

**TEACHER COMMITMENT, PEDAGOGICAL CONTENT
KNOWLEDGE, INTERPERSONAL SKILL AND
ACHIEVEMENT IN ENGLISH GRAMMAR AMONG PUBLIC
SENIOR SECONDARY STUDENTS IN EKITI STATE, NIGERIA**

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CERTIFICATION

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DEDICATION

This work is dedicated to eternal God whose glory cannot be shared and from whom all wisdom, knowledge and understanding flow.

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ABSTRACT

English grammar is an important aspect of English Language. Proficiency in it is indispensable for fluent oral and written communications. However, reports have shown that senior secondary students in Ekiti State are deficient in English grammar which partly accounts for their poor expressive skills. Previous studies focused largely on effective strategies of teaching English grammar and student-related factors influencing performance in English grammar with little consideration for teacher-related factors that could influence student' achievement in English Language. This study, therefore, was carried out to investigate teacher commitment, pedagogical content knowledge and interpersonal skills as predictors of senior secondary students' achievement in English grammar in Ekiti State, Nigeria.

Theories of Instruction, Commitment and Classroom ApplicationChoice provided the framework, while the study adopted the mixed method (quantative+qualitative) design. The multi-stage sampling procedure was adopted. Ekiti was stratified along three senatorial districts (Ekiti North, Ekiti Central and Ekiti South). Ekiti south was then randomly selected using random sampling technique. Six Local Government Areas (LGAs) from Ekiti South were randomly selected and 30 senior secondary schools (one per LGA) were randomly selected. Thirty teachers (one per school) teaching SSII English were randomly selected. In all, 1,500 students participated in the study. Instruments used were Grammar Achievement Test ($r=0.81$), Teacher commitment ($r=0.81$) and Teacher Pedagogical Content Knowledge ($r=0.83$) and Teacher Interpersonal Skill ($r=0.78$) rating scales. Six sessions of oral interview were held with selected teachers. Data collection lasted eight weeks. Quantitative data were analysed using Pearson product moment correlation and multipleregressions at 0.05 level of significance, while thematic analysis was used for qualitative data.

The average age of the students was 15.20 ± 2.30 . Majority of the teachers (71.2%) had high commitment and interpersonal skill (70.0%) respectively, while 60.0% showed moderate pedagogical content knowledge. Majority of the students had average performance (52%)in English grammar. Teacher commitment ($r=0.72$), pedagogical content knowledge ($r=0.70$) and interpersonal skill ($r=0.63$) had significant positive relationship with students'achievement in English grammar. The composite contribution of the independent variables to achievement was significant ($F_{(3,1456)} = 7.42$; $\text{adj. } R^2 = 0.60$), accounting for 60% of the total variance in students' achievement in English grammar. Teacher commitment ($\beta=0.57$), pedagogical content knowledge ($\beta=0.36$) and interpersonal skill ($\beta= 0.45$) contributed to students' achievement in English grammar. Teachers were highly committed because commitment is one of the factors considered for their promotion. Teachers' non-exposure to regular workshops accounted for their moderate pedagogical content knowledge.

Teacher commitment, pedagogical content knowledge and interpersonal skillinfluenced students' achievement in English grammar in Ekiti State, Nigeria. Teachers of English Language should improve on these teacher-related factors for improved achievement of students in English grammar.

Keywords: Teacher commitment, Pedagogical content knowledge, Interpersonal skill, oral and written communication, Achievement in English grammar

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Norman conquest of England in AD 1066 had a great influence on English language. For some centuries thereafter, English lost its role to Latin and French as the language of the ruling class. English grammar was, therefore, written initially for the purpose of teaching the foreigners the Latin language (providing the basis for the study of Latin grammar), since many people wanted to learn Latin which was then a language of prestige. For this task, teachers were equipped with only the knowledge of classical languages (Greek and Latin). So, teachers kept many of the traditional Latin concepts and described English structures through them. It thus became inevitable that the concepts borrowed from Latin into English would influence the English Language structure as taught in the classroom.

The idea of studying English through the grammatical rules of Latin led to what is generally called the Prescriptive Grammar. The forms of English that conformed to Latin grammar were accepted while those which did not were assigned to one structure or the other. However, to achieve consistency of form and standard, early scholars agreed to codify the principles of the language and reduce them to rules. All such rules codified and standardized for English are contained in traditional (also known as classical) grammar (Lamidi, 2000). Classical grammar is criticised for neither being empirical nor based on the native speaker's intuition about grammatical meaning. Also, the arbitrary imposition of personal ideas or feelings derived from non-linguistic intuitions on the grammar of English does not augur well for the language. It follows that the greatest problem with traditional grammar is its prescriptive nature. Prescriptive grammarians, as noted by (Lamidi, 2000), did not study the peculiar nature of the language but imposed their own rules.

This weakness of traditional grammar might have informed the development of what is now known as modern grammar. Modern linguists, on the contrary, present the description of the features observable in the grammar of language under study rather than the predetermined rules. Modern linguists (grammarians) include Ferdinand de Saussure, Leonard Bloomfield, Noam Chomsky and M. A. K. Halliday. Ferdinand de Saussure and Leonard Bloomfield respectively developed structural grammar in Europe and America. The development of structural grammar first began in Europe with the post-humours publication of Ferdinand de Saussure's *Cours de*

Linguistique Generale. The major thrusts of the book are the interrelationships of *langue* and *parole* as well as form and substance on the one hand, and synchronic and diachronic linguistics on the other. *Langue* is conceived as a language system which serves as the expression elements in that language while *parole* is the language behaviour. *Parole* specifies the manner and use to which *langue* is put. *Langue* then can be equated with form while *parole* can be equated with substance. Structuralism, then, affirms “that there is an abstract relational structure that underlies and is to be distinguished from utterances – a system of underlying actual behaviour” and that is the primary object of study for the linguist (Lyons,1981). Saussure also draws a distinction between synchronic linguistics, which studies the structure of language at a particular point in time, and diachronic linguistics, which deals with the historical development of isolated elements. Some of the various schools of structural linguistics are Prague School, the Copenhagen School and the London School. Leonard Bloomfield’s contribution to structuralism is considered “the most distinctive manifestation of American structuralism” (Lyons,1981). Bloomfield saw language from the perspective of human behaviour. He considered meaning to be relationship between a stimulus and a verbal response. Since science could not specifically pin down meaning to specific stimuli, the aspect of meaning was either neglected or rejected by Bloomfield’s followers. Thus, one major characteristic of American structuralism is its almost complete neglect of semantics (Lamidi, 2000).

Chomsky,(1965), made the declaration that linguistic theory is concerned primarily with an ideal speaker-hearer in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance. Chomsky thus draws an influential distinction between competence, the speaker-hearer knowledge of his language, and performance, the actual use of language in concrete situations. Only under the idealization of the speaker-hearer is performance a direct reflection of performance, but not in actual fact.

Halliday,(1976), proposed four categories of grammar: unit, structure, class and system. The categories of unit, structure and class described the form of language while the category of system is used to explain the semantic function of language. Unit accounts for structures of different shapes that carry recurrently grammatical patterns. Thus, each of the following items constitutes units in systemic grammar:

morpheme, word, group (phrase), clause and sentence. Each of these units has a peculiar structure that enables us to pattern it according to its unit. Items in language are often arranged according to the patterns they take in structures. Thus words that pattern alike are said to belong to a class. A class then refers to members of the same unit. So we can have separate classes of nouns, verbs, adjectives, adverbs, etc(Lamidi, 2000). The semantic system, according to Halliday, is subdivided into three functional components: ideational, interpersonal and textual components. The ideational component is that part of linguistic system which is connected with the expression of content. It has two parts to it, the experiential and the logical, the experiential being directly concerned with the representation of experience while the logical expresses the abstract logical relations which derive only from experience. There are many definitions of grammar as there are different perspectives from which it can be viewed. According to (Berry, 1975), grammar is both competence and performance. This is because grammar involves not only the ability to internalize the rules of a language; it also involves the use. This further establishes the importance of grammatical knowledge in language use. Further still, English grammar deals with a system of rules that govern the use (spoken or written) of the English language in order to achieve acceptable forms or sentences of the language.

Grammar is highly essential to English language as it is the aspect that gives it a structure and makes it meaningful. When grammar rules are flouted, expressions become mangled thus inhibiting communication. Thus, (Akinbode, 2006) called grammar the spinal cord of any language and the mastery of it connotes competence. This means a competent user of English language must be proficient in grammar as this would be evident in all his/her four language skills. That is, poor mastery of English grammar would always show in users' writing, speaking and also affect their receptive skills of listening and reading.

In view of the problems of poor performance in English language and most especially in grammatical structures, it becomes imperative to embark on this study so as to overcome the problems the students are facing in English grammar. According to (Thomas, 2003), knowledge of English grammar enables the students to inculcate the habits of communicating effectively using the basic structure and patterns of the language. (Ebele, 2007), noted that students fail woefully in composition writing due to lack of knowledge of grammar of English. He went further to say that students lack good qualities of composition writing as a result of this. (Jones, 2001) affirmed that,

language is used for expressive purpose. Through language, one can share one's feeling, sensations and emotions with other people. However, without grammar of a language, it becomes extremely difficult if not impossible to express one's feeling and thoughts.

In specific terms, the grammar of English is taught so as to expose pupils to the structural patterns of the language as a way of developing in them the tool for effective communication. It can be argued that early exposure of pupils to the rules and structural pattern of English will equip them with the knowledge of how the language works and this will provide solid bedrock for good communication skill as they grow up. Without laying good foundation in this aspect of English language, learners or even graduates of such level may find it difficult to communicate effectively. Furthermore, pupils must need a smattering of knowledge of the grammar of English to write answers to examination questions. Little surprise, therefore, that (Thornbury, 2004) pointed out that effective mastery of the grammar of English is one of the indices of measuring proficiency in the language. Hence, effective speaking and writing in English depend on the extent to which the pupils have come to terms with its grammatical structures.

Language is rule-governed and its use is holistic which means, poor mastery of grammar may manifest in virtually all aspects of language use. Be it essay and summary writing, lexis and structure and answers to comprehension questions, grammar is of high importance and the skeleton of English language. Even the question pattern of West African Examinations Council (WAEC) English Language examination reveals that the knowledge of grammar is integrated into papers 1 and 2 of the examination. For instance, the paper two examines candidates on letter/essay writing, comprehension and summary. In letter/essay writing, grammar is tested under expression and mechanical accuracy, and it takes 30 out of the 50 marks allocated to that section.

In comprehension and summary, every correct answer given is first checked to ascertain whether it is grammatical before it is awarded full marks; if not, half a mark is deducted for each grammatical error committed for each answer (WAEC, 2012). Also, Paper 2, which is the objective test usually, tests candidates' knowledge of lexis and structure (grammar) and (Osisanwo, 1990) reported that it favours structure to the detriment of lexis (vocabulary) with a ratio of 45: 55. All the indices show that prominence is given to grammar even by WAEC.

Additionally, (Baldeh, 1997), noted that an educational failure is primarily a linguistic failure, therefore, a good educational system requires that the products of the system communicate their thoughts, ideas, emotions, and attitudes unambiguously and coherently. This is however achieved through competent and proficient use of grammar. However, it is obvious that most Nigerian students have a defective or inadequate knowledge of grammar which is quite evident in their performances in English language in external examinations yearly. For instance, the May/June 2014 WAEC results, recorded mass failure in English language and even that of 2017, though fair, yet not encouraging as most of the 59.22% who passed, had just credit passes.

The reasons for the annual failures are not farfetched as the WAEC Chief Examiner's Report 2017 indicated that in answering comprehension and summary questions, many candidates exhibited the inability to express themselves correctly in their own words as expressions not taken verbatim from the passage contained lots of grammatical flaws. Their essays were flawed with construction of loose sentences, translation from mother tongue to English language and abuse of basic rules of grammar. And this strongly indicates that all is not well with the students' attainment in the cognitive domain and the consequence of this mass failure is delay from advancing in their studies to higher schools of learning (Fakeye, 2002).

In order to alleviate the unending failures being recorded yearly in English language, it then becomes imperative that attention be given to the factors that determine achievement in English grammar since competency in it ensures high score in English language. As a student and teacher of the language itself, few experience gathered through the years showed that beside the home, student, and teacher factor determining the academic achievements of students, the teacher factor is the most prominent since teachers are the ones who translate the curriculum to students in the classroom hence, they are necessary instruments to the success of educational programmes (Adeosun, 2004). The WAEC Chief Examiners' Report (2013) confirms the importance of English grammar to students' overall performance in the subject especially in public examinations. In 2013, the report states that:

Candidates' expressions were generally poor and their range of vocabulary so limited. Grammatical errors such as: spelling and punctuation errors, misuse or omission of the articles and the misuse of pronouns were common features in candidates' essays. In order to remedy these problems, teachers at the senior secondary level should

expose the candidates to speech, vocabulary development as well as Lexis and Structure (pg.6 - 7).

This is further attested to in the analysis of the West African Senior School Certificate Examination results 2006-2015 as shown in table 1.1.

Table 1.1: Students' Performance in English Language in West African Secondary School Certificate Examination (WASCE) May/June, 2006-2015

Year	Total Entry	Total Sat	Credit and above (A1-C6)	Pass		Fail	
				D7	E8	F9	Absence
2006	1170523	1154266 98.61	375,001 (23.48%)	164163 14.2223	229831 19.9114	342311 29.6502	16257 1.39
2007	1270137	1252570 98.62	379,831 (30.32%)	242666 19.3734	223712 17.8602	379006 30.2583	17567 1.40
2008	1292910	1274166 98.55	446,285 (35.02%)	215245 16.8630	190697 14.9664	400126 31.4030	18744 1.47
2009	1373009	1355725 98.74	563,294 (41.55%)	197960 14.9340	202464 14.9340	314965 23.2322	17284 1.27
2010	1331381	1307745 98.22	459,404 (35.13%)	158597 12.13	249125 19.05	405677 31.02	23636 1.78
2011	1540141	1514164 98.31%	866,692 (57.24%)	182709 12.07	183667 12.13	275923 18.22	25977 1.69
2012	1695878	1658887 97.82	970,678 (58.51%)	193015 11.64	183985 11.09	272795 16.44	36991 2.18
2013	1686990	1660056 98.40	898,418 (51.62%)	229491 13.82	178719 10.77	353428 21.29	26934 1.60
2014	1655794	1636103 98.81	647,100 (39.55%)	263979 16.13	231700 14.16	460863 28.17	19691 1.91
2015	1602362	1583797 98.84	902,947 (57.01%)	248320 16.67	180719 11.41	222732 14.07	18565 1.81

Source: Statistics office, WAEC, Lagos, Nigeria (2015)

From table 1.1, there seemed to be improvement in 2011, 2012, 2013 and 2015. The result is thus a reflection of fluctuations within the poor performance trend that characterize English language. This claim is confirmed by Joint Admissions and Matriculation Board {2014} which states that a credit passes in English language is required for all courses except where it is stated otherwise.

Besides passing examinations, inability of the students to get well grounded in the rudiments of the grammar of English language may jeopardise their effective public communication with its attendant negative effects on the way they are

perceived by the general public. Good command of English usually earns the individuals some respect in the society, while the reverse is often the case for those who lack a good command of English. In addition, their chances of securing prestigious jobs will be reduced as part of the considerations for employment opportunities are good expressive skills. This confirms the submission of (Ogunyemi, 2014) that proficiency in oral and written expressions confers on the individual the privilege of securing gainful employment. An urgent solution is therefore imperative to help students overcome weaknesses in the mastery and usage of the grammar of the English language in order to improve their speaking and writing skills.

Majority of the studies that had been carried out to bring improvement to students' learning outcomes in English grammar tilted towards interventions through the instrumentality of various strategies of teaching among which are: the use of Lecture, Discussion and Activity methods to teach language items for improved students' learning outcomes in English composition (Kolawole, 1998), error treatment (Olaboopo,1999), reactive focus on form (Ogunyemi,2014) and two modes of explicit grammar instructional strategies(Adedigba,2015). Yet, this problem of poor performance in English grammar and poor communication skill of students have not abated despite significant findings from this study. This is a pointer to the fact that factors other than teaching strategies need to be investigated in the quest for an enduring solution to the problems of low achievement in English grammar. This, perhaps, is the reason for the conclusion of (Obemeata, 1995) that improvement in teaching methods and strategies may not alone solve the problem of under-achievement in school subjects. This then calls for a shift in research focus from teaching strategies to student-related factors. Therefore, there is a need for a paradigm shift from learner-centred instructional strategy to other teacher related among which are teachers' commitment to teaching, pedagogical content knowledge and interpersonal skills that can influence students' achievement in English grammar.

