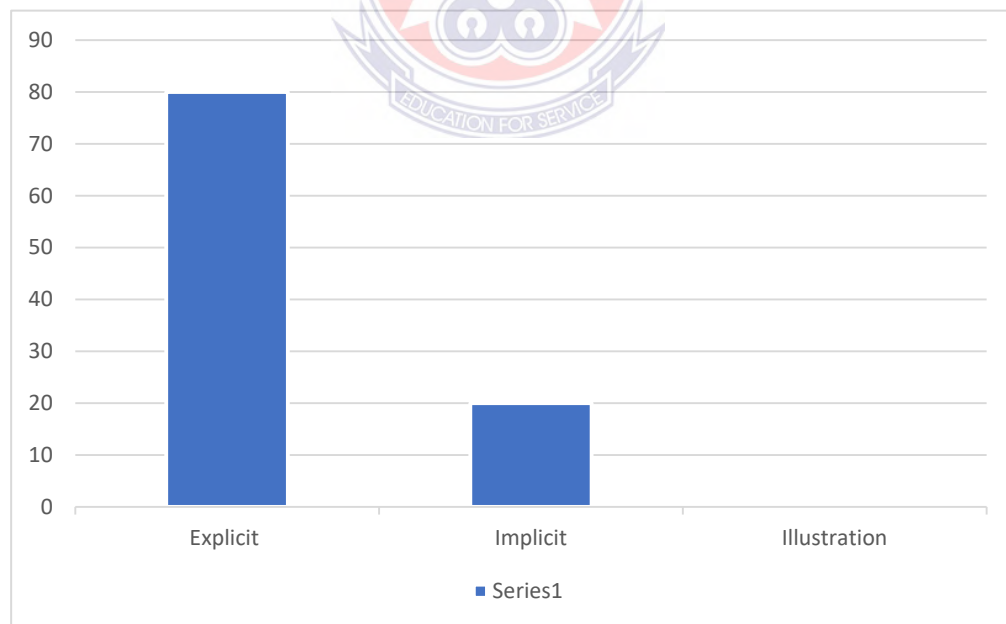
Fig 4.1: Method teachers use

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As indicated in the response four of the teachers representing 80% answered that, they use explicit method because their learners found it difficult to understand the lesson when implicitly taught. One teacher representing 20% also said he uses the explicit method because he sees it as the best method which encourages learners to think for themselves. The implication is that students' knowledge of the English Grammar is low so teachers found it difficult to use the require method to teach Grammar.
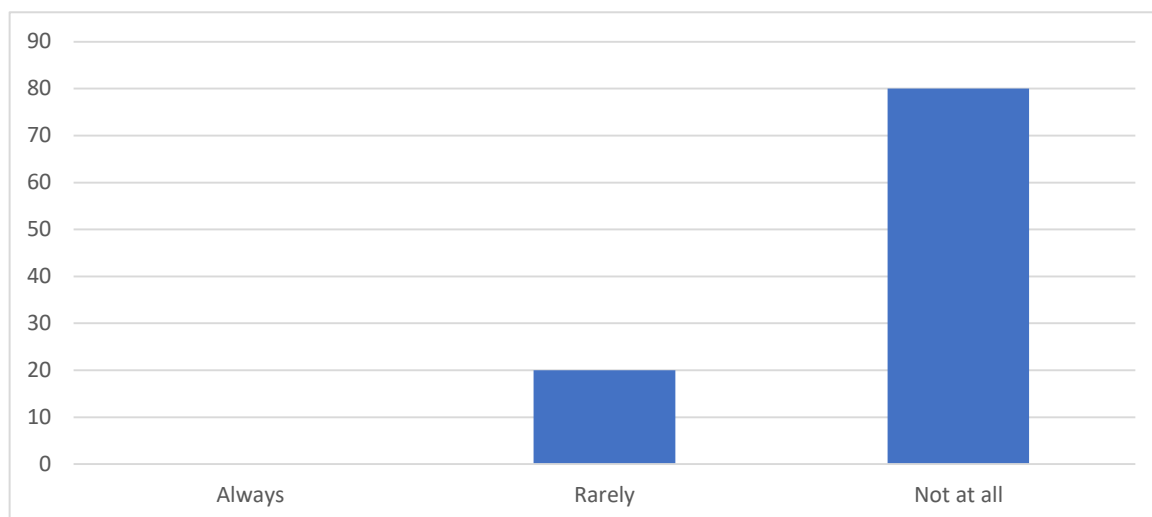
4.1.2 The use of teaching learning material