The committed teacher shows interests in and cares for the students;he/she is aware of world issues, serious, tolerate absurd and meaningless things. The teacher is effective and reflective, avoids condemning unpopular ideas, takes risks, endeavors to establish and maintain a conducive learning environment. (Fried,2001) pointed out what makes a teacher great to involve;passion for teaching and learning,respect for students, love of the profession, willingness for changes,willingness for reflection, organizational skills, good communication and collaboration.

Teachers who are passionate and committed to their work are likely to motivate their students better and improve their achievement in English grammar. On the other hand, (Fakeye, 2012), argued that other factors such as teachers' knowledge of the subject matter rather than commitment to teaching can predict students' academic performance. In view of these conflicting conclusions, there is a need for further research to determine the relationship between teachers' commitment to teaching and students' achievement in English grammar.

Apart from teachers' commitment, another factor is pedagogical content knowledge. The concept of pedagogical content knowledge is not new. The term gained renewed emphasis with (Lee Shulman, 1986), a teacher education researcher who was interested in expanding and improving knowledge on teaching and teacher preparation that, in his view, ignored questions dealing with the content of the lessons taught. He argued that developing general pedagogical skills was insufficient for preparing content teachers as was education that stressed only content knowledge. In his view, the key to distinguishing the knowledge base of teaching rested at the intersection of content and pedagogy Shulman(1986).

Shulman (1986), defined pedagogical content knowledge as teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning. He further proposed several key elements of pedagogical content knowledge to include: knowledge of representations of subject matter (content knowledge), understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter, general pedagogical knowledge (or teaching strategies), curriculum knowledge, knowledge of educational contexts; and knowledge of the purposes of education.

To this conception of pedagogical content knowledge, others have contributed valuable insights on the importance and relevance of the linguistic and cultural characteristics of a diverse student population. There is a difference between having the subject mastery and knowing how to teach the subject. (Ball, and Mcdiarmid, 2004) asserted that a unique feature of knowledge of how to teach a subject is that it fills the gap between the teachers' content knowledge and the practice of teaching.

Several studies have examined the connection between pedagogical content knowledge and students' achievement in a wide variety of subject areas such as science (Hoyle, Noss, and Pozzi, 2001), Mathematics (Ball, Hill and Bass, 2005), special and higher education (Shulman, 1987), among others. The findings of these

studies showed that pedagogical content knowledge can predict students' learning outcomes in these subject areas, but the relationship between teachers' pedagogical content knowledge and students' achievement in English grammar has not received much research attention. Therefore, this study examined the relationship between teachers' pedagogical content knowledge and students' achievement in English grammar. Another factor that can influence students' achievement is teachers' interpersonal skill. (Markovic and Axmann, 2007) submitted that the display of teachers' interpersonal skills during instruction is complex. But the scholars were able to group teachers' interpersonal skills into two broad aspects for practical reasons and these are:

1. Teacher aspect: all those aspects of the communication which are entirely controlled by the teacher (the way of teaching, how and to what extent he uses language of thinking, the way he asks questions, the way he stimulates students to ask questions, the way he provides feedback etc.).
2. Student aspect: all those aspects of teachers' communication where he intervenes in order to regulate communication among the students (the way he enables exchange, listening, tolerance, the way he leads discussion etc.).

Markovic and Axmann,(2007) averred that teachers' interpersonal skill is a good recipe for increasing students' motivation and attention is direct through active participation during class activities. Similarly, teachers who possess good interpersonal relational skills are able to effectively communicate with their students thereby making the students motivated, teaching them how to ask the right questions, and making the work atmosphere stimulating. In addition, (Markovic and Axmann, 2007) asserted that quality open communication, which is an off-shoot of positive interpersonal skill, is a precondition for creating atmosphere which stimulates thinking, however this does not mean that *laissez faire* atmosphere with no rules should be supported.

This variable interpersonal skill has been examined in several studies: (Fakeye, 2007) English language, (Sesan, 2011) Literature in English and (Tobin and Garnett, 1988) Science. Most of these studies have determined the relationship between teachers' questioning style or questioning behaviour and students' learning outcomes in the sciences, English language and literature-in-English. For example, (Fakeye, 2007) found a significant influence especially in ESL classroom. Also, (Fakeye and Ayede, 2013) reported that teachers' questioning behaviour improved students' participation in the lesson. However, the relationship between teachers' interpersonal

skills (such as pedagogical communication, active listening and feedback) and students' achievement in English grammar has not received much research attention in Ekiti State.

1.2 Statement of the problem

English grammar is an important aspect of the English language curriculum at senior secondary schools due to its place in oral and written communication. However, reports from public examination bodies reveal that secondary school students are deficient in English Grammar and this has affected the quality of spoken and written English among the secondary school students. Efforts to address these problems have largely focused on interventions through various effective instructional strategies. Although findings from these studies confirm significant effect of the strategies on students' achievement in English grammar, the problem of underachievement in the subject still persists. Therefore, scholars have suggested a shift of focus from instructional strategies to teacher-related variables such as teachers' commitment, pedagogical content knowledge and interpersonal skill. Studies have strongly linked these variables to students' achievement in some other school subjects but the extent to which these teacher variables would combine to predict students' achievement in English grammar needs to further research into in Ekiti State. Therefore, this study investigate teachers' commitment, pedagogical content knowledge and interpersonal skill as predictors of students' achievement in English grammar in Ekiti State, Nigeria.

1.3 Research questions

Based on the stated problems, the following research questions will be answered at 0.05 level of significance.

1. Will the independent variables (teacher commitment, pedagogical content knowledge, interpersonal skill) correlate positively with dependent variable?
2. Do teachers' commitment, pedagogical content knowledge, and interpersonal skill jointly contribute to students' achievement in English grammar?
3. Does each of teachers' commitment, pedagogical content knowledge, and interpersonal skill make relative contribution to achievement in English grammar?

4. Which of the independent variables would predict students' achievement in English Grammar?

1.4 Scope of the study

The study covered Senior Secondary Two students from 30 schools in Ekiti South Senatorial District in Ekiti State. All the Senior School two students in the selected schools were used for the study. The contents selected for the study include punctuations, lexis and structures and other grammar-related topics in the scheme of work for the term in line with the WAEC syllabus on English language from 2012 – 2017.

1.5 Significance of the study

The study revealed that pedagogical content knowledge was significant to students' achievement in English grammar thereby providing a lee-way towards finding solution to the problem of underachievement in English Language. The findings of this study would be of immense benefits to teachers of English language, curriculum planners, language educators, policy makers and all stakeholders in the teaching of English in a second language situation. Specifically, the study would give English language teachers an insight into some teacher-related factors that can facilitate or impede English grammar instruction. It would also help teachers to reassess and redirect their attention towards commitment, pedagogical content knowledge and interpersonal skill in everyday classroom practice and use these to improve students' achievement in English grammar.

1.6 Operational Definition of Terms

Teachers' Commitment: This is the amount of passion, enthusiasm, and dedication possessed and demonstrated by teachers in the course of their work. It involves the level of commitment or attachment shown by teachers towards improving students' achievement and attitude to learning.

Pedagogical Content Knowledge: This is the knowledge that the teacher possesses about the subject or topic he/she teaches and its organizing structures. It includes the mastery of the subject and the understanding of the best way to teach it to the students.

Interpersonal Skills: These are teachers' relational skills. It involves the teacher's communicative abilities, questioning styles, body language, eye contact, rapport, interaction and general disposition to the students in and outside the classroom.

Students' Achievement: This is students' academic performance in English grammar as depicted by the scores obtained in English Grammar Achievement Test used in the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of related literature under the following subheadings:

2.1 Theoretical framework

2.2 Conceptual review

2.2.1. Language and its Importance

2.2.2. Language and Communications

2.2.3. Definition and notion of Grammar.

2.2.4 The position of English Grammar

2.2.5. The role of English Grammar

2.2.6.The objectives of teaching and learning of English Grammar in Nigerian schools

2.2.7.Instructional practice in English Grammar.

2.2.8. Determinants of Effective Grammar teaching in schools.

2.2.9. Methods and strategies of Teaching English Grammar

2.2.10. The Notion of Grammatical Competence and Performance

2.2.11. Grammatical Cues Summary Writing

2.2.12. Selected 'Teacher-related Characteristics.

2.2.13. Learning outcomes in English Grammar

2.3 Empirical Review

2.3.1 Teachers' commitment and achievement in English Grammar.

2.3.2 Teachers' pedagogical content knowledge and achievement in English Grammar.

2.3.3 Teachers' interpersonal skill and achievement in English Grammar.

2.4 Appraisal of literature

2.1 Theoretical framework

This work is based on Attribution Theory and Systemic Functional Grammar Theory.

2.1.1 Attribution Theory

Attribution theory was propounded by (Weiner, 1974). The theory focuses on the way events are interpreted in relation to human's thinking and behaviour. The theory was further developed by (Weiner, 1986). Attribution theorists state that the conditions necessary for attribution are that the behaviour must be perceived or observed, secondly the person must believe that the observed behaviour is deliberately

manifested, and the determination as to whether the behaviour is externally or internally driven. Attribution theory postulates that humans' action is a function of internal and external attributes (Elliot *et al.* 2001). The internal factors are those individual-specific personality attributes, while the external ones are those environmental factors that influence the learners from without (Li, 2012).

Attribution theory is germane to this study in that the researcher investigated the extent to which the English language teachers' personal factors (Commitment, pedagogical content knowledge and interpersonal skill) which are external factors to learners would predict students' achievement in English grammar. Teachers with high commitment to teaching, pedagogical content knowledge and interpersonal skills which are factors external to students tend to influence learners to obtain higher achievement scores in English grammar.

2.1.2 Systemic Functional Linguistic Theory

The theory of Systemic Functional Linguistic by (M.A.K..Halliday, 1985) was also used. The theory is about language function. It postulates that there is the need for the language user to master the structure of the language and the rules inherent in it in order to form acceptable sentences. Systemic Functional Grammar, however, identifies variation in cultural and social contexts as a predisposing factor that influences speakers' and writers' choice from their linguistic competence in that language. The theory enables us to understand the variation in language use in different socio-cultural contexts thereby being better equipped to teach learners these differences. The SFL theory conceives language as a system, which is used to represent the lexical and grammatical choices available to the user. These choices are called features.

2.2 Conceptual Review of literature

In this section of the dissertation, concepts and views of authors related to the focus of research are discussed.

2.2.1. History and Importance of English Language

A historical perception on the Importance of English Language in Nigeria Communication is crucial to humanity; its role is immeasurable, especially day by day human contact. As one reasons with the inevitability of communication in the human society, it is thoughtful to acknowledge the importance of language by means of which communication is possible. In politics and society policy, language is a medium of interaction and a tool of communication. It also has an additional cultural

value as an instrument of the fundamental beliefs. This means learning a language, aside from being a way to interact with others, is also a way to sustain a range of the societal tie, and a way to share values and create -societal awareness. Language plays a great role in the culture of any society. This is because members of a community communicate their folklore, mythology, adage and the past through their language.

In addition, language includes a lot of powerful attributes of human beings. It is made of dialects which are a broad and related part of other subordinate languages which consists of an ethnic or geographical territory. Some languages are delineated as register while some are defined by occupation, category or educational rank or by joining some of these essential parts together. Language is also essential for the societal, administrative and financial lifestyle of the people in a specific geographical zone. Despite the fact that language plays various important roles to human beings, its comprehensive definition is yet to be established. This is because its constructions and roles are complex.

A relevant and comprehensive definition of communication comprises the fact that language is very useful to human being and is crucial to human existence in all areas of life (Aniga and Ellah, 2010). It could be conceived, as having an extraordinary, fascinating, mysterious and unparalleled function in captivating the magnitude of human thinking and ventures. Thus, human communication is a sophisticated mechanism. This sophisticated mechanism of human communication is facilitated by language. Also, aside from the role of language as an essential part of ethnic uniqueness and the only way to identify each ethnic group, its role as well include a tangible portion of people's history, their ways of thinking, and the way they view the world at large. There exists therefore, parallel relationship between the roles of language and cultural embodiment which leads to the extent people pursue education, knowledge, personal reflection and association among many communities. This therefore reveals how and why the English language remains the drive for complicated roles in all the features of Nigeria as a country. The English language, in Nigeria, has particularly continued to maintain a rare status in the political affairs, education, official business, communication media (like radio, television and newspapers), art and recreation. All of these are normally done using English language. This prestige of English in Nigeria also extends to the domains of pursuit of unity of the nation.

Nigeria is not just a country with many languages, but a highly heterogeneous one which differs in races as well as significant history, culture, politics, trade and industry and educational developments. The combination of its three major regions in 1914 has placed prominence on what are currently designated as Nigeria's major languages: Yoruba in the Western part of the country, Hausa in the North with Igbo in the East. Beside these languages, there are more than 500 other languages spoken in the country,

The country's population is estimated at over 195 million people based on the latest United Nations estimates. The Hausa speaking region are about 29 percent and they are found in the northern part of the country. The Igbo people are found in the eastern part of the country and are estimated at 18 percent while the Yoruba who occupy and dominate the Western area take about 21 percent of the country's population. Traditionally, the occupants of the contemporary Nigerian falls into different areas of these regions which comprise various cultural groups and the greater part consists of the minority class. To belong to the majority or the minority' class also literally determines the power, societal reputation that one possesses. When one belongs to the majority, one is accorded with a strong and powerful privilege and vice versa. (Danladi, 2013)

A major implication of this situation of complexity in language is the dearth of acceptable active communication between the indigenous groups. This gives room for discrimination, bigotry and enmity among the groups which eventually leads to using English language mainly as the official language. Therefore, choosing domestic language from these three main local languages may surely degenerate into breaking up, disagreement and unhealthy rivalry. (Qkanwo, 1994), precisely describes it succinctly as he captures Nigeria as a country with more than 400 indigenous groups concerned only about their personal group's interest to the detriment of the whole nation. Thus, there are different calls for coalition, delineation or restructuring of this nation as a way forward for the country.

Historically, at the inception of the slave trade, missionary expeditions and, later, colonialism, an acclimatisation of civilisation arose whereby English became the language of interaction and education. While these roles are still retained, the English language has assumed other roles such as its status as Nigeria's official language. The tow toward these defined roles of English is inspired by the idea to become acceptable internationally. This led to the need for both a domestic and international language of

advantage. Therefore, despite the seemingly unifying major languages, there still remains a wide communication gap among the people of the country. Given the country's contact with the English world through trade, missionary expeditions and colonialism, English became a readily available alternative, especially since it serves both the natives and the expatriates. Thus, the English language is not absolutely a colonial legacy but a necessity for sustaining the unity of the country. However, there is a critical need for a language policy that will clearly spell out methods of determining ethics, ideas, rules, justification for actions and allegiance among the nations. Thus, this defines the vital nature and the function of English language in the country being the integrating cord that unites- The English language is widely used in Nigeria to communicate in administrative offices, mass communication, and education. (Adegbite, 2004), is of the opinion that the English language should serve the purpose of co-coordinating inter-ethnic as well as international communications.

Initially, English played a double role in Nigeria. It served as an interaction language between Nigerians who could not communicate amidst themselves and also between Nigerians and foreigners. This call to mind the form of English (popularly labelled as Pidgin English) during the early days of contacts between the Nigerian societies and the Europeans. This form of English which has become a business language in some parts of the country served, and still serves the same contact purpose in Nigeria. Today, the English language, in all its variants, is used as a second language, and also as the language of business, law, governance, and administration of the whole country, although it is used differently and in different content and levels. Understanding of English is consequently indispensably required for anybody to communicate in any part of the country. On the one hand, the English language could be considered as an instrument given the fact that it allows an outstanding symbol of political superiority. Many Nigerians want (their children to study this supreme language (Goke-Pariola, 1987), English. On the other hand, the language is conceived by many Nigerians as being the greatest inheritance willed to the country by British colonialism (Bamgbose 1971; Kebby 1986).

Sir Richard's constitution of 1947 re-established English as the functional language in Nigeria. The colonial government also endorsed Hausa as another judicial language in the Northern part of the country. Later, the 1954 constitution recommended national and provincial language. It was suggested that English language should serve as a common language and also as the local language for the

Southern part of the country? The same constitution also provided that when there are conflicts in interpretation, settlement should be done in English language. With all the legitimate decree, English still continues to be the intra-governmental apparent medium of interaction. It was also a major antecedence in getting a civil service or federal job. Similarly, English language still remains the language that is used to teach and pass across instructions in schools. One can easily say therefore that, since 1882 enactments, English language has remained in the position of supremacy as it is being used and accepted as the language for all kinds of administrative businesses and interactions and as the major instrument for uniting Nigeria (Danladi, 2013),

The function and prestige of English in Nigeria as an essential instrument for maintaining accord has continued in its singular recognition. According to (Odebunmi, 2005), English is the only medium of communication acceptable to all folks from diverse cultural and linguistic tribes for interaction. This is further advanced by (Kebby, 1986), who observed that none of the Nigerian languages can satisfy scientific and technological roles. It was also argued that inasmuch as English is an impersonal language, none of the cultural groups in Nigeria can declare that it solely belongs to it. Therefore, it maintains the position of unity because it uniformly belongs to all. This establishes the enviable position granted to English language in Nigeria. (Akindele and Adegbite, 1999), summarised other roles of English language in their statement that "English executes some extensive roles of adjustment, contribution and societal flexibility". This implies that the global position of English causes it to achieve an excellent position and its capability to acclimatise smoothly to circumstantial factors is an additional benefit.