When teachers were asked whether they use teaching learning materials in teaching, the outcome is seen in the table below

Table 4.2: The use of teaching learning material

Response	Frequency	Percentage
Always	0	0
Rarely	1	20
Not at all	4	80
Total	**5**	**100**

Source: Researcher's Field Work, 2021

Fig 4.2: The use of teaching learning material
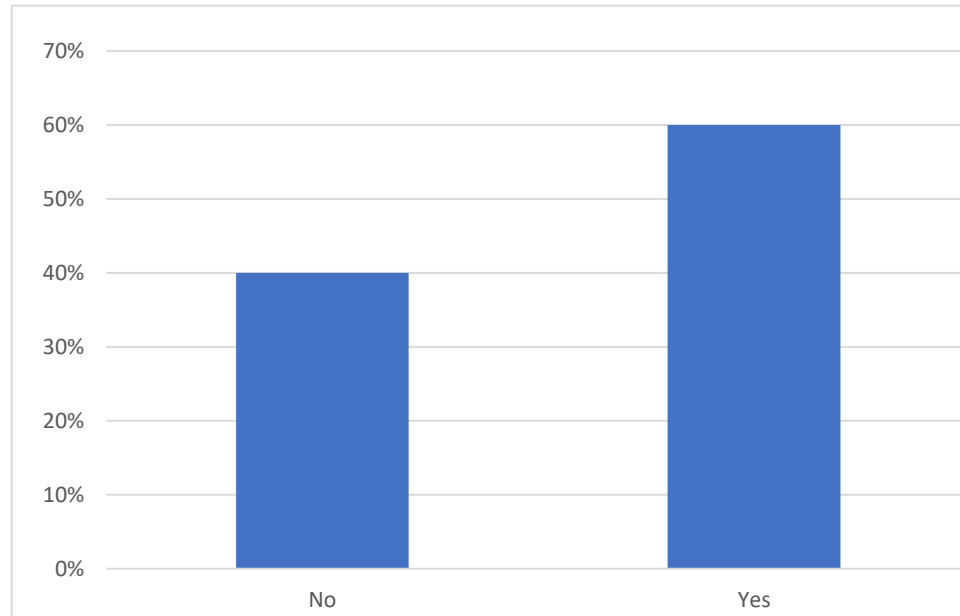
Source: Researcher's Field Work, 2021

This was purported to find out if teachers use the teaching and learning materials. Four English grammar teachers in the school representing 80% said they do not use the teaching learning materials at all, with the reason that TLMs for grammar are hard to come by or improvise. One representing 10% also said he use but not often.

Table 4.3: Teachers' self-confidence

Responds	Frequency	Percentage
No	2	40%
Yes	3	60%
Total	**5**	**100%**

Source: Researcher's Field Work, 2021

Fig 4.3: Teachers' self-confidence

Source: Researcher's Field Work, 2021

Teachers' self-confidence is one of the difficulties the study came out with when teaching English Grammar. Two of the teachers representing 40% express lack of confidence as a factor that hinders the teaching of English grammar in the selected

School of study. While three indicating 60% indicated that they have confidence when teaching the subject. From the questions given, teachers said they found difficult to deliver certain topics they understood in grammar. This made them feel nervous in teaching.

4.2 Students' difficulties with regard to learning grammar

A further study was made to ascertain the difficulties students have in learning English Grammar. The study identifies some difficulties which are presented below;

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4.2.1 Using Grammar in communication

One of the reasons of learning English language is to communicate effectively. Without grammar, there would not be effective communication. However, It was seen that there were many students who got trouble to apply grammar in daily lives. After learning, students find it difficult to use what they have learnt because they see grammar as difficult aspect. It is hard for them to use the rules involve. Despite the fact that English is the language of instruction and examination for the majority of subjects, it is not being used outside class.