Internationally, English language performs a universal consolidating function and has come to be accepted as the world's common language per se, and the search and aspiration for science and technology become possible with English language. This assertion is affirmed by (Obasa, Alamu and Giwa, 2002), who is of the view that English has metamorphosed into a sturdy identity representation in international dialogue, politics, economy, trade and international relations. Furthermore, the English language is not just a means of teaching in Nigeria; it is also a course learnt at all tertiary levels in the Nigerian universities. English is a course that is compulsory, must be enrolled for and passed, regardless of students' major course of study. This crucial function makes it so important that its quantity and quality of usage

determines the parameters to evaluate intelligibility and efficiency in almost all the aspects of life in the country.

Tactically, the position of English language has continued to be exceedingly elevated, and it appears rather not likely to vary owing to a huge multifaceted linguistic condition in Nigeria. (Danladi, 2013), stated that in Awonusi's opinion; this is the condition of Nigeria and the general interactive parts between indigenous languages and English language. Thus, the functions of the English language in the nation as previously pointed out are grounded in the story of colonialism. This role can also be traced to its being adopted as a common language in schools, governance and mass media communication and its high esteem status in global and international interactions. This language, despite its being considered as a heritage from the colonial overlords, has persistently upheld a high status and value.

The majority of the students (72.6 %) disagreed that it is difficult to understand English grammar rules. Most of the students (75.1 %) stated that English grammar class helped the interaction between teachers and students. While 57.5% reported that it is easy to think in English only in English grammar class, 75% agreed that English grammar should be studied as a subject in schools. The majority of the students (79.2%) agreed that English grammar is important to Nigerian students (75.2%) disagreed that the knowledge of English grammar is not an advantage to good success academically. Of all the respondents, (77.6 %) agreed that every Nigerian student should be encouraged to learn English grammar. A significant percentage of the students (57.1%) opined that more time should be allotted to English lessons. The majority of the students (77%) agreed that it is good to practise English grammar with other students while a good number of men (78.3%) agreed that to pass English examination, one needs to study English grammar. It is apparent from the responses of the students that they are aware of the importance and usefulness of English grammar. They also believe that English grammar is advantageous to good success academically. It is obvious therefore that the students have positive attitude towards English grammar.

Language is primarily spoken and secondarily written. Language is a vehicle for thought. feelings and thoughts are expressed through it. According to (Kabiru, 1990), Language refers to the ability to express oneself in words, utterances or speech. Language is a process by which we name, label, communicate, question, and use words meaningfully and freely. It is also a vital instrument in intellectual

functioning and readiness. Language is basically what differentiates man from other animals in thought and communication. Language is specific human possession which is used for communication. Interaction among human beings would have been impossible without language. (Encyclopedia Americana, 1988, 16, p. 727). Language is equally shown by (Christopher,2001), as a method by which a person expresses his thoughts and feelings in such a way that they can be understood by others. Expression of thoughts and feelings, as these views suggest is a basic feature of language.

According to (Vander, 2007), language is defined as the vehicle of communication. It is the axle on which all communication forms are placed. What this means is that it is not possible to communicate without using language. Language is a system of communication which must be understood. Language ability has been said to be the major factor that distinguishes human beings from other animals. Although other animals communicate only human beings have been able to evolve language to meet their specific communication needs at all times.

According to (Fast ,2000), human language is essentially characterized by speech, and dynamism. It is structured, creative, meaningful and conventional. It is language that defines man's humanity. It is language that defines man's humanity. It is language, more than anything inexistence, that makes human communication and interaction possible. In any human organization, communication is what makes things possible because where communication is not possible, life will be meaningless. Communication is enhanced by language, in fact, language is the basis of communication among human beings.

Bright, 2001), opined that a particular language is capable of being manifested through its vocal noise or graphically if its orthography has been agreed upon by members of society. Language is primarily a human phenomenon. However, the importance of language in any human set up cannot be overestimated. The Nigerian government perhaps more than ever before recognizes educational values of language as reflected in the Federal Ministry of Education(2014). Language is a useful tool in the hands of human beings and because of its versatility it lends itself to many different functions in the society. One of these is its facility for interpersonal

2.2.2 Language and Communication

Jones (2001) affirmed that language is used for expressive purpose. Through language, one can share one's feeling, sensations and emotions with other people. However, without language, it becomes extremely difficult if not impossible to know what someone has in mind, intends to do or wishes to be done. Through language use, each individual can also be located in the community. Through the tone, proficiency, voice modulation, emotions, ideas, etc in the speaker's speech, we can easily place the person on a social ladder as upper, middle or lower class, educated or illiterate, happy or sad, male or female, native or stranger, young or old, etc. This means that language, when it is used, serves the purpose of identification in a speech community. It deals, among others, with ethnic and national identity, social identity, geographically identity and contextual identity (Adekunle, 1995).

According to (Cook, 2000) language helps us to partition the words into manageable units and domains of relevance. It helps us to advance and transmit it. Language facilitates the conceptualizing process essential to life. It makes man to be aware of himself and other people. In his book, *Introduction to Logic*, (Copi, 1998) argued that there are three basic functions of language; to inform, to express and to direct. The purpose of language teaching be it in schools or elsewhere is to enhance communication and to equip learners with the best of that tool (language) which is essential for their survival. (Bangs, 2008) stated the aims of teaching language in Nigeria when he observed that it is to enable citizens to communicate morally and literally in the language of study as well as to interact easily with the language speaking people in the world at large. As a tool of communication, language serves as a vehicle of thought and learning, social interaction to foster (inter-ethnic and intra ethnic communication), entertainment political participation, information dissemination and general mobilization.

There has been an attempt by Halliday to identify seven different functions of language as used in human communication, with specific emphasis on children use of language. Basically all that Halliday says about the functions of language is also applicable to adults to a large extent. According to (Halliday, 1968) the seven functions or models of languages are instructional, regulatory, interactional, personal, heuristic, imaginative representational models. The instrument model is generally referred to as "I want" function. It carries the implication that language is a means of satisfying our material needs, our desires for certain things. Through proper use of

language in communication, we manage to achieve our desire or needs, as a means to an end.

The regulatory needs is sometimes referred to as “do as I tell you” function of language. The idea here is that we use language as a means of regular behaviour or regulating peoples conduct. In short, language is used in creating awareness that there are rules governing our behaviour. Both children and adult are affected by this function of language in various communication settings-group, interpersonal, legal, instructional, regions, and others. The interactional model is sometimes referred to as the “me and you” function which is the social use of language in communication settings, but it can also be used in other settings such as group, intercultural, political and media communication settings.

The personal model is the “here I come” function. The personal model implies the use of language to express individually to give credence to egocentric thoughts or to express personal feelings, attitudes and emotions. The child sees languages as something he had internalized or acquired for use. This is also true of adults. We use language to communicate to ourselves or within ourselves in intra-personal communication settings, as well as internal conflict resolution or problem solving, in soliloquy and in rationalizing our behaviour and actions.

The representational model is sometimes used as the “I have got something to tell you” function of language. Language is used as means of communicating about something, for expressing proposition, and of representing situations and events. Though complex, human language is flexible and can be used to instruct, teach, give a warning, inform, express feelings, attitudes, or emotion and entertain. It provides labels for objects and events. It is used to save information on which new knowledge is built. With language, historical records are kept and transmitted. It serves to establish, consolidate and confirm social relationships. (Obilade, 1989) affirmed that “without language, there will be no society, no family and no nation.” Language feeds us information that keeps us comfortable or less comfortable in our micro and macro environment. Language is the warp around us. In fact, language is indeed a very important instrument of education.

2.2.3 Definition and Notion of Grammar

In order to have a comprehensive description of English grammar, it is important that ‘grammar’ itself be described. And so the question is; ‘What is Grammar?’ Grammar itself has many complex facets and so may not be pinned down

to a single description that would encompass all what it does. This is as a result of the different theories of language and different types of grammatical description that exist. Many scholars have given grammar diverse definitions according to their perspectives.

For instance, (Hartwell, 1985), explained that meanings and contexts are not paid attention to as they do to form and structures in formal grammar. ‘Linguistic etiquette’ is the third meaning which concerns appropriate usage and the wrong use is usually considered ‘bad grammar’. This is functional grammar which regards words and sentences as a meaningful whole and not as independent forms. The fourth sense refers to ‘school grammar’, a subject offered by students in schools and the last meaning is stylistic grammar which relates to the choices writers utilise in a given situation in order to effect a certain response in their reader/listener.

Tomori (1999), on the other hand captures three senses of grammar thus:

- a) The quality of the knowledge of language which is possessed by a speaker, that is, speaker’s competence.
- b) A text embodying the morphological and syntactic elements of language.
- c) The body of descriptive statements about the competence possessed by the native speaker.

The first definition underscores the Transformational Generative Grammar which was first explored by (Chomsky, 1957). Grammar is sensed here as the study of the ideal native speaker-hearer’s competence in the use of a language. It is seen as the innate and unconscious knowledge possessed by such native speaker. This innate and unconscious knowledge enables the speaker to judge sentences as grammatical or ungrammatical. This means that the knowledge is intuitive, having been built into the speakers’ subconscious through constant practice from a young age. Although, it is difficult for non-native speakers of a language to acquire grammar competence especially if they learn rules deliberately in a formal setting, yet, grammar competence can be attained in such a setting if an effective lesson delivery is in place.

The second meaning refers to a book that presents the rules and conventions of a specific language, a collection of rules that govern the acceptability and grammaticality of utterances in a language. For examples; ‘Aspects of Chomskyan Grammar’ by (M.T. Lamidi, 2000), ‘The morphology and syntax of Present-day English’ by Tomori Olu, etc. The texts usually contain statements which guide learners and teachers of a language in making correct and acceptable utterances/sentences.

The third meaning describes the corpus of statements that describes the patterns and systems that operate in a specific language. That is, the body of descriptive statements on the structure of a language, which discusses the systemic interrelationships of structures within the language. The main focus here is on the structural patterns of a language, and an utterance is either grammatical or ungrammatical depending on whether or not it conforms to the descriptive statements.

The last borders on prescriptions regarding the acceptability and unacceptability of certain patterns of usages in a language, that is; what is preferred and disapproved by the native speakers. However, (Crystal, 2008) divided grammar into the branches of syntax and morphology. Grammar for him is the study of the way words, and their component parts, combine to form sentences. In conclusion, English grammar can be said to be the system of rules which allows English language users create meanings by building meaningful words and sentences.

Grammar is sub-divided into morphology and syntax. (Ogbuechi, 2007) defined morphology as the formation of words from the morpheme which is the smallest unit on the other hand, syntax deals with phrases, clauses and sentences. According to (Egbe, 2015), a breach of morphological and syntactic rules results in ungrammatical expressions or utterances. For instance; Nigerian coinages like 'majorly', 'convocate' 'singlehandedly' and fastly which are morphological errors and unacceptable. Also, sentence structures like 'She school go' mangled expressions which are unacceptable. At the secondary school levels in Nigeria, grammar is broken down into topics in the junior and secondary education curricula. These topics include those on parts of speech, nominal groups (nouns, pronouns, noun phrases, nominalization), verbal groups (tenses, sequence of tenses, phrasal verbs), nominal group and verbal group (concord, types of verbs), adjectives and adverbs, adjectival and adverbial phrases/clauses. NERDC(2006), however enjoins paying more attention to concord(subject-verb agreement) and tenses as they teach grammatical elements. This is mainly because the topics are evident in all the topics in grammar and also, concord and tense pose a lot of problems to students.

Concord according to (Nzerem, 2008), is a term in grammar used to show cordial relationship in gender, case, number or person between different words that state a referent. (Orji, 2002), however defined it as matching of the verb with its subject; that is, the agreement of the verb in number with its subject. If the subject is

singular, the verb must be singular, if the subject is plural, its verb must also be plural. The sentences below are instances where these rules come to play.

- I. The women love partying.
- II. The woman loves partying.

However, the violation of the rules of concord leads to semantic noise (Egbe, 2015). For instance the mangled expression below is pure semantic noise as it has violated the rule of concord.

- III. *The women loves partying*

Tense on the other hand is defined by (Orji, 2002), as the form that a verb takes to show the time of an action. Tense and concord overlap and so teaching one entails the other. Thus, attention needs to be paid to these major elements of grammar that is important for students to be taught in order to improve students' performance in it.

Hammer, (1989), defined 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 systematization 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 (Hammer,1989). Further still, (William, 1981) defined grammar as an inescapable fact of a language system because it is the set of principles which permit orderly speaking and writing. (Harmer, 2007), averred that grammar would exist 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. Thus, the grammar of a language covers such points of usage as tenses, spellings, punctuation, agreement, parts of speech, lexis and structures

2.2.4. The Position of English Grammar in Language Learning

Musumeci, (2012), viewed grammar as a set of components such as encompassing the production and perception of sounds as well as the combination of such sounds to form acceptable and meaningful words. It also comprises the combination of words to form larger linguistic units and the meaning derived from such structures. He concluded that the presence of all these in a language makes the grammar of a language inevitable.

Foppoli (2013), noted that mastery of the structures of a language is important to its correct use. Succinctly put, the grammar of a language provides the structure needed for oral and written communication. He described grammar as the vehicle through which language will be learned. Although there are several grammar-related approaches to language teaching and learning such as grapheme morphemic analysis, vocabulary self-collection, etc, (Foppoli, 2013), however, reasoned that grammatical competence in a language is not synonymous with communicative competence as the latter requires more than grammatical knowledge. Grammatical concepts are often difficult for students to learn. Grammar instruction refers to structure, usage, word choice, grammar, syntax, punctuation, capitalisation, spelling rules and the like as most teachers usually lump them together during teaching and learning activities (Pennington, 2009).

Language is a unique endowment of man. It is an instrument of social interaction which all human beings hold in common. Without language human societies may find it difficult to survive, because humans are in constant interactions with one another and language is an indispensable vehicle for the social interactions known as communication. The study of grammar helps the user of the language to communicate more effectively. Quite simply, if users of English know how the language works, then they can make good use of it. Competence in the grammar enables them to evaluate the choices which are available to them in language use situation. If language users have good grasp of the relationship between the elements of a sentence, they can do away with many of the ambiguities and misunderstandings which often result from poor construction. In deciphering meaning from writing, as well, grammar knowledge is paramount.

The understanding of literary texts, for instance, is predicated on sound grammatical knowledge. Other forms of writing can equally be an uphill task to interpret if the reader does not have good grammatical knowledge. Understanding scientific and technical writings, for instance, may be difficult not just in the ideas they present, but also in their grammar. These types of writing can be herculean to understand readily without some good knowledge of how the parts relate to one another. Studying grammar enables a language user to go beyond instinctive, native-speaker knowledge, and to use English in the most intelligent manner.

Since language is a rule-based behaviour and its use is holistic, poor mastery of the grammar of English may manifest in virtually all aspects of language use; in

essay writing, summary writing, answers to comprehension questions and ,of course, in lexis and structure. Students make mistakes in their use of these rules in using the language. Admittedly, the importance of grammar in English is enormous. It is the skeleton and bed-rock of English without which the existence of the language will be baseless. Even a survey of the question pattern of WASSCE reveals that grammar is integrated into papers 1 and 2 of the examination. Paper 1 examines candidates on letter/essay writing, comprehension and summary. In letter/essay writing, grammar is tested under expression and mechanical accuracy, and it takes 30 out of the 50 marks allocated to that section. In comprehension and summary, every correct answer given is first checked to ascertain whether it is grammatically flawless before it is awarded full marks; if not, half a mark is deducted for each grammatical error committed for each answer (WAEC, 2012). Paper 2, on the other hand, is the objective test. This part tests candidates' knowledge of lexis and structure (grammar) with a ratio of 45: 55 in favour of structure which is grammar (Osisanwo, 1990).This shows that prominence is given to grammar even by WAEC.

In specific terms, the grammar of English is taught so as to expose pupils to the structural patterns of the language as a way of developing in them the tool for effective communication. It can be argued that early exposure of pupils to the rules and structural pattern of English will equip them with the knowledge of how the language works and this will provide solid bedrock for good communication skill as they grow up. Without laying good foundation in this aspect of English language, learners or even graduates of such level may find it difficult to communicate effectively. Furthermore, pupils must needs a smattering of knowledge of the grammar of English to write answers to examinations questions. Little surprise, therefore, that (Thornbury, 2004) pointed out that effective mastery of the grammar of English is one of the indices of measuring proficiency in the language. Hence, effective speaking and writing in English depends on the extent to which the pupils have come to terms with its grammatical structures.