Responses from the students have revealed that, it is really true some students find it difficult to transfer their grammatical knowledge into communicative language. This is evident in table 4.4 below:

Table 4.4: Display students transfer of grammatical knowledge

Response	Frequency	Percentage (%)
Strongly Agreed	41	63.1
Agreed	17	26.1
None	0	0
Disagree	5	7.7
Strongly Disagreed	2	3.1
Total	**65**	**100**

Source: Researcher's Field Work, 2021

Students transfer of grammatical knowledge in chart
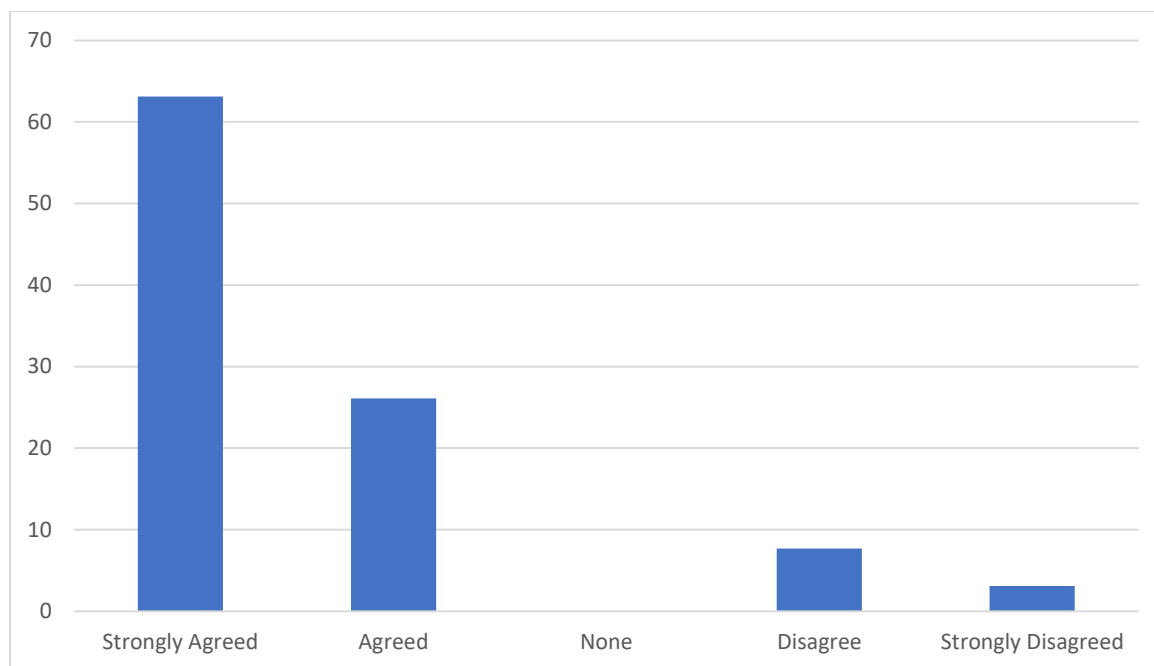
Fig 4.4: Display students transfer of grammatical knowledge

Source: Researcher's Field Work, 2021

From table 4.4 and its corresponding figure 4.4, there is clear evidence that students find it difficult to transfer their knowledge into communication language. Out of sixty five (65) respondents who were asked to answer the questionnaire, forty-one (41) representing sixty-three point one percent (63.1%) answered strongly agreed, seventeen (17) representing twenty-six point one percent (26.1%) answered agreed. Five (5) representing seven point seven answered disagreed, Only two (2) strongly disagreed. The implication is that students find it difficult to use the grammatical rules so they feel shy to use thinking that they may be laughed at. This imply that they lack confidence. They know the rules explicitly but they fail to apply them in communication. They do not understand how grammatical rules work in a sentence.

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4.2.2 Availability learning materials

Supplementary books or materials help to communicate ideas in the grammar lessons. Learning materials such as textbook as well as supplementary readers for grammar are difficult to get.. Supplementary readers help to improve adequate understanding.

Table 4.5: Availability learning materials

Response	Frequency	Percentage (%)
Always	0	0
Rarely	60	92.3
Sometimes	5	7.7
Total	**65**	**100**

Source: Researcher's Field Work, 2021
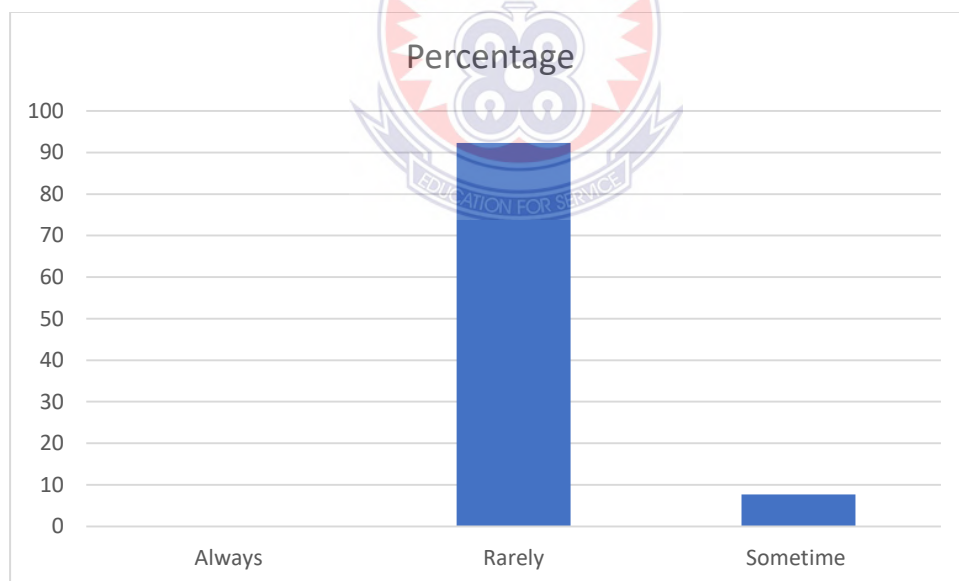
Fig 4.5: Availability learning materials

Source: Researcher's Field Work, 2021

From table 4.5 and its corresponding figure 4.5, five (5) representing seven-point seven percent (7.7%) responded that supplementary books and materials for learning grammar are sometimes easy to get. While sixty (60) representing ninety-two-point three percent (92.3%) said that they are hardly to get. None of them responded learning materials are always available. This depicts that getting assess to learning materials on grammar difficult. Students said Grammar books found in the school library are outmoded.
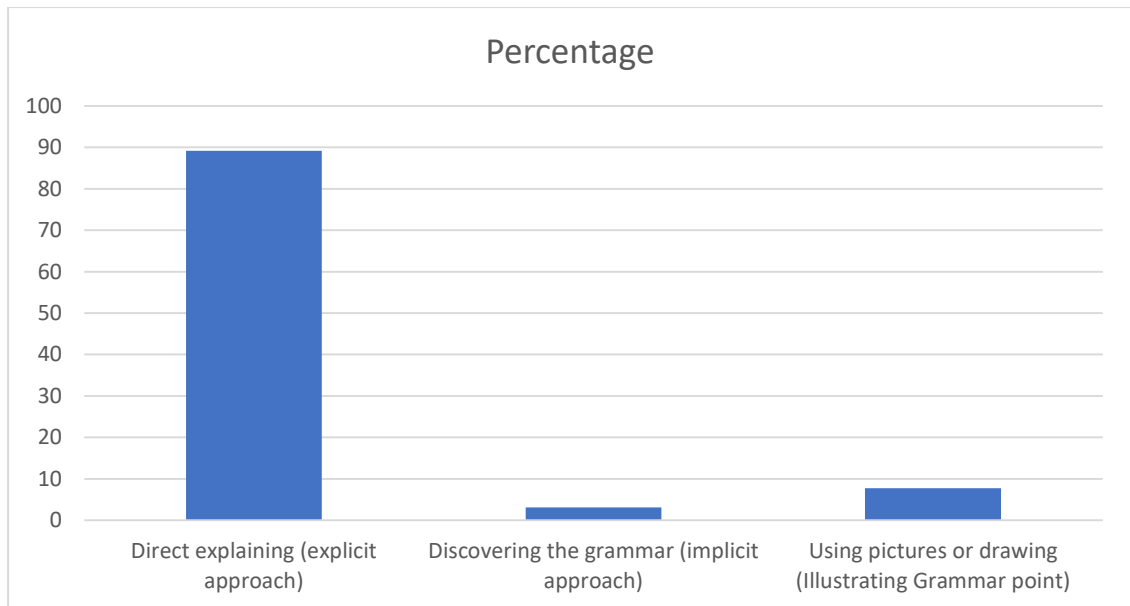
4.2.2 Techniques for Teaching grammar

Students where asked the teaching methods which gives them understanding when teachers use them in teaching. Students' outcomes are presented in the table below.