2.2.5. English Grammar in the Curriculum

English language occupies a meaningful position in our curriculums because of its importance. (Obanya, 1982) pointed out that “English plays a unifying role in Nigeria because it is the only language common to Nigerians from diverse linguistics, social, cultural, religious and geographical backgrounds.” This is in line with the known fact that English is a means of instruction in our primary, post-primary and

tertiary institutions. Therefore, English serves as a gateway to formal education because almost all the subjects in the secondary schools are taught in English language. The foregoing leaves no doubt in our mind that English occupies an enviable position in Nigeria; it can be seen as the livewire of the survival growth and unity of Nigeria. In response to this, (Olagoke, 1979), stressed that “English should be taught and learned in schools because it is indispensable to modern living.” Its indispensability is in view of the fact that it is the language of science and technology, commerce, trade and administration, a means of national and international communication, and finally a passport for educational advancement and prestigious employment. (Olagoke, 1979), recommended that “Nigerian children be given maximum encouragement and opportunity to learn English effectively in school.”

Furthermore, teaching-Learning process for all subjects except the indigenous languages, are carried out in English, since all their texts are written in English language. There are about 400 different languages in Nigeria and in such a diversified country like Nigeria where people of many dialects and linguistics background work side by side, English language has been used to cement these different groupings. Also, the aim of language teaching in schools as contained in the language syllabus *inter alia* by Federal Ministry of Education (FRCN, 2004), for the junior and senior secondary English curriculum are as follows:

- (a) Provide students with a sound linguistics basis for further learning in secondary, tertiary and vocational instructions.
- (b) Equip school learner with a satisfactory level of proficiency in English language in their places of work.
- (c) Stimulate a love for reading as pleasurable activity.
- (d) Promote the art of spoken English as a medium for national and international communication.
- (e) Enhance and develop further the various skills and competencies already acquired at the primary and junior secondary levels.

The National Policy on Education (2004) set out a goal for language teaching at the primary level. That is the aim to attain permanent literacy in the mother tongue and target language in communication both orally and literally (written).

Theme for English grammar structural patterns, as stated in the curriculum are noun phrases, pronoun, nominalization, verbs forms, introduction to sequence of tenses, phrasal verbs– verbs with more than one particle, adjuncts, and complex

sentence structure. The main concern of teaching English grammar in the classroom in secondary schools in Nigeria is to help students acquire communicative competence and achieve academic excellence.

Borg, (2001), equated the place of grammar in the learning of any language to the place of rules in playing a game. For him, every game has a set of rules that govern its Modus Operandi and to be successful, players must not only acquaint themselves with these rules but must also endeavour to apply them in the course of playing. With the knowledge of such basic rules and their application, one understands the phenomenon of language in a practical way as one speaks and writes correctly.

Therefore, a good knowledge of the syntactic structure of English enables one to account for the grammaticality of sentences and helps to detect correct or incorrect expressions which can be adopted or corrected through a sound knowledge of the English grammar.

The goals listed above evidently need the knowledge of grammar to be met and that is why the SSCE English syllabus made provisions for its teaching. Therefore, a good knowledge of English grammar is indispensable to students who want to achieve success in the correct usage of English and more importantly in education, since virtually all subjects are taught and learnt in the language.

To buttress the role of grammar in English teaching, (Banjo, Ayodele, and Ndahi, 1997), listed four questions that WAEC English language curriculum usually asks and which only the knowledge of grammar can answer. These questions include:

- i. how well can the learner understand spoken English?
- ii. what is the extent to which the learner's spoken English can be understood easily (when he/she speaks to people)?
- iii. how well can the learner comprehend what he/she reads, i.e. how much meaning he/she can draw from the sentences or passages he/she reads?
- iv. how can the learner effectively write for others to understand?

The questions above incorporate testing both the receptive; listening and reading and productive skills; speaking and writing of language. Positive performance in them is however hinged on the knowledge of grammar. Because grammatical knowledge enables students to process the information got from listening; which is usually the first skill learnt. They decode the message intellectually through their knowledge of grammatical structures and then are able to make acceptable utterances.

The knowledge of vocabulary items and elements of sentence/ text constructions learnt in grammar further enhances their reading comprehension.

And the last skill; writing is enhanced when individuals are able to organise sentence elements to construct grammatical and acceptable sentences.(Asiyanbola, 2005),agreed that grammar serves as a guide to reading and writing skills in English. He believes that learners need to recognize concepts such as morphemes, various kinds of clauses and sentences as well as their interrelationship in a text before they can read and decode meaning and that even modern literacy involving viewing and manipulation of modern technology through the internet requires the knowledge of English grammar. Hence, to answer the questions posed by the WAEC curriculum positively, grammar is very important and thus a necessity.

Anyanwu (2007),sees grammar as a mental discipline and that teaching it gives a heuristic focus for guiding the learner. He adds that grammar helps to expand the frontiers of knowledge, increase our repertoire of choices among its numerous paradigms and to sharpen our perception of the relatedness of grammar as a whole and grammar to the real world in which we live. Nigerian students are termed poor performers in the English language because they have not internalized the grammar of the language and that the Chief Examiner in the Senior School Certificate Examinations usually laments yearly over the poor performance of candidates in the English Language. Also, grammar in the English Language curriculum of senior secondary schools in Nigeria can help to aid students to pass English Language excellently and enable them to get admission into tertiary institutions and secure employment in the future.

2.2.6.Objectives of Teaching English Grammar in Schools

Based on the views of different linguists and researchers, it is evident that the objectives of teaching grammar in schools are diverse.The senior secondary education curriculum (1985) spelt out that the objectives of the structural component of English Language are designed to:

- reinforce the skills acquired in the junior secondary school;
- to advance the students' knowledge and skills in the structural patterns in English that will prepare them:
- to work effectively in appropriate appointments; and
- to undertake successfully further academic work.

2.2.7. Methods of Teaching Grammar

Grammar translation method

The Classical method began in the German Kingdom of Prussia during the late 18th century; it is also called the Prussian Method (Richards & Rodgers, 2001: 3). This method helped learners to read and understand foreign language literature. From 1840 to 1940, it had become a highly-regarded method of teaching. (Richards and Rodgers, 2001:3) reasoned that the method became popular because teachers required few professional skills and abilities in the target language. They could also get objective scores for learners by testing grammar rules and translation. However, this method mainly emphasised grammar teaching and only paid a little or no attention to pronunciation, listening or speaking skills. As a result, most learners were unable to develop their communication skills out of this method.

Instructional Grammar (Form-Focused Instruction)

In focus-on-form instruction, rules are taught separately from language learning. Language is seen as a tool, and the way to learn language is to practise it systematically so that students not only learn the rules, but also that they might be able to use the target language. Alternatively, focus-on-form instruction is embedded in meaningful context and grammatical structures inside of language teaching. Students still learn some grammar rules to promote their language accuracy and fluency (Brown, 2007).

The characteristics of instructional grammar are as follows:

- It could be taught indirectly where learners learn from examples to rules or in an explicit way where learners are given rules before they practise them.
- Both implicit and explicit teaching were recognised by whether the target language was taught through examples or whether it was taught alongside linguistic rules that could contribute to the acquisition of grammatical competence (Ellis, 1994).
- He also expressed that, on one hand, explicit teaching can help learners use and practice grammatical structures as explained by the teacher (Ellis, 2006).

Proponents of implicit grammar believe that learners acquire grammatical knowledge autonomously through exposure to linguistic and syntactic structures. This takes place in activities that focus on both reading and listening without paying conscious attention to linguistic structures, (Lin 2010:15). In the context of EFL and, of course, ESL, grammar teaching has often been characterised by an extreme reliance

on translation from mother tongue. The most controversial issues in the field of language teaching and learning and second language acquisition (SLA) specifically are the rationale for explicit teaching of grammar in schools. At one extreme, there are those who adopt what (Ellis, 1995, 1999) called the *zero position*. They maintain that acquisition of grammar goes beyond formal instruction since it contributes little to communication in a second language. (Krashen, 1982), consistently argued that competence in grammar can only be acquired if L2 input materials are made comprehensible, meaningful, and relevant to learners. Thus, input is considered sufficient to aid acquisition while direct intervention of grammar instruction is considered irrelevant. At the other end of the spectrum of pedagogy, there are those who are in favour of grammar instruction. For instance, (White 1987), is of the opinion that grammatical knowledge goes beyond exposing learners to comprehensible input, rather conscious teaching is very much required. (Celce-Murcia, 1991), also asserted that though the debate on grammar teaching still continues, grammar instruction should not be dismissed. Similarly, (Larsen-Freeman, 1995), while acknowledging the possibility of natural acquisition of grammar, concurred with the teaching of grammatical features. Drawing on the insights from research on language acquisition, (Ellis, 2002),debunked the acquisition of language in a natural setting as being the only means of attaining competence.

With these two conflicting views, language teachers, particularly those who teach ESL or EFL, might be in a state of uncertainty and might ask themselves which of these perspectives is correct. If they adhere to the former, they do not have to bother with the formal instruction. What they have to do is to provide learners with meaningful L2 input materials, through which grammatical features can be unconsciously acquired. However, if, presumably, they take the latter position, they are faced with other fundamental questions such as: (1) on what theoretical grounds can they base and justify their teaching instruction? (2) At what level of language proficiency should grammar be introduced? Finally, (3) how should grammar be learnt and taught? Unarguably, these questions have been of great significance to language teachers and they are still germane to the contemporary language pedagogy. The view of this researcher, therefore, is that language as a rule-governed behaviour is both acquired and learnt. Grammar, like other aspects of language, has to be taught and learnt.

Further on the place of approach in teaching and learning, (Igbokwe, 2007), held that there is no best all round approach in teaching, but some approaches may be better than others in the teaching of a particular skill or subject. Igbokwe, also affirmed that the success or failure of any language outcome does not depend only on the ability of the learner but also on the teaching approaches, methods and strategies used. This is why (Richards, 2012), submitted that the demand for an appropriate instructional strategy is as strong as ever. The appropriate strategy should not only help students' master grammar accurately, but also help them to speak fluent unrehearsed English.

Chang and Huang (2001), revealed that in teacher-centred lessons, the most common activities were teachers initiating the lessons, students responding and teachers evaluating (Cohen, 1994). Researchers (Igbokwe, 2007; Pazaver and Wang, 2009; Richards, 2012; Mabekoje, 2012; Uibu and Liiver, 2015 and Egbe, 2015), have shown concern about how grammar is taught and can be effectively taught. However, the centrality of grammar in achieving language proficiency and communicative competence is marred by some factors such as issues related to ineffective language methods and teaching strategies adopted by teachers (Thornbury, 1999; Mabekoje, 2012; Uibu and Männamaa, 2014 and Egbe, 2015), poor attitude to English grammar and inability to apply the rules of grammar in actual written communication. (Jibowo, 2007; Tomori, 1976 and Adegbile, 1996) further attested to the fact a major determinant of proficiency in English language and by extension grammar is the method of teaching. According to (Ayodele, 2001), there is still a dearth of qualified teachers of English in many of our secondary schools. He further observes that language teachers, particularly the non-graduate ones, lack the necessary acumen of using instructional devices and methodology that could make teaching and learning of English not only interesting but an easy one.

According to (Dadzie, 1988 and Jibowo, 2012), most English language teachers in Nigerian secondary schools usually use the Structural or Form Based Strategies. The strategy is characterized by grammatical explanation, memorization of rules and reliance on textbooks. It involves the teaching of the English language as an academic subject. This is the conventional, non-integrative strategy to English language teaching which focuses on definitions and analysis of structures to the neglect of the actual uses of the language for social communication. The resulting effect of this approach is manifest in learners' utterances and written expressions.

Thus learners' performance in comprehension, summary and composition examination is replete with grammatical errors. This all stems from their poor grammar knowledge. The consequences of these include poor performance in such examinations, difficulty in gaining admission and even securing jobs. Parents, students themselves and in fact stakeholders are not happy with this situation.

The scope of English Language is varied and extensive. Its spread throughout the world has given rise to different approaches to meet the various purposes for which it is used. The researcher here advocates that teachers should give equal focus to meaning oriented 'fluency' work and rule-governed accuracy' work. That is, there should be an integration of the two approaches for better performance in English grammar. Students need the fluency that meaning-based grammar teaching brings about to be able to interact freely within and outside the classroom. They also need accuracy that the form-based grammar teaching brings about to be able to navigate examination questions successfully. Hence, the integrative language teaching strategy comes handy in order to take from the good aspects of the form based and the meaning based teaching for a better and more holistic language education, and specifically the teaching of grammar. The take of this researcher on this debate however is that a learner needs knowledge of both meaning and form to be communicative in a language. To communicate effectively, the learner or language user must be versed in both the grammatical structures and context of use.

Teachers usually divide grammar lessons in such a way that students are introduced to the topic, and are able to practice what they have been taught. One of the best ways of helping students to reach the objectives of the lesson is to introduce the new topic in the first phase of the lesson, assist them with plenty of activities to help them to practice the new grammar lesson and lastly guide them to use the grammatical knowledge they have learnt in order to communicate.

To buttress the process of grammar instruction, (Harmer, 2007), divided the grammar lesson into four phases of grammar presentation, grammar practice, grammar production and grammar testing. The first phase, grammar presentation is the stage at which students are introduced to the form, meaning and use of a new piece of language. Students learning a new grammar are expected to apply this new rule by themselves. This experience is known as personalization. To achieve all these characteristics the teacher can use various teaching aids e.g. charts, dialogues, mini-situations, text for contrast or for grammar explanation etc.

The second phase of grammar delivery as Marrison highlights is grammar practice and it comes after presentation. The aim of the stage is to give pupils thorough practice of target items, so that they will be able to use them correctly and fluently. Next phase is grammar production which (Marrison, 2011), calls the communicative stage and its purpose is to use the grammar structures students have been practicing in a natural way. To achieve this, students can be asked to reply to a letter, report, discuss, role-play, guess or they can be interviewed. Students are thus able to produce the grammar structures learnt in a holistic way. Testing is the last phase of grammar teaching. Grammar testing is essential as teachers get feedback through this medium. The main aim of tests is to see if students have learnt and acquired the new knowledge through the feedback from students and teachers as well. Grammar test should not be paper-based alone but in tandem with oral test as this helps to determine students' proficiency level effectively.

Anderson (2011), classified the methods of grammar teaching into three; grammar translation method, direct method and audio-lingual method. The grammar translation method is one of the earliest methods in language teaching and it was originated by Johann Valentine Meidinger in Prussia, Germany at the end of the 18th Century. The goal of this method is to give students the complete knowledge of vocabulary and grammar. The main language in class is the mother tongue and grammar rules are presented and studied deductively. Students have to memorize grammar rules and are made to consciously apply them correctly. The main activities are translation and doing grammar exercises. The ability to communicate in the target language is not as important as reading and writing. Therefore almost no attention is paid to speaking and listening skills.

The grammar translation method neglects the activities for developing communicative competence in the language class. It also has the tendency of selecting literary and artificial forms of language, with the primary aim of exemplifying grammatical rules. The result is that the teacher controls all activities; he/she has the superior position. Another method is the direct method, which evolved as a reaction or alternative to grammar translation. The goal of this method is to communicate and think in the target language. Hence, grammar rules are not taught or explained in any way, rather, everything is learnt inductively. Students gain grammar knowledge unconsciously through speaking and reading. No translation is allowed; therefore students use only the target language. Language in the classroom is primarily spoken,

not written. The teacher is not such an authority in the English language classroom but a manager to the students. However, (Odo, 2007), faulted the direct method since it forces learners too early to communicate in the foreign language, resulting in inaccurate fluency and for being unrealistic in teaching a foreign or second language because of its unstructured procedure.

Dissatisfaction with the less structured aspects of the method has led to its modification which is the 'graded direct method'. The modified method tries to bring in some grammatical explanation and occasional translation. Another grammar teaching method is the Audio-Lingual or Aural Oral Method which is a method based on structural linguistics and the theory of behavioural psychology. According to (Odo, 2007), structural linguistics is based on the idea that language is made up of structural units which are used in pattern practice as in substitution, addition, combination of structural items and transformational drills. With this method, language items are not contextualised, but learnt through practice and repetition, mimicking and memorisation.

Audio-Lingual method is based on the assumption that language learning is the gaining of a set of correct language habits. The method is based on drill exercises – pupils repeat grammatical patterns until they are able to produce them spontaneously. The method is also focused on developing listening and speaking skills. Hence, grammar is learned from models and taught by drill to support speaking and listening although no specific grammar rules are given. Everything is simply memorized in form. The method supposes that after some time the grammar will become automatic. Teacher controls the lesson; he/she has the superior position and the only language in the class is the target language.