Table 4.6: Techniques for Teaching grammar

Techniques	Frequency	Percentage
Direct explaining (explicit approach)	58	89.2
Discovering the grammar (implicit approach)	2	3.1
Using pictures or drawing (Illustrating Grammar point)	5	7.7
Total	**65**	**100**

Source: Researcher's Field Work, 2021

Fig 4.6: Table 4.6: Techniques for Teaching grammar

Source: Researcher's Field Work, 2021

 From the table and its corresponding diagram, it can be inferred that out of the sixty-five 65 students, fifty-eight representing eighty-nine point two responded their like for teachers to use the explicit technique, five students representing three-point one percent (3.1%) said they like illustration grammar and only two representing three point one prefers the implicit approach. This can be inferred that most of the students have poor knowledge of grammar. They find it difficult to reason and make their own conclusion.

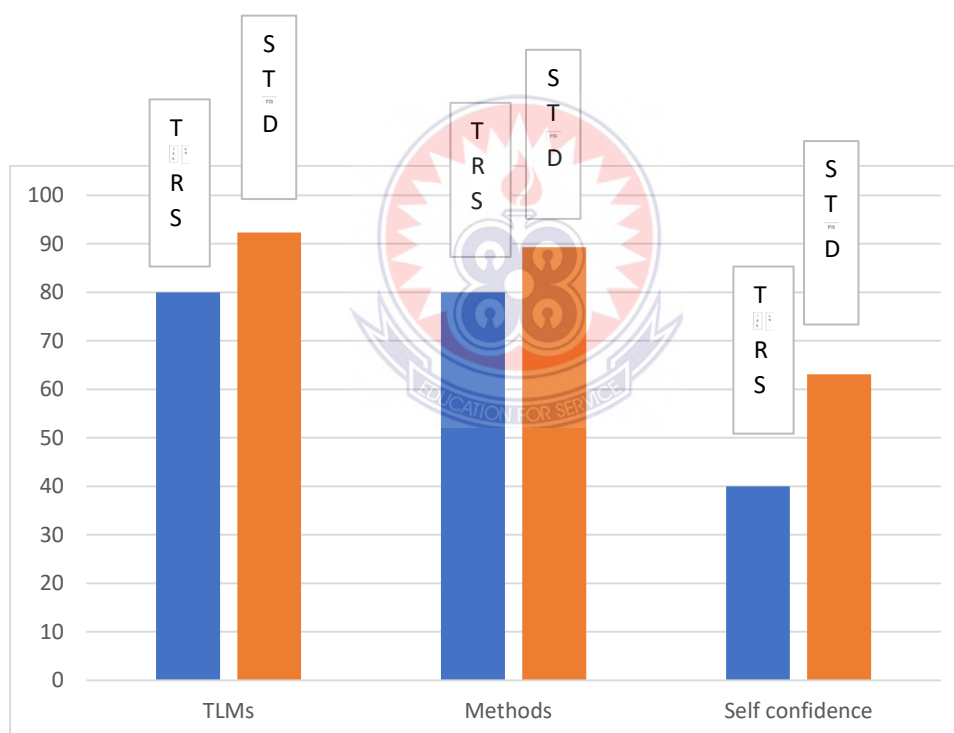**Research Question 2 Are there any differences between the difficulties faced by teachers and those faced by students in the teaching and learning of grammar? The study came out with the following difficulties of learning Grammar**

Table 4.7: Differences between the difficulties faced by teachers and those faced by students in the teaching and learning of grammar

Difficulties	Highest frequency (teachers)	percentage	Highest frequency (student)	Percentage
TLMs	4	80	60	92.3
Methods	4	80	58	89.3
Self confidence	2	40	41	63.1

Source: Researcher's Field Work, 2021

Fig 4.7: Differences between the difficulties faced by teachers and those faced by students in the teaching and learning of grammar

Source: Researcher's Field Work, 2021

From the table and its diagram, it can be seen that, with regard to the teaching and learning materials, four teachers representing eighty percent have difficulty in getting

TLMs likewise the learners which also pooled greater percentage of ninety two. For the method, both students and teachers had difficulties because a percentage of eighty for the teacher had difficulty and eighty nine point three for the student. Small number of teachers lack confidence as compare to the percentage of students who lack confidence.

Research Question 3 Do these difficulties vary according to the teachers; gender, qualification and experience?

Table 4.8: Difficulties vary according to the teachers; gender, qualification and experience

Gender	Male	2	40%
	Female	3	60%
Qualification	BED in ENGLISH	3	60%
	MED IN ENGLISH	2	40%
Experience	1 -5YEAR	1	20%
	6years and above	4	80%

According to the answers from all the English teachers, in Aduman Senior High School, with regard to gender, their teaching difficulties are nearly the same and there is no significant difference. Four teachers representing 80% consisting of two females and two males attested that TLM for teaching grammar are not use. Likewise, the method use in teaching, greater percentage shows that they have difficulty in selecting the appropriate technique. Two male and two female teachers said they use the explicit technique. This suggests that gender does not play a role in the teachers' teaching difficulties.

4.2.3 Qualification

Although the number of teachers with higher qualifications outweigh the number of those with lower qualification. From their answers giving, both the master's holders and the bachelor degree have similar difficulties. With regard to teachers' qualifications of the study it can be said that qualification of teachers did not play a role in teachers' teaching difficulties. Because all the five teachers have the same teaching difficulties irrespective of their qualification.

4.2.4 Experience

From teachers answers to the question, one of the teachers within 1–5-year experience stated that she sometimes feels nervous when teaching certain topics. The study shows that Teachers teaching difficulties to some extend can be affected by experience.

All the teachers were having similar difficulties but for teacher's confidence, it was seen that teachers with less teaching experience lack confident during lesson delivery. Is means that teachers teaching experience can affect their confidence level.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a general discussion on the results based on the analysis of the preceding chapters. The chapter also assesses how far the objectives of the research have been achieved. Comparison and contrasting of the findings in relation to the previous studies are also presented.

1. What are the difficulties of teachers and students with regard to the teaching and learning of grammar?
2. Are there any differences between the difficulties faced by teachers and those faced by students in the teaching and learning of grammar?
3. Do these difficulties vary according to the teachers; gender, qualifications, and experience?

5.1 Summary

Grammar has held and continues to hold a central place in language teaching. The zero or no grammar approach was flipped with but never really took hold, as it is an evident in both the current textbook materials emanating from current theories of second language acquisition. Although there is now a clear conviction that a traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in the acquisition of the implicit knowledge needed for fluent and accurate communication. Continually, there is still disagreement regarding what should replace this. It seems appropriate, then, to finish with a statement of our own beliefs about grammar teaching, acknowledging that many of them remain controversial.

The study suggested that, gender does not play a significant role in the teachers' perceptions when it comes to articulating their own difficulties as well as those of their students with English grammar instruction. With regard to teacher's experience, it does not seem to be a significant variable with regard to their own and students' difficulties with English grammar instruction.

5.2 Conclusions

The objective of this research was to investigate the difficulties of Aduman Senior High School teachers as well as that of their students with regard to the teaching and learning of grammar. The study found that there are so many difficulties emanating in the teaching of English grammar that teachers as well as their students faced during English grammar lessons, these include; transfer of grammatical knowledge, the use of teaching learning material, self-confidence and selection of the appropriate teaching technique. Grammar overall, is a challenging aspect of the English language. This goes to answer the research question one (1), which requested for the difficulties in the teaching and learning of English grammar.

The first and most important one of the difficulties that teachers face is the use of appropriate method. The study found out that most of the teachers use explicit technique with the perception that their students understand better when explicitly delivered. Which means, most students knowledge is low.

Students made the researcher to understand that they prefer teachers using the explicit method because, it enhances their better understanding as compare to the implicit.

From the finding, it can be concluded that the availability of teaching and learning materials is not adequate.