A variation of the Audio-lingual method is the Presentation, Practice and Production approach (PPP) used especially in British-based teaching. Another variant of the Audio-lingual method developed by Asher is the Total Physical Response Method (TPR) which is to provide an enjoyable learning experience with minimum stress (Asher, 2003). The learning is deductive and students are expected to subconsciously internalise the rules of the language. It stresses the use of authentic language; language used in a real context. Teachers use inductive explanation of grammar and the learning of grammar rules is not the goal but using language functionally. The teacher is not an authority but a facilitator who creates a relaxing class atmosphere for students during the activities. These teaching methods discussed

have their strengths and weaknesses as they facilitate language teaching/learning process. Therefore, English Language teachers need to be innovative and eclectic in their use of methods in their lesson delivery so that students' academic achievement can improve tremendously.

2.2.8 Factors Affecting English Grammar Instruction in Nigerian Schools

English grammar is very important for the development of the skills of the language. In spite of the importance of teaching the grammatical features of the English language, students' performance in the subject have been consistently poor (Ogunyemi, 2014). Attempted at solving the problem of poor performance in English language in general and English grammar in particular have revealed several factors militating against effective grammar instruction. (Harmer, 2007), asserted that the major challenges confronting the teaching and learning of grammar in Nigeria secondary schools are highlighted below:

1. Language transfer (Interlingua)
2. Faulty application of rules (Intralingua)
3. Faulty instructional materials and techniques
4. The inconsistency in the orthography of English

Language Transfer: Language transfer gives rise to Interlingua 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 interlinguas 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. 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

Other factors are student-related, school-related, and teacher-related and so on. One of such factors is proficiency in English language, scholars (Iroegbu, 2002; Idialu, 2014), have reported that English language proficiency is strongly associated with students' academic success. (Iroegbu, 2002), averred that deficiency in any of the skills in the English language is the problem and this is responsible for poor academic performance of most students. Also, (Olubodun, 2014), noted that poor knowledge or proficiency in English could contribute to students' failure in and attitude to English grammar.

Similarly, (Fakeye and Aiyede 2013), found that English Language proficiency is a strong predictor of students' achievement in academic subjects. (Onukaogu, 2002), asserted that English Language proficiency is bound to enhance the recognition of metaphors, analogies, figures of speech, connotation and denotation and facilitate how to distinguish between humour, satire and straightforward author strategies and tone. Proficiency in English language is important to students' achievement in English grammar because without it the process of instruction may not be rewarding for the learners.

Classroom-related factors such as class participation and classroom behaviour have been identified as some of the factors that can affect effective teaching and learning of Literature-in-English in Nigerian classroom. (Abdu-Raheem, 2011), found that when students are allowed to express themselves and discuss their opinions in class through interaction with the teacher and other learners, they showed improvement in academic achievement and attitude to the social studies. Also, scholars (Fabunmi; Brai- Abu & Adeniji, 2007), have noted that students' class participation positively influences their learning outcomes. Also, (Adeyemi, 2008), reported that learners who participate actively during instruction performed better than others who did not overtly participate in classroom activities. Class participation could be effectively employed by teachers to support or improve students' interaction more with learning material and aid assimilation of facts presented in the course of the lesson.

Other scholars have examined the effects of factors such as students' locus of control (Harris, and Case, 2001; idialu, 2014), study habit (Seebach 2012; Idialu, 2014; Fakeye, 2010), text utilisation (Oyedele, 2007; Haggarty and Pepin 2002; Ogunyinka, 2011) and text possession (Ogunyinka, 2011; Marie and Marie-Anne, 2013). Most of the studies reported a positive relationship between these variables and students' achievement in and attitude to learning. For example, (Ekah, and Ukut, 2011), stated that the actual reason why students fail in public examinations like NECO and WASCE in English and literature is the fact that the teaching of literature in English has been neglected and ignored by teachers who complain of lack of text books for the teachers and students' unwillingness to buy prescribed texts for themselves.

Further still, scholars (Mustapha, 2012; Fakeye and Aiyede, 2013), identified teachers' behaviour or expressiveness as one of the factors affecting performance.

Such teachers' behaviours, according to (Mustapha, 2012), included welldeveloped interpersonal skills such as the use of appropriate eye contact, voice tone, lesson clarity, effective time management, variety of teaching methods, incorporating students' response and the use of appropriate and varied questioning during instruction. The attributes that a teacher brings to the classroom influence the quality of the classroom interaction, students' participation and interest in the instruction irrespective of the topic or subject area.

In addition, (Mustapha, 2012), identified pedagogical content knowledge or subject mastery as another important factor that can determine students' learning outcome. This is because one of the parameters for measuring effective teaching is the level of a teachers' subject matter competence and how well he or she is able to demonstrate the knowledge in class. (Fakeye and Ayede 2013), averred that a teacher's questioning behaviour and instructional organisation can effectively predict students' achievement in and attitude to English language. Several studies have examined the relationship between questioning behaviour and instructional strategy but not in English and not in Ekiti State. For example, (Elochukwu, 2001), revealed that there was a significant relationship between teaches' ability to communicate effectively, asking germane questions, being organized and achievement .He, however pointed out that:

1. Many grammar teachers have poor knowledge of the teaching methods and as such, use inappropriate teaching methods, strategies and techniques to teach students. Most of them are not aware of innovative teaching/learning methods and strategies that would help their lesson delivery.
2. Some teachers teaching English in schools are not specialists in the field, some are defective in the use of grammar and so are poor models of what they teach, while some refuse to teach grammar which is of utmost importance for students' performance in English language.
3. Teachers' inability to build a positive relationship in the classroom affects students' attention in the classroom.
4. Textbooks and other instructional materials are unavailable or inadequate in most schools. These texts are very essential in the teaching and learning of grammar as they guide teachers in preparing their lesson plan and they also serve as guides for learners during the learning process.

5. Most parents are not interested in their wards and so fail to provide all learning needs to ensure they learn grammar. Also, most homes do not encourage the learning of grammar, as students speak their local languages mostly when they get home.
6. The social media such as: Whatsapp, Instagram, Facebook etc. have caused lots of havoc in making the proper use of grammar to wane amongst students. The mutual intelligibility, while using these platforms, has affected students' inability to construct correct grammatical sentences.
7. Learners are sometimes predisposed to some aspects of English language to the detriments of others and this poses a threat to the teaching and learning of grammar. When students already have their likes and dislikes about some aspects, teachers might not be able to change their minds during the teaching-learning process.

2.2.9. Strategies of English Grammar Instruction

Grammar instruction is often considered as a difficult and boring venture. This is partly because teachers focus their attention on the rules of grammar and not the use (application of the rules) in context. (Adigun, 2015), is of the view that teachers tend to employ the use of methods of teaching which emphasises repetition of the correct grammar over and over until it becomes committed to the learners' memory and they are able to repeat it with little or no effort. Further still, as postulated by (Okunade,2015), using form-focussed instruction for both teachers and students, and it often results in mechanical repetition of what is learnt without being able to apply the principles to all situations (Joseph 2014).

Rama and Agullo (2012), averred that the complex nature of grammar demands that teachers should ensure that instruction in grammar should be properly planned and devoid of methods that encourage rote learning. (Joseph, 2014), submitted that grammatical competence requires active engagement of learners in the lesson. Other scholars favour game-based methods of teaching grammar in order to stimulate the students' interest and participation in grammar lessons. These game-based methods include the use of word puzzles which could be used to teach/learn all the important parts of English grammar. Game-based methods of teaching grammar have been found to boost multiple line of interaction in the classroom. Game-based methods are also effective at improving learners' attitude towards the

teaching and learning of grammar. Similarly, teachers can employ the use of the game 'Bingo' in teaching grammar.

Apart from the use of game-based methods of teaching grammar, teachers can also make use of other methods such as inductive teaching. Further still, other studies have established the effectiveness of integrative teaching methods in teaching English grammar. Such methods encourage the grammar instruction. Silvia (2014), discussed the use of direct method to teach grammar. This method begins with the use of dialogue or the narration of a story to the learners in the target language. (Silvia, 2014), opined that other factors such as age or maturation should be considered by the teacher before deciding on a suitable method to teach grammar. Silvia argues further that the continued use of rote exercises in grammar teaching will reduce cognitive engagement. Grammar lessons must be activity-based in order to prevent learners' errors. The use of the cognitive approach in grammar instruction allows that the lesson must be taught, either inductively or deductively. Another method of teaching grammar is the natural approach. There is also the Communicative Language Teaching which emphasizes interaction. This method has often been criticised for focusing too much on communication and meaning generation at the expense of grammar.

Over the years, efforts in research have focused on improving the quality of instructional practices and raising students' learning outcomes in English language in general and English grammar in particular. Teacher's method is everything that comes into the teaching – talking, demonstration, questioning, explanation, evaluation, feedback and so on. (Lamidi, 2000), observed that the best way to teach grammar will have to take into account both the wide range of knowledge and skills that need to be taught, and the variety of different kinds of structures subsumed under the heading 'grammar'. (Lamidi, 2000), suggested four stages of teaching grammar which are: presentation, isolation and explanation, practice and test.

The implication is that effectiveness in teaching involves good questioning skill, use of varieties of assessment formats, sequential instructional organization from set induction to closure, and effective use of relevant instructional material. Also, (Yilmaz, 2010), noted that effective use of teaching methods has a positive influence on students' achievement and attitude in the classroom. (Adelabu and Matthias, 2013), stressed the need for subject teachers to vary their methods of teaching to make the lesson interesting. Further still, (Beaugrand, 1991), asserted that some teachers make use of methods that encourage grammar teaching through actual practice with

reference to the teaching of other language skills such as writing or speaking. Also, (Ogunkunle and Mbaleke, 2008), averred that current instructional practices in schools must be varied as the situation demands in order to make for meaningful and interesting classroom interaction. Doing contrarily will make the class uninteresting and passive.

Considering the strong link between teaching methods and effective lesson delivery and its importance to students' learning outcomes in the classroom, (Oyetunde, 2004), recommended principles for effective lesson delivery. A good teacher of grammar is one who chooses the method that best suits the goal he attempts to achieve in his class. But, the goal varies according to need. It is axiomatic that no two individuals have identical needs. It is, therefore, the duty of the teacher, before he formulates the goal for his class to determine the individual linguistic needs of his class. The needs will determine the method to be used. A teacher should choose a method that best suits the needs of his students at a particular time. In composition writing, a student displays his ability to compose and works out the meaning of the world around him; hence students should be taken to places of interest and made to jot down points to be developed later. Topics given to students must be preselected by the teacher. Topics chosen should relate to the students linguistic and social background.

The traditional approach comes to mind. This approach is also called the product-oriented approach. This approach has its roots in the rhetorical theory of invention, arrangement and style propounded by Aristotle, (Lamidi, 2000). Topics are central to the development of paragraphs. Students are drilled to analyze and imitate extracts by competent writers and the students are to imbibe 'the good qualities of the writers. According to (Gorman, 1973), the underlying assumption in the use of extracts appears to be that, by a development akin, perhaps, to be biological process of osmosis, some of the stylistic characteristics of the original will be transferred to the written work of the students. Form and correctness are the major concern in this approach. The teacher makes many of the major writing decisions for the students i.e. the topic, length, form etc. He is the only audience and judge. Learning involves adherence to conventional rules and modes. This eventually led to technical writing.

Empirically, this is not workable because the students are learners who are prone to making many mistakes, hence, they cannot write as well as the extracts of the competent writers, and the students will be imitating instead of evolving a style of

their own. This method is discredited because it undermines self-confidence and bewilders the students. In this method, students are divided into groups of at least 2-4 or 2-5 in each group. The groups are formed on the basis of interest. It has been found out that students learn from each other, compromise and develop a positive attitude towards each other's opinion. The teacher writes about five topics on the black-board and the students select topics of interest. They are distributed into groups according to topics chosen. Each group then works on its own topic. According to (Oyinloye, 1996), the following steps are to be followed while working on the topics:

- a) Each group looks for a corner which could be inside or outside the class to discuss without disturbing others
- b) A secretary/recorder is selected; he has the duty of recording the entire group's discussion. He serves as the presenter
- c) The students discuss and the point accepted by the members are recorded
- d) The recorder records topic sentences on which paragraphs can be built.

In this case the teacher is a coordinator. He moves from one group to the other. He contributes ideas to the groups and he draws their attention to certain points which they have missed. A time limit is set for the group work after which the students are called back to the class to present their work. Group recorders write points arrived at on the blackboard. The work for each group is criticized and additional points are added and irrelevant ones are rejected by the class. The recorder writes out the edited version for presentation to the class and the teacher. Group discussion is very important. Its usefulness is aptly stated by (Oyetunde, 1989), when he asserts that oral discussion helps students to generate ideas about the topic. It sensitizes them of the need to plan the contents and organization of their compositions. It provides weaker students with ideas and materials to write on.

Another variation to this is the one propounded by (Gani, 1986). This variation has five steps:

- a) Preparing the work
- b) Brainstorming
- c) Working in small groups
- d) Writing
- e) Evaluation

Preparing the Information

\. Students are given topics to choose from and prepare from home for the next lesson. The teacher instructs students on what is expected of them.

Working in Groups

The students are grouped according to interest. While working in the groups they choose the contents of their work. It should be a rough plan and discussion with the teacher as a feedback.

Practice Exercises

A member writes down the essay and he consults with the others while doing this. Emphasis is on correct use of language and coherence. It should be a joint work. The teacher should move around to help the students and to make sure it is a joint work not the sole production of the extrovert. This stage could be varied. Individual students can write out their own essays, without the help of the group using the notes taken down during the group work. The teacher should move around to help the students and to make sure it is a joint work not the sole production of the extrovert and students get as many chances as possible to perfect their writing before evaluating so that their mistakes can be minimized.

Evaluating

The teacher checks the essays in each group and points out mistakes; he leaves the group to correct their mistakes after which they would be submitted for grading. Errors could be used as a guide to the planning of future work by the teacher. It makes essay writing more interesting for students and the teachers do not stagger under a myriad of essays to be marked weekly. Students are given feedback to their work on time, for it is easier to mark ten essays in a class instead of fifty or sixty for instance in JSS Three where there are two hundred and fifty (250) students the teacher needs to mark just twenty five essays.

According to (Oyinloye, 1996), collaborative writing approach is a very effective approach for large writing classes. It ensures that attention is focused on smaller groups which eliminate students hiding under the cloak of others. This method gives room to peer editing which is as effective as teacher's evaluation of students work. It leads to high quality final product. (Amiran and Mann, 1999). According to (Gbenedio, 1996), collaborative method generates confidence in the students and encourages peer critique. Collaborative method being a technique of free- expression leads to break down. What the students produce is often incomprehensible to anyone who does not understand the first language. The mistakes

made must be corrected with tact. The teacher must realize that, the correction of students' error is very sensitive. All errors are not corrected except it impedes comprehension. Collaborative writing benefits teachers and students. (Lague and Sherwood, 1997), continue by saying that it acknowledges that communication must be redefined through experience and consistent experimentation.

Individualized method is a method whereby bits and pieces of instructional materials are designed to meet the needs of particular person/persons to enhance better understanding. It allows students to go at their own pace without holding the others back. Some of the bits and pieces of instructional materials include questions and answers, giving models, filling in the gaps, substitution tables, using pre writing activities. Individualized method is a form of guided expression method. According to (Oluikpe, 1999), the goal of the guided method is to instil in the student the facilities needed to produce without the rigidity of the traditional method, a coherent, clear piece of prose. Individualized approach came about with the belief that students are not all the same. Individual differences exist among students and no two students are alike. They vary in behaviour, interest, motivation, or competence. According to (Ekpo, 1999), the progress a student makes in writing after a rudimentary guidance in composition skills, depends largely on his motivation and innate creative ability.

The individualized approach aims at making individual students work at their own pace. This approach takes care of one of the tenets of education, that is, individual differences and if it is used tenaciously it will yield a very good result. It makes a student go at his/her own pace as the lesson is graded to suit his/her ability and rate of learning. Researcher revealed that much emphasis is placed on spoken than on written language. (Pace, 2005), opined that, little attention is paid to written English and the art of writing. (Malinowski, 1991), claimed that, for teachers to lead students to write well, they must be able to use different methods for teaching, some methods recommended and supported by (Howart, 1994), are controlled writing, collaborative writing, lecture method, reading-writing, direct and guided techniques.

2.2.10 Selected 'Teacher-Related Characteristics in Second language Instruction

There can be no meaningful learning without some form of teaching. Also, all kinds of teaching require the input of a more experienced individual, mentor or a teacher. These teachers come into the teaching and learning situation with different personality traits, attributes and characteristics which have serious implications for the pedagogical procedures. Passion defines an effective teacher. It has been reported that

teachers that display a level of commitment and passion towards teaching and motivating their students usually model the right attitude within and outside the classroom. Such teachers leave an indelible mark on their students and positively encourage them to succeed in their school work.

Bonura (2008), gave the strategies for building effective teacher-student relationship in the classroom as thus:

1. communicating respect to the students and focusing on their strengths so as to help increase student self-confidence, which increases performance,
2. striving to treat all students equally by being cognizant of responses used for correct and incorrect work for high-achieving and low-achieving students and maintaining fairness in evaluation,
3. using strategies which support relationship needs and facilitate the development of relationships in the classroom such as: teacher questions, class discussions, reciprocal teaching, technology-based discussions, cooperative learning, and peer tutoring (Ormrod, 2003),
4. Learning as many of students' names as class size permits and encouraging students to learn each other's names and interests. In small classes, introductions and class activities can increase general comfort and familiarity. In large classes, instructors can assign small working-groups or cohorts, to facilitate relatedness within the larger class setting. (Bonura, 2008).

2.2.11. Grammatical Cues in Teaching Writing

Many students across the different levels of education experience difficulties in the area of comprehension and summary writing, and this has dire consequences for the ability to take good notes during lectures, study efficiently and perform well in examinations. Although most of these students can read a text appropriate to their ages and grades with high percentage of accuracy, they are unable to spontaneously retain the gist of the passage, retell it and are often unable to answer correctly questions relating to the text. These shortcomings have been attributed to students' poor knowledge of grammatical cues and sentence structures (Olatunbosun, 2000; Aniga and Ellah, 2010). Of all the different aspects of any language, the knowledge of the grammatical structures of a language aids reading, enforces comprehension and strengthens the language users' ability to write correct sentences.

Summary passages are written in paragraphs which are made up of different sentences such as the topic sentence and other supporting details usually in form of

illustrations, examples, definitions etc. Also, students are expected to rewrite their summary answers in grammatically correct sentences. Therefore, student's knowledge of the grammar of a language as well as sentence structure is important for success in summary writing. Similarly, studies (Roberts, 2009; Ojedokun, 2010), have established the fact that students benefit from instructions that incorporate the grammar, vocabulary and syntax (sentence structures) in the process of language learning. Also, exposing students to several texts or literatures written in the English language and with a variety of words and sentence structures in ways that may be new to many students will increase their knowledge of grammatical clues and sentence structures which hold serious potentialities for improving learning outcomes in summary writing.

Some would argue that grammar is worth teaching in its own right because it is intrinsically interesting. Also, grammar can be employed to improve children's writing. The teaching of grammar can be employed as a means to an end; this should involve investigation, problem-solving, language play and a growing awareness of an interest in how language works. In addition, there are three key features of grammar that are particularly important because they mark key differences between the ways in which grammar is used in spoken and written English. The first feature includes linkers and other wide range of connecting words, phrases used for creating cohesion in texts to suit a variety of audiences and purposes. A major challenge of learners in the process of writing a summary is to be able to identify the topic sentence and rewrite same in their own words. Students' summarised answer should be concise, focusing on the main ideas, and leaving out much of the supporting and explanatory details in the original text. (Aniga and Ellah, 2010), averred that students' summary answers should be complete, covering all of the important ideas found in the primary text. In addition, the summary should be objective; the goal should be to cover the text fairly, without inserting one's own opinion or perspective. To present summary answers correctly, students must rely on the understanding of the phonological and grammatical features of the language in which they intend to summarise.

Summary passages are written in a variety of sentences which students need to read and understand before any meaningful summary exercise can take place. Students also need a sound knowledge of sentence structures to put down their answers in grammatically correct and well structured sentences. There are different types of sentences in any given summary passage, therefore, the knowledge of

sentence structures in this aspect of language learning is important in two ways – to identify the topic sentences, and rewrite them in syntactically correct forms. The aim in summary writing is to identify the topic sentence(s) and rewrite it in complete sentences which are correctly punctuated.

Greaney, (1997), identified students' poor knowledge of sentence structures affects the quality of their writing. (Aderibigbe, 1997), observed that a summary passage contains different types of sentences which include the topic sentence and other detailed sentences meant to buttress the point expressed in the topic sentence. The detailed sentences contain illustrations or examples of a formally given idea in the topic sentence. All these views are especially true because students must possess a certain level of knowledge in grammar, vocabulary and sentence structures in order to comprehend the passage and rewrite the answers in their own words.

2.2.12 Achievement in the English Grammar

Performance in the context of this study refers to observable changes in students' behaviour arising from school activities. It is the output of students and could entail success or failure. According to (Schlechty and Cole, 1992), performance is how an individual is able to demonstrate his or her intellectual skills and this is judged by examination performance. Pupils' academic performance is the major criterion for measuring competence in a target language. It is the performance at external examination that determines the progress of an individual in the society.

Adaralegbe (1992), observed that poor teaching of grammar is one of the great problems and obstacles that cause the poor performance. This is a situation whereby the teachers are not competent and qualified enough to handle the teaching of this aspect of the subject. Some of the teachers do not have the adequate knowledge of correct expressions in English. Akinkugbe (1994), reported that some teachers do not know the effective method to teach the subject. Method of teaching is mainly the faculty of teachers. The teachers are not creative and resourceful. Besides, other problems of general poor performance in English Language papers are students' deficiencies in the correct use of the grammar of English. This constitutes series of disadvantages to students who would have wished to express their thoughts and feelings freely.

Taylor (2002), asserted that, the typical problems of general poor performance in English language are caused by the students. Some of the students have the following problems: slow reading rate, slow comprehension rate, difficulty in

distinguishing main ideas from irrelevant details, difficulty in reading for gist and making good summaries, ineffective recall of what is read, uncritical reading behaviour, difficulty with creative reading, difficulty with intensive reading, others include inadequate vocabulary or word power and inadequate reading interest. Some of the students can neither read nor master key words and the necessary comprehension skills. Some of the students are not willing to learn because they are not well motivated and encouraged by their teachers and parents. The students have no recommended materials like textbooks, notebooks, etc to work with.

The environments in which the students study and read their books are not conducive for learning. The environment is very important in learning of any language. Some students are not exposed to speaking and reading of English language in their environment; they only use English language at school, this affects them in their performance negatively. Most homes do not provide the necessary motivation and support as well as encouraging environment for learning. (Ayodele 2002), affirmed that, parents partly cause the general poor performance of students in English grammar. The parents fail to provide necessary materials and motivation as well as support for their children. Some of the parents find it very difficult to buy all the materials needed for their children to go to school and for them to purchase textbooks that will facilitate learning of English grammar for their children is a serious problem. Some parents have misplaced priorities; the educational careers of their children are not important to them, therefore, they count or see education as a secondary thing and not as a primary and essential thing for their children. There is no adequate encouragement from the parents to their children to study the English language.

Another problem that causes poor performance in English grammar papers is the inadequate instructional materials that facilitate effective teaching of the subject. The facilities like audio-visual aids, film-projector, film strip, projector, opaque projector, cameras, tape recorder, radio set, video tapes, audio-tapes, workbooks, programmed materials that can enhance the better understanding and facilitate learning through the provision of a real-life situation of language usage are seriously lacking. (Orefunwa, 2008), opined that, there is no standard language laboratory in many schools. The students are not able to listen to correct use of English. This is the major reason why students perform woefully in English grammar. Even, the books for effective study of English grammar are not available and they are not easy to come

by. That is, it is not easy to find or get them. Those books that are available are not relevant for proper understanding of English grammar. Also, the few that are available are too expensive and students cannot afford to buy them. (Ajayi, 2000), stated that, students are inadequately prepared for examinations. The problem of inadequate preparation manifests in many forms like poor spellings in composition, poor punctuation, faulty grammar and arbitrary use of capital letters etc.

Also, one cannot over-rule the effect of “vision and hearing defects” as part of the obstacles to comprehend and learning of English language in Nigeria schools. Where either these two sense-organs are impaired it might inhibit adequate liking for reading generally as well reduce the power of concentration of the subject. Where the ability to concentrate is low, student tends to find it almost impossible to comprehend objectively whatever they are reading. (Anne 1983; Rassol, 1999), stated that, when a student has all the problems of reading like poor perception, vocalization, sub-vocalization, regression, acquired defects — fluency of expression, articulation ability, grammatical sensitivity etc, also, slowness in word recognition, word-by-word reading, excessive eye-fixation, and poor mastery of the content ‘English language, they will definitely affect the learning of the student in English.

Poor teaching is another problem in Nigerian schools in learning English language. By poor teaching here, it refers to the poor teaching of English which affects the ability of the students to comprehend effectively. This is so because unless the student is carefully trained to code and decode as precisely as possible, the student’s ability to evaluate critically might be impaired. This careful training starts from selecting a suitable material for the student with conscious effort, improving his reading ability, asking the right type of question from the student, and making deliberate effort to guide the child to correct answers. But unfortunately this right training of students are lacking in our schools. (Ajayi, 1994).

2.3 Empirical review of literature

2.3.1. Studies on the Teaching and Learning of English Grammar.

One of the notable studies in the area of teaching and learning of English grammar methods is the quasi-experimental study conducted by Ali, Ali and (Maral, 2016), who investigated the effects of focus on form as a method of implicit instruction and consciousness-raising as a method of explicit instruction on students’ ability to learn grammar. The researchers used two intact classes of 20 young male learners at elementary level for teaching the target structures (prepositions of time and

place) through different methods of instruction. The two intact classes were assigned to compare groups of focus on form group (implicit group) and consciousness-raising group (explicit group). In focus on form group, the target structures were enhanced visually with the technique of bolding while in consciousness-raising group, the target structures were taught explicitly.

The participants were given some data and were required to induce the rule with the help of peers or the teacher. A pre-test and a post-test were conducted to compare the two groups' performances before and after the instruction and the results indicated the outperformance of the participants in the explicit group over the performance of the participants in the implicit group on the post-test.

Some Nigerian researchers, for instance, (Akande, 2003), investigated the acquisition of the inflectional morphemes by Nigerian learners of English language. The primary aim of the study was to examine the acquisition of the eight inflectional morphemes which perform grammatical functions in English. The participants were sixty Yoruba speaking senior secondary school class one learners of English language drawn from two public and two private schools in Oke-Igbo, Ondo State, Nigeria. The instruments for data collection were written English compositions and a grammar exercise. The written tasks of the participants were analysed for various occurrences and misuse morphemes. The study found that there was a wide gap in the mastery of inflectional morphemes by the participants.

A similar study is that of (Ozoemena, 2015), who investigated the effect of the Functional-Notional Approach (FNA) on students' Achievement in English Grammar. Five research questions and five null hypotheses guided the study. The study adopted a non-equivalent control group quasi-experimental design involving the treatment and control groups. The sample consisted of 162 Junior Secondary School Two (JSS 2) students drawn from three secondary schools out of a population of nineteen (19) government owned secondary schools in Owerri North Local Government Area of Imo State. Intact classes were used in each school for the experiments, so there was no random assignment of the subjects to the treatment and control groups.

The instrument used for data collection was an achievement test on English Grammar which consisted of 20 multiple choice items. The lesson plan used for the experimental group was developed using the Indigenous Communicative Lesson Model, while the lesson plan for the control group was developed using the Grammar Translation Method (GTM) which is the conventional method. The results of the

study showed that the students who were exposed to teaching English Grammar using the FNA gained higher mean scores in the achievement test than their counterparts taught using the conventional method-GTM. The study submits that teaching English Grammar with the FNA enhances functional use of grammatical expressions and communicative competence among the learners and so English Language teachers should create learning environment as natural as what the child finds while learning the first language as this will make the language learning process more effective and speedy.

Grammar has been observed as a problematic area of linguistic study (Ogunniyi, 2005). Consequently, the effect of its esoteric nature of this aspect on English grammar teaching and learning has manifested in the communicative abilities of English language learners. Research has revealed that, unlike in the past, grammatical errors now frequently occur in written and spoken modes of communication of not only students in secondary schools but the Nigerian society at large - in all arms of the media, in the speech of high public figures such as lawyers, bankers, industrialists, politicians and worse still, some teachers (Adejare and Adejare 1998). Secondary school leavers can hardly speak, write or make presentations in internationally acceptable English that is meaningful, fluent and apt for the purpose, audience, context and culture. Even in the higher institutions of learning, teachers now spend a frustrating amount of time trying to teach grammatical concepts and its application to learners almost at the expense of the actual English language degree programmes. (Adepoju, 1999).

Kolawole, (2000) and Wyse, (2001) from meta-analyses and narrative reviews made explicit connections between formal grammar teaching and writing abilities and made recommendations for classroom practice. (Akande, 2003) concluded that his three studies as well as many others in the 20th century show that there is an infinitesimal practical justification for formal teaching of grammar. (Weaver, 1996) further foregrounds this claim by pointing out that even Akande who holds a contrary view, acknowledged it. Generally, the justification for comprehensive, explicit grammar teaching as correlate of improved writing is very weak.

Uibu and Liiver (2015), studied learners' grammar errors and effective teaching strategies among three types of Estonian language teachers (teachers with a deductive profile, those with inductive profile and those with combined teaching profiles). Studying twenty-five teachers, they reported that correcting mistakes that has

to do with syntax and sentence's purpose of communication, teachers perceived reiterating and illustrating as the most viable strategies. Reiteration, explanation and illustration were recognised as the most common actions to avoid occurrence of orthographic mistakes. The most viable language teaching strategies are those that enhance learners' creative reasoning, problem resolving ability, critical thinking and the ability for autonomous analysis (Egel, 2009; Entwistle, 1998; Griffiths, 2009). However, reiterating and illustrating provide learners ready-made facts and frequent repeating does not justify the development of their skills (Hills, 2004; Mayer, 2002). The study also unveiled that teachers were of the view that in order to avoid orthographic mistakes it is paramount to employ inductive as well as deductive teaching whereas in preventing syntax and determining sentence typology mistakes it is advisable to use inductive teaching. However, according to (Allahyar and Ramezanpour, 2011), language teaching should not rely only on inductive or deductive strategies because different strategies are suitable for the teaching of different component skills in diverse languages. The two teaching strategies have some merits and some demerits (Gleason and Ratner, 2009).

Male (2011) studied the opinion of the 5th semester undergraduates of the English Teaching Study Programme and Teachers Training of the Christian University in Indonesia, Jakarta on the teaching of English grammar which was gathered through a study conducted in November 2010. The outcomes of the study, gathered through quantitative and qualitative approaches, showed that a good number of the respondents basically saw grammar as essential in their study of English. The respondents also contended that knowledge of grammar plays a crucial role in writing, but has no significant impact on speaking. Furthermore, the respondents tended to prefer explicit to implicit teaching in their attempt to learn English grammar. In his conclusion, he emphasised the need to experiment novel approaches in the teaching of grammar to ensure learners' independence in learning grammar.

Okoye (1993) said attitude represents an individual's level of likes and dislikes in learning a language. The attitude of students towards an AN y subject is an important factor that determines his/her success or failure in that subject, (Maduabuchi, 2008 and Omeje, 2008). (Ezeokoli, 1996) observed that learning and attitude involve experience and behaviour change. There are several studies that confirmed that attitude towards a subject affects achievement in that subject (Abe 1998 and Olagunju 2005). In the same vein, (Omeje, 2008) asserted that students'

keen interest in a particular subject will gear them up to devoting more time to the study of such a subject. Further studies in language (Ezeokoli, 1996, Ayodele, 1988) are pointers to the fact that students' attitude to English language influence can be changed by several factors. Also, (Kolawole, 2013) suggested that the teaching of grammatical structures must involve the active participation of both the teachers and students to make grammatical structures meaningful and result-oriented to produce the desired result of competent English Language users in speech and writing. He advocated the active method of teaching as against the discussion and lecture methods of teaching which seems predominantly in use by teachers.

These active methods he believes would bring about a change of attitude of learners from negative to positive. Olagunju (2005), Oguntade (2000), Odiaka (2002) and Ayanniyi (2009) are all of the opinion that the type of attitude displayed by students towards a learning task determines the priority students bring to such a learning process (Maduabuchi, 2008). A language learner would therefore be held responsible for his or her high or low achievement since his or her attitude is a determinant of his or her achievement. (Kolawole 1998; Oguntade 2000).

The report of a study that used questionnaire to investigate the beliefs held by forty-eight teachers of English is instructive. Generally, the teacher-respondents reported positive attitude towards formal grammar teaching. They were of the view that formal grammar instruction had impacted students' use of language. More than ninety percent (90%) of the teachers involved in the study believed that their learners expected them to teach grammar points explicitly. The teachers generally were of this expectation.