Few of the students use the English language outside the class because they lack confidence which keep them to be shy. On the part of the teachers, the study found out that, teacher with less teaching experience sometimes panic when teaching certain topics.

Research questions two (2). Which states that, are there any differences between the difficulties faced by teachers and those faced by students in the teaching and learning of grammar. The study found out that, they were having similar difficulties but there was a slight difference between students and teachers' difficulties with regard to self – confidence. Furthermore, it is clear that gender and qualification do not play a significant role when it comes to articulating teachers' difficulties. But teachers experience can affect their teaching of grammar to some extents.

5.3 Recommendation

Teachers should encourage students to do away with the shyness and try to use English as medium of communication not only in the class but also outside the class and even at their various homes so that they can get good practice. students should be encouraged to cultivate the habit of constant use of the dictionary when in doubt about meaning of any word to build their vocabulary. They should watch and listen to English programs on television and on radio.

Curriculum planners and stakeholders should ensure that textbooks are available for students. Teachers should recommend good and modern reading materials for student. Modern grammar books should be provided at the school library.

Resources for teaching should be provided by the school and their use be monitored. Teachers should try their possible best to teach with teaching materials.

Furthermore, teachers are to buy and use other English grammar books for teaching apart from the textbooks used in the classroom.

Again, teachers should use techniques which will help the students to use the target language effectively.

Also, English grammar teachers should do well to understand and address their learners' concerns in planning their lessons and classroom activities, and use supplementary materials, if necessary, to help learners cope with the difficulties.

Last but not the least, in accordance with teachers' self -confidence, teachers should prepare well before going to the class. Teachers are to contact their colleagues on topics which they think they have difficulty to treat for assistance before going to the class.
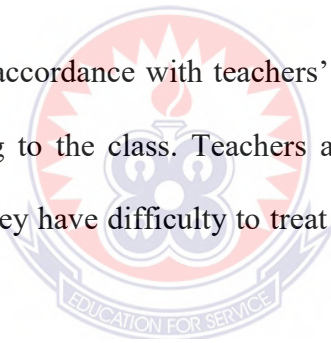
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APPENDIX

QUESTIONNAIRE FOR TEACHERS

The researcher is conducting a study on the difficulties in teaching and learning of English Grammar. You have been selected as one of the respondents who can provide information needed to achieve the objectives of the study. I would be grateful if you can give few minutes of your precious time to respond to the questions. I want to assure you that any information you will provide will be treated confidentiality.

Please mark (v) and provide short answers where necessary.

1. Sex ( ) female ( ) male

2. How long have you been teaching in the school () 1-5 ( ) 6-10 ( ) 11years above

3. What is your academic qualification? ( ) diploma ( ) master's ( ) degree

4. Do you have any difficulty in selecting teaching technique. ( ) Yes ( )No

5.Which of the methods do you use often in teaching? ( ) Implicit ( ) explicit ( ) illustration

6. Why do you often use that technique? …………………………….

………………………………………………………………………

7. Do you use TLMs in your in teaching? ( ) always ( ) rarely ( ) not at all

8 Why? With regard to your answer given to question 7……………………

……………………………………………………………………….

9 Do you have difficulty in your lesson delivery? ( ) Yes ( ) NO ( ) To some extents.

10.What do you think can be the cause of your difficulty in lesson delivery if you mark yes org to some extents?...

……………………………………………………………………….

QUESTIONNAIRE FOR STUDENTS

The researcher is conducting a study on the difficulties in teaching and learning of English Grammar. You have been selected as one of the respondents who can provide information needed to achieve the objectives of the study. I would be grateful if you can give few minutes of your precious time to respond to the questions. I want to assure you that any information you will provide will be treated confidentiality.

Please mark (v) and provide short answers where necessary.

1. Your kSex ( ) female ( ) male.

2u. Do you have any difficulty in the technique your teacher uses in teaching? ( ) Yes
( ) No

3.Which of the methods will you like your teacher to use in teaching? ( ) Implicit ( ) explicit ( ) illustration

4.Why do you like that method?..

…………………………………………………………………………………

5.Are supplementary book or materials available for learning? ( ) Yes ( ) No

6. Are you satisfy with the Grammar book? ( ) Yes ( ) NO Why?..............

…………………………………………………………………………………..

7. Do you express yourself effectively with the medium of instruction?