Mabekoje (2013) studying the effects of cooperative learning strategies and the moderator effects of gender and parental educational support concluded that student-centred instructional strategies involving cooperative learning are effective in improving students' achievement in and attitude to English grammar. The Group Investigation cooperative strategy is more efficient in improving s' achievement in English grammar than Jigsaw and Numbered-Heads-Together cooperative learning strategies. Cooperative learning strategy has the potentials of becoming a primary format that can be used by language teachers to improve the teaching and learning of English language. The main effect of class size was also significant on achievement in English grammar and composition. Also, the interaction effect of treatment and class size effect was significant on English grammar and composition.

Okunade (2015) investigated the extent to which learners personal variables such as vocabulary knowledge, self-efficacy and peer influence would predict their achievement in English grammar. The survey uses questionnaire, learners' self-efficacy scale, learners' vocabulary test and English Grammar Achievement Test. Findings revealed that there was a positive relationship between vocabulary knowledge and learners' achievement in English grammar. Odukoya (2016) examined teachers' beliefs about English grammar instruction and gender as correlates of classroom practices in Abeokuta, Ogun State. In a descriptive study using questionnaire as instrument. The result revealed that there was a weak, positive correlation between teachers' beliefs and learners' achievement in English grammar.

2.3.2 Teachers' commitment to teaching and achievement in language teaching

Commitment to teaching raises the quality of learning because it has the tendency to motivate teachers to discharge his teaching with utmost enthusiasm. (Carbonneau et al, 2008). Studies on teacher job commitment show that it is an important factor in assessing teacher competence. In a study of sampled 78 elementary schools to determine if the level of teacher commitment would vary according to years of teaching experience which ranged from the novice teachers (1-5 years), midcareer teachers (6-10 years), and veteran teachers (10+ years), (Rosenholtz and Simpson, 1990) found a modest change across the teaching career with a fall after five years. They noted that there were differences in the impact of certain organizational qualities on novice teachers compared to the veteran teachers. Novice teachers were impacted greater by "managing the students' normative system and protecting the professional work from various nonprofessional interruptions" (p. 252). Experienced teachers, on the other hand, were influenced more by conditions directly associated with the core tasks such as discretion and autonomy felt in the school context. The study concluded that classroom autonomy positively correlated with teachers' levels of professional commitment and teachers empowered with more classroom autonomy are more likely to persevere when working toward school goals.

Hausman and Goldring (2001) studied teachers grouped according to whether they were located at a magnet or a non-magnet elementary school and found that magnet teachers rated their levels of commitment higher than their peers in non-magnet schools. Possible reason for the difference was that magnet teachers chose the schools in which they worked and teachers are more likely to be more committed to schools they have chosen (Hausman & Goldring, 2001). It was reported that higher

levels of commitment result from improved welfare programmes such as regular promotion, prompt payment of salary and allowance as well as increased recognition of the role and importance of teachers in the society. Personal caring was a key element in providing academic and social support for students, just as teachers' levels of commitment to student learning were a function of the length of time the teachers were able to spend together (Day, 1996).

.Kushman (1992) sampled 63 urban elementary and middle schools and examined teacher commitment to student learning. There were positive significant relationships between teacher commitment to student learning and academic achievement. Findings showed that commitment was related to: (a) culturally and ideologically based dedication to making a difference for students; (b) willingness to work extra hours both within and outside the school (c) quality of interpersonal relationships with other teachers and the general tone of the school (Mutchler, 2005). As the work of teaching is carried out, it has been suggested that the degree to which teachers collaborate and engage in the decision making process might affect teacher commitment and student achievement.

In a 3-year longitudinal study of 28 elementary schools in Jerusalem, (Nir, 2002). Found that 37 teachers expressed increased levels of commitment to the academic success of students. The study concluded that that the less alienated the teachers felt, the greater the students achieved.(Pressley, Rankin and Yokoi, 1996) also reported that teacher commitment has a positive effect on reading achievement. Vocabulary knowledge is highly correlated with reading comprehension (Pressley, 2000). In a sample of 128 primary teachers and supervisors, teachers who reported a commitment to teaching specific literacy strategies were able to increase student reading achievement. Committed teachers reported many instructional activities designed to engage students in reading and writing. Likewise, high levels of teacher commitment to implementing a reading program in a high school in Georgia contributed to its success. Both reading achievement increased and students' attitudes toward reading were enhanced (Weller & Weller, 1999).

Day, Elliot, and Kington (2005) conducted a qualitative study on a group of Australian and English teachers and concluded from the teachers' responses that there were some identifiable factors that sustained teacher commitment and some factors that diminished teacher commitment. Personal and school context factors were found to be most significant in sustaining teacher commitment while system context factors

were found to be most significant in diminishing teacher commitment. Personal context factors that sustained teacher commitment included: (a) having friends of similar professional interests and needs; (b) a stable emotional environment at home; (c) social life outside of education; (d) leadership and school culture; and, (e) self-efficacy – feeling you are doing a good job and can make a difference. School context factors that sustained teacher commitment included: (a) sharing with and supporting peers; (b) positive feedback from colleagues; (c) working with parents to bring about change; and, (d) children in class and dynamic work environments. System context factors that diminished teacher commitment included: (a) time related to imposed innovation and the steep learning curves involved; (b) department initiatives that increase bureaucratic tasks; (c) cutting down on resources/lack of funding; (d) reduction of classroom autonomy and sense of agency; and, (e) decisions being made about your students in forums outside of your control (p. 573, Day, Elliot, & Kington, 2005).

The role of the principal is critical in sustaining teacher commitment by being attentive to personal and school context factors. Moreover, the principal's role is equally critical in addressing the system context factors that diminish teacher commitment (Day, Elliot, & Kington, 2005). For student learning achievement, (Parker Palmer, 1999) described a teacher's need for relationship and connectivity to the subject and to the students. The caring element of committed teachers and the relationships that they forge with students help create student transformation. Similarly, (Wong and Wong, 1998) found that students who believed that their teachers are devoted to their progress were less likely to be delinquent and more likely to be motivated, more likely to be helpful, cooperative, and to follow classroom rules and norms. (Skinner and Belmont, 1993) found that students' interactions with their teachers were influenced by how much they perceived that their teachers are concerned about their progress.

In Nigeria, a few researches on influence of teacher commitment on academic achievement had been documented. In a study of 320 senior secondary students in Lagelu Local Government Area of Oyo State, (Adeleye, 2016) investigated the extent to which teachers' commitment influenced achievement in Summary writing among SS two students. The instruments for data collection were Summary writing achievement test and Teacher commitment questionnaire. The survey research design was used. Findings reported that level of commitment of teachers influenced students'

achievement in summary writing. The study recommended improved welfare packages for teachers to raise their level of job commitment and satisfaction.

Mojere (2017) investigated the extent to which teacher commitment predicted students' achievement in Oral English at Kajola Local Government Area of Oyo State, Nigera. A total of 240 SS one students were participants in the study which adopted descriptive research design and used teacher commitment scale and achievement test in Oral English. It was reported that oral English achievement improves with improved teacher commitment. Recommendation for inclusion of teacher commitment in promotion criteria was made to raise the level of teacher commitment for improved academic performance of students.

In a study of 200 senior secondary students in Ona Ara Local Government Area of Oyo State, (Adetunji 2018) investigated the extent to which teachers' commitment influenced achievement in Yoruba Vocabulary among SS two students. The instruments for data collection were Yoruba Vocabulary achievement test and Teacher commitment questionnaire. The survey research design was used. Findings reported that commitment of teachers enhanced students' achievement in Yoruba Vocabulary. The study recommended improved welfare packages for teachers to raise their level of job commitment to teaching.

It can be gleaned from the plethora of studies that the teacher's level of commitment to his or her work determines the drive, passion, dedication and loyalty to his/her students and employer. Teacher's commitment to teaching affects positively or otherwise how he/she goes about carrying out his/her responsibilities as a teacher – from attendance at work to work ethics, subject mastery, modelling, discipline and interpersonal relationships with students and colleagues. Teacher's commitment is a very broad concept that describes a wide range of teacher-characteristics which can enhance or impede the teaching process.

2.3.3 Teachers' pedagogical content knowledge and achievement in language teaching

Mastery of subject, according to (Araya, 2000) is the specialized knowledge of the students and teachers in the subject learnt. (Araya, 2010) further stressed that the post modern perspectives approach to teachers' knowledge is now everyday affective and performance practices. He highlights 4 domains of teacher knowledge in English

language teaching as technical, content, institutional and economic field knowledge. The technical knowledge requires the teacher, mastery of teaching and learning techniques, methodologies, strategies that can help to develop students skills e.g. listening reading counting and speaking, content knowledge is characterized by mastery of the structure and format of the language such as phonetics, grammar, vocabulary and all aspects related to English language.

Ajeyalemi (2005) also buttressed this by stating the following things that an effective teacher must demonstrate.

- a. Mastery of general and subject – specific teaching strategies
- b. Knowledge of the learner, learning theories, principles and methods.
- c. Good personality as a leader and positive attitude to the students and the subject matter.

On the other hand, (Njoku, 2004) commented that Nigerian teachers have knowledge of content and different methods of teaching but the knowledge of how to apply the skills are weak. Olakunle (2010) stated that public schools parade the most qualified teacher but teacher are not always regular in school due to disruption in academic calendar. Thus, in private school, the private owner make teacher to work. This is why (Tella, 2006) reported that a teachers who doesn't have both academic and professional teacher qualification would undoubtedly have negative attitude on teaching and learning of his/her subject. He further stated that a teacher who is academically qualified but works in an unfavourable condition of service would be less dedicated to his work and thus by less than a teacher who is unqualified but works under favourable condition of service. (Osondu, 2006) established that the effect teachers have on students depended on teacher training, pedagogical practiced proof development experience. (King, 1981) cited in (Fakeye, 2002) found that a positive attitude towards English language account for success in learning it among the Canadian bilingual. This finding was re – echoed by (Larbi, 2004).

2.3.4. Teachers' interpersonal skill and achievement in language teaching

In a study, (Lucian, 2003) investigated the effects of teacher-student relationships on students' academic achievement, studying the manner in which teachers' respect, the trust they awaken in students and the care they manifest for students' professional future influence their academic results. The study reported that the percentage of students that declared superior results while they felt respected by

their teachers to a “large” and “a great extent” was 59.45% (239 of 402 expressed responses) as opposed to the 27.36% (110 of 402 expressed responses) which reported only average results. Hence, the study concluded that a positive teacher-student relationship positively influences academic results of students.

Mngumber, Ahangba and Elyakubu (2014) investigated teacher- student class interaction on the academic performance of senior secondary school students in Economics in Benue State, Nigeria. The survey design was adopted for the study. The population for the study comprised all the Senior Secondary School II Economics students for the 2011/2012 academic session while the sample is made up of 390 students from 15 secondary schools. (Markovic and Axmann, 2007) opined that motivating students in teaching process is an integral part of modern education. The trend of contemporary pedagogy is child-centred approach to education, which focuses on the child and its needs, wishes, feelings, interests etc, is widely accepted. Also, numerous researches have shown that learning is more effective when an emotional component is involved (feeling of security, respect, curiosity, cheerfulness etc).

Similarly, school has lost the race with life that is going on outside its walls. (Markovic and Axmann, 2007) averred that school has become a boring place where children and youth go because they have to. In order to play its cultural, developmental and socialization role, school must find out how to lend a helping hand to children and youth. Teachers who are agents of the school must begin to look for the strategies for attracting students and incorporating them actively in school work. However, good mood and pleasant atmosphere in a classroom should not be mixed up with creative break, relaxed pastime or lively chat room – as often seen by laymen (Markovic and Axmann, 2007). The teacher should pass onto students the idea that, though experiments, these classes provide very serious and valuable knowledge and skills. What is even more important than the verbal message is the message that is conveyed to students through experience they have in a well structured and organised class. (Markovic and Axmann, 2007) concluded that good communication and interpersonal skills on the part of teachers are of great importance in that sense.

2.4.Appraisal of literature

The basic points stressed in the reviewed of literature are the relationship between pedagogical factors such as teachers’ commitment, pedagogical content

knowledge and interpersonal skill and students' achievement in English grammar. The three variables can not work in isolation on their effectiveness in determining students' achievement in English language. Teacher's pedagogical content knowledge can well determine their commitment to teaching which can affect their interpersonal skills all together. When knowledge increases, there will be commitment and thereby boost the morale of the teachers in creating conducive learning environment. An active teacher will ensure an active learning, knowledge is power and power brings ability to get things done. If applicable to teaching, it will lead to greater achievement.

The three variables are chosen because, apart from being teacher-related, they are intrinsically connected. To effectively impart knowledge, the teacher must show a natural commitment to the profession. A committed teacher would demonstrate an affective attachment to the school and feel obliged to remain in the teaching profession. Besides, the teacher must acquire a deep knowledge of the subject content to be imparted and have good interpersonal skills that would enable him to relate well with the students. When all these three variables are present and effectively synthesised, they will produce a positive result on the students who are the ultimate target of the pedagogical process. The three variables are all strong factors in ensuring effective learning. Effective mastery of speech depends on good modelling, effective listening and good samples of language spoken within the classroom instruction therefore if teachers are properly motivated and prepared in terms of commitment, pedagogical content knowledge and their interpersonal relations they will be in a better position to impart knowledge in the grammar of English instruction.

Most of the earlier studies reviewed produced useful insights about the relationship between these pedagogical factors and students' learning outcomes in Summary writing, Oral English and Yoruba vocabulary, there still exist some obvious limitations. With these limitations, scholars must exercise a lot of caution in generalising the results of those studies. Some of the limitations include the fact that most of the studies were conducted outside the shores of Nigeria. Also, available evidence from the reviewed literature suggest that most of the studies on teachers' commitment to teaching, pedagogical content knowledge and interpersonal skills have largely focused on subject areas that mainly science-based such as mathematics, integrated science and so on.

Some of the studies on humanities focus on literature and other aspects of English language such as composition writing thereby leaving English grammar unattended to. However, without grammar instruction, the whole essence of teaching/learning a second language will be defeated because grammar deals with the knowledge of a set of rules that govern the effective use of a language either spoken or written. Therefore, it is important that English grammar should be properly taught in Nigerian schools so that the perennial problem of mass failure in the subject can be drastically reduced.

When English grammar instruction is properly planned and effectively delivered, common errors usually committed in the language will be thoroughly addressed and students' performance in public examinations will improve considerably. However, evidence available from literature has shown that there are inconclusive findings on the relationship between teachers' commitment to teaching, pedagogical content knowledge and interpersonal skills and students' achievement in English grammar. It is against this background that the present study will examine the relationship between teachers' commitment to teaching, pedagogical content knowledge and interpersonal skills on students' achievement in English grammar.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research design, population of the study, sample and sampling techniques, instruments, procedure for data collection and methods of data analysis.

3.1 Research design

This study adopted the mixed method (quantitative+qualitative) design. The quantitative aspects involved collection of data using questionnaires and rating scales, while the qualitative aspect involves conducting oral interviews with selected teachers on issues relating to commitment, pedagogical content knowledge and interpersonal skills. This was appropriate because the researcher has no direct control of the independent variables as their manifestations have already existed. The independent variables in the study were designed to investigate whether their manifestation would have any significant predictive relationship with the dependent variable.

3.2 Variables in the study

There are three independent variables and one dependent variable. These variables are classified accordingly:

Independent variables:

- (i) Teachers' Commitment (TC)
- (ii) Teachers' Pedagogical Content Knowledge (TPCK)
- (iii) Teachers' Interpersonal Skill (TIS)

Dependent variable:

- (i) Students' Achievement in English Grammar (SAEG)

3.3 Population of the study

The target population of the study were senior secondary two teachers of English Language and students in Ekiti State, Nigeria.

3.4 Sample and sampling techniques

The multi-stage sampling procedure was adopted. Ekiti South senatorial district was randomly selected. From the senatorial district, existing six Local Government Areas (LGAs) were randomly selected and 30 senior secondary schools (five per LGA) were randomly selected. Thirty teachers (one per school) teaching

Senior Secondary two English language were randomly selected. In all, 1,500 students (50per School) participated in the study.

3.5 Research instruments

The instruments used were:

1. Teachers' commitment questionnaire (TCQ)
2. Teachers' pedagogical content knowledge rating scale (TPCKRS)
3. Teachers' interpersonal skill rating scale (TISRS)
4. English grammar achievement test (EGAT)

3.5.1 Teacher's commitment questionnaire (TCQ)

The TCQ measured commitment of English Language teachers to teaching. It contains 25 items carefully worded to elicit teachers' responses on their commitment to teaching. The positively worded items attract 4,3,2,1 scores respectively while the scores were reversed as 1,2, 3, and 4 for negatively worded items. The researcher gave the TCQ to lecturers in the Department of Guidance and Counselling, Faculty of Education, University of Ibadan, who helped to establish its content and face validity. The instrument was originally made up of 28 items before it was pruned down to 25. The instrument was trial-tested on two English teachers from one secondary school that was not part of the study this was to determine the reliability of the instrument which indicated 0.81 using Cronbach Alpha.

3.5.2 Teacher's pedagogical content knowledge rating scale (TPCKRS)

The instrument measured English Language teachers' pedagogical content knowledge of English Grammar instruction. It is made up of two sections viz: A and B. Section A contains demographic information on teachers of English such as name of school, class observed, topic of the lesson taught and time of the lesson. Section B contains 25 items which were structured along five-point rating scale of 1, 2, 3, 4, 5 for poor, fair, good, very good and excellent respectively. The instrument was given to lecturers in the Department of Arts and Social Sciences Education; University of Ibadan for face and content validity and feedbacks from them was used to improve the quality of the items. The instrument was thereafter administered to two English teachers during English Grammar lessons from one senior secondary school that was not part of the main study this was to determine the reliability of the instrument which indicated 0.83 using Cronbach Alpha.

3.5.3 Teacher's Interpersonal Skill Rating Scale (TISRS)

The instrument measured English language teachers' interpersonal skill in English grammar instruction. It is made up of two sections viz; A and B. Section A contains demographic information on teachers of English such: as name of school, class observed, topic of the lesson taught and time of the lesson. Section B contains 20 items which were structured along five-point rating scale of 1,2,3,4,5 for poor, fair, good, very good and excellent respectively. The instrument was given to lecturers in the Department of Arts and Social Sciences Education; University of Ibadan for face and content validity and feedbacks from them was used to improve the quality of the items. The instrument was thereafter administered to two English teachers during English Grammar lessons from one senior secondary school in Ikere – Ekiti that was not part of the main study this was to determine the reliability of the instrument which indicated 0.78 using Cronbach Alpha.

3.5.4 English Grammar Achievement Test (EGAT)

The instrument measured students' achievement in English Grammar. It contains 50 items. It is divided into two sections. Section A contains 27 multiple choice items with alternatives A to D while section B is made up of 23 cloze items also with alternative A to D. Students are required to pick the correct answer out of the alternatives provided in each item. The table of specification for the development of the test is in Table 3.1

Table of Specification of EGAT

Content	Knowledge 26%	Comprehension 12%	Application 16%	Analysis 18%	Synthesis 14%	Evaluation 14%	Total 100%
Direct and indirect speech	2 (1,2)	1 (3,)					(3) 6%
Question tags	2 (4,5)		2 (6,7)				(4) 8%
Tenses	2(22,24)	1 (8)	1 (23)	3 (9,10,20)	2 (21,25)	1 (27)	(10) 20%
Voice (active and passive voice)	2 (11,12)				2 (13,14)		(4) 8%
Mood (types of mood)	2 (15,16)			1 (36a)	1 (36b)	1 (17)	(5) 10%
Sentence combining devices	3 (18,19, 33)	4 (27,32,38,39b)	5(20, 23,25,30,37)	5 (24,34a,34 b,35,39a)	2 (38,40)	5(21,22,26, 28,29)	(24) 48%
Total	13	6	8	9	7	7	50 (100) %

The EGAT was validated by the suggestions of the researchers' supervisor and two other experts in English language testing for face and content validity. Their inputs were factored into the production of the final draft of ATEG. The ATEG was trial-tested on 50 SSII students from a school that did not participate in the full research work and using KR-20 the reliability coefficient obtained was 0.81.

3.6 Procedure for data collection

The researcher selected 10 research assistants who were fellow higher degree students in the Department of Arts and Social Science Education, University of Ibadan. They were trained about the nature of the assignment, especially, in the administration of the research instruments. The EGAT was administered to the students first followed by the questionnaires (TCQ). The Teacher's Pedagogical Content Knowledge Rating Scale and Interpersonal Skill Rating Scale were administered twice on each teacher during English Grammar lessons. Data collection took six weeks. Six sessions of oral interview was held with selected teachers

3.7 Methods of data analysis

The researcher used frequency counts and percentage as well as mean and standard deviation to analyse responses to questionnaires and scales, while Correlation matrix and Multiple Regression were computed to determine the relationship, joint and relative contributions of the psycho-social factors to the dependent variable respectively at $P \leq .05$. The qualitative data were content analysed.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1. Quantitative Data Analysis

4.1.1. Answering the Research Questions

Research question 1:What relationship exists among teachers’ commitment, pedagogical content knowledge, interpersonal skill and students’ English grammar achievement?

Table 4.1: Correlation Matrix of independent variables and Achievement in English grammar

Construct	Achievement in English grammar	Teachers commitment to teaching	Teachers pedagogical content knowledge	Teachers interpersonal skill
Achievement in Literature-in-English	1			
Teachers Commitment to teaching	.719* .000	1		
Teachers pedagogical content knowledge	.595* .000	.039* .019	1	
Teachers interpersonal skill	.629* .003	.239 .311	.102 .670	1
Mean	25.50	26.55	21.05	27.95
Std. Deviation	5.925	3.759	3.316	6.684

*Denotes correlation at 0.05 level of significance.

Table 4.1 shows that there is significant positive correlation between teachers’ commitment to teaching ($r = 0.719$) and achievement. This implies that as teachers improve on their commitment to teaching, students’ achievement in English grammar would be enhanced. Teachers’ pedagogical content knowledge also correlated positively with students’ achievement in English grammar ($r = 0.595$). This means that improvement in teachers’ pedagogical content knowledge would lead to enhanced students’ achievement in English grammar. In addition, teacher’s interpersonal skill

has a significant positive correlation with students' achievement in English grammar ($r = 0.629$). This shows that teachers' interpersonal skill is positively related to students' achievement in English grammar. That is for students' achievement in English grammar to improve, there must be an improvement in teachers' interpersonal skill.

Research question 2: What is the composite contribution of teachers' commitment, pedagogical content knowledge, interpersonal skill and students' English grammar achievement?

Table 4.2: Regression Analysis of Composite Contributions of Independent Variables (teachers' commitment to teaching, pedagogical content knowledge, interpersonal skill) to Students' English Grammar Achievement

Model	Sum of squares	Df	Means Square	F	Sig.
Regression	398.516	3	132.839	7.422	.006
Residual	268.484	15	17.899		
Total	667.000	19			

R = .773
 $R^2 = .597$
Adjusted $R^2 = .490$
Std. Error of the Estimate = 4.23071

*Denotes significant relationship at 0.05 significance level.

Table 4.2 shows that the composite contribution of independent variables (teachers' commitment to teaching, pedagogical content knowledge, interpersonal skill and students' English grammar achievement) to achievement in English grammar was significant.

The F value ratio of the result ($F_{(3,15)} = 7.422$; $P < 0.05$) shows that the independent variables have composite contribution to students' achievement in English grammar. Table 4.2 further revealed a multiple regression adjusted (R^2) of 0.597. This implies that 59.7% of the total variation in students' achievement in English grammar is attributable to the composite contributions of independent variables of teachers' commitment to teaching, pedagogical content knowledge, interpersonal skill.

Research Question 3: What are the relative contributions of teachers’ commitment to teaching, pedagogical content knowledge, interpersonal skill and students’ English grammar achievement?

Table 4.3: Regressions Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	Rank	t	Sig.
	B(β)	Std. Error	Beta(β)			
(Constant)	11.695	3.419			2.101	.000
Teachers commitment	1.023	.351	.573	1 st	2.918	.003*
Teachers pedagogical content knowledge	.589	.249	.355	3 rd	.866	.008*
Teachers interpersonal skill	.314	.168	.454	2 nd	1.867	.006*

*Denotes significant at P<0.05

Table 4.5 reveals the relative contributions of each of the independent variables of teachers’ commitment to teaching, pedagogical content knowledge, interpersonal skill to students’ achievement in English grammar. The relative contributions of teachers’ commitment to teaching, ($\beta = .573$; $t = 2.918$; $P < 0.05$), teachers pedagogical content knowledge ($\beta = 0.355$; $t = 0.866$; $P < 0.05$) and teachers interpersonal skill ($\beta = .454$; $t = 1.867$; $P < 0.05$) to students’ achievement in English grammar were significant. Thus, all the independent variables made significant relative contribution to students’ achievement in English grammar. The prediction equation is given by:

$$Y_1 = 11.70 + 0.57X_1 + 0.36 X_2 + 0.45 X_3$$

Where:

Y_1 = Students’ Achievement in English grammar

X_1 = Teachers’ commitment to teaching

X_2 = Teachers’ pedagogical content knowledge

X_3 = Teachers’ interpersonal skill

Research question 4: Which of the independent variables (teachers’ commitment, pedagogical content knowledge and interpersonal skill) would predict students’ English grammar achievement?

From table 4.3, it could be inferred that teachers' commitment to teaching ($\beta = .699$; $t = .864$; $P < 0.05$), teachers' pedagogical content knowledge ($\beta = .454$; $t = 1.867$; $P < 0.05$) and teachers interpersonal skill ($\beta = 0.355$; $t = 0.866$; $P < 0.05$) could all predict students' achievement in English grammar.

4.1.2. Content Analysis of Oral Interview

The findings revealed that the teachers, though, were in love with teaching English grammar class, they are of the opinion that it is not difficult to understand rules of English grammar and the nuances of its teaching. Thus, when teachers are committed, students find English grammar interesting. They see it as a comfortable and stress free in class. It is easy for them to think in English language grammar class. The result also shows that they believe English grammar is important to Nigerian students and that every Nigerian student should be encouraged to learn it. They also reported that conversation should be initiated in English; they should not be embarrassed or feel timid to speak English language with teachers and fellow students.

That is, when English teachers have good relationships with students, during their interaction with students, students are able to express themselves freely without fear of being punished or ridiculed, hence, their mistakes are corrected with love and learning is enhanced and are able to score high marks in English grammar. The responses of the teachers reveal that the majority of them displayed moderate interpersonal skill. The majority of them responded that they are always prompt, positive, quick and urgent to respond, know and interact with students in English Language lessons. This opinion was aptly captured by a teacher from Ikere Ekiti who said "*Considering the fact that English grammar is essential to good success, when my student's requests for any clarification in English I always respond positively and promptly.*"

When the teachers were asked how they encourage their wards to speak correct grammar in English language, the majority of them reported that they speak English with the children always. Some said they listen to the children when they speak in order to correct their mistakes. Some said they speak correct English themselves and correct children promptly. Some of them reported that they motivate the children to speak correctly and they correct their mistakes appropriately- A greater number of the teachers reported that they speak the English language always at school. A sizeable number reported that they encourage their children to watch TV,

especially news, listen to radio and read magazine to be able to speak correct English, A teacher reported that she corrects her child when she speaks bad grammar. Another one reported that she speaks the language so that the child can learn from her. Another teacher said practice makes perfect, so he encourages the child to practice the language regularly and at all times. One of the teachers responded that rules must be made for the students to speak English so as to encourage their performance in school.

Teachers were asked if they would explode in anger if their students do not perform well in English language grammar test. The majority of the teachers reported that they would not explode but would find a way to solve the problem. Some said they would let the child know that he/she can do better. He said exploding is not the way out. Another teacher said she would correct in love while yet another mother (from Christ School) said *"Sparkling or being angry is not a good way to make the child learn better"* However, a teacher said although she would not be violent, would be outraged, A mistress said she would express anger in a mild way to encourage the child to put more efforts. Another teacher said he would reduce all incentives and promise to restore them if the child works harder.

Teachers were asked if they felt comfortable with criticising their students to make them improve their spoken English grammatically. The majority of the teachers reported that it is not good to criticise because it has negative effect, it will not help the child to build self confidence. It has psychological effect on the child. A sizeable number said they would encourage and not criticize their students. When students fail to meet teachers' expectation or perform woefully in English grammar class, teachers reported that they nurture, correct and encourage them to improve better. *"When my students make grammatical mistakes, I correct in love" . "I counsel my students and do corrections to the test with the child's full participation so that she/he can correct the mistakes and perform better next time"* Teachers were asked about their opinion on corporal punishment to correct grammatical error. Few of them in the group felt that they would always permit their students to have their ways because *"it is not good to be too strict, callous or harsh on children"*. Some teachers from Ado Ekiti felt students should be allowed some form of freedom to bring out the best in them. They explained that there is no need to always be harsh with students. Majority of the teachers reported that children should work hard but they should still be allowed some level of freedom because all work without play is bad. When asked about their reactions whenever their students fail to meet their expectations, especially by woeful

performance, the teachers' views were divergent along gender lines with varied actions. However, a mistress said she would counsel and do the corrections along with the child so that he/she can correct the mistakes so as to improve in future performance. The interview with the teachers revealed that irregular salary reduced their morale and therefore their commitment to their jobs.

The result from qualitative data also reveals that teachers use the democratic interaction style. They are prompt to respond to their children's need. They encourage their wards to students' correct English, listen to their children when they speak, and correct mistakes appropriately. They correct in love, let the students practise the language regularly and at all times. They also set rules and regulations for their children and make sure the children obey them. They do not explode in anger or spark to correct the children- They also do not criticise the children so as to improve the children's spoken English grammatically. None of them agreed that it is good to neglect the children. The students are, therefore, able to succeed academically. They also explain to the children the reasons for their actions. Lastly, they communicate with their children to hear them out on issues. He states that the participants gave a clear description of the authoritative management style they perceived by reporting that their teachers are concerned about their academic performance, especially their grades. When they get higher scores, their teachers would encourage them to keep it up and when they get lower scores they encourage them to work harder- They would not blame the students because of the poor grades. The teachers also report a good parent-child relationship with their students, All these, will make the children to be balance emotionally and might affect their academic performance and attitude positively.

4.2 Discussion of Findings

4.2.1 Teacher Commitment to Teaching as a Correlate of Achievement in English Grammar

The findings of this study showed a positive relationship between teachers' commitment to teaching and students' achievement in English grammar. This finding might be due to the fact that the process of teaching and learning involves dissemination of knowledge, and skills from a committed (teacher) to the learners. Hence, teachers' commitment to teaching ensures effective teaching and learning. When teachers are committed to teaching English grammar, they would be able to

engage students in meaningful activities as well as correct students' misconceptions during the process of instruction. From the responses of the teachers to all the items, it is obvious that they had low commitment towards the teaching of English language. A closer look at the percentage of those that indicated low commitment with the items reveals that they are more than average. The findings reveal that the teachers, though, were in love with teaching English grammar class, they are of the opinion that it is not difficult to understand rules of English grammar and the nuances of its teaching. Thus, when teachers are committed, students find English grammar interesting. They see it as a comfortable and stress free in class. It is easy for them to think in English language in grammar class.

The result also shows that they believe English grammar is important to Nigerian students and that every Nigerian student should be encouraged to learn it. They also reported that conversation should be initiated in English; they should not be embarrassed or feel timid to speak English language with teachers and fellow students. This finding corroborates the findings of (Mamun *et al* 2012), in which the attitude of the respondents is positive towards English language; the respondents like English language. They believe that speaking English creates good impression. They also recognise the usefulness of English language to international development, communication network worldwide, and better employment opportunities. All of these are confirmed in (Gajalakshmi's, 2013) study which reveals that students' attitude is a crucial part of learning that can lead to good success in English language

. This finding also accords perfectly with that of (Kamamia, Ngugi and Thinguri, 2014), who, in a study of influence of teachers' commitment on science achievement of Kenyan secondary school students, reported that teachers' commitment is linked to students' achievement. The finding also agrees with that of (Shnaham, 2008), who reported that teachers' commitment influenced students' achievement in Chemistry. Also, in another study, (Adigun, 2016), reported that teachers' commitment to teaching had significant influence on students' general academic performance. On the other hand, this finding negates those of (Fakeye, 2017), who found that teachers' commitment to teaching had no significant relationship with students' achievement in English vocabulary. The disparity in the finding of this study and that of Fakeye could be due to the fact that while this study is on English Grammar, that of Fakeye was on English vocabulary.

4.2.1 Teachers' Pedagogical Content Knowledge and Students' Achievement in English Grammar

The result of the study revealed that teachers' pedagogical content knowledge has a significant relationship with students' achievement in English grammar. This finding is not surprising considering the fact that teachers' knowledge of the content and the way it should be organised for effective learning affects students' learning. In addition, quality learning takes place when the teacher takes students through a clearly sequenced instructional procedure. This finding accords perfectly with those of (Gunter, Estes and Schwab, 2003; Palmer, 2001; and Elbert, 2011), who found in separate studies that teachers' content knowledge significantly correlated with students' achievement in Mathematics, Science and English language respectively. However, this finding contradicts the submission of (Olaitan, 2017), that teachers' pedagogical content knowledge was not significantly related to students' achievement in Chemistry.

4.2.3 Teachers' Interpersonal Skill and Students' Achievement in English Grammar

The result showed that there was a positive relationship between teachers' interpersonal skill and students' achievement in English Grammar. This might not be unconnected with the fact that teachers' interpersonal skill determines, to a great extent, the social and emotional climate of the classroom which could impinge on the quantity and quality of learning. This may be because the existence of a positive teacher-student relationship creates a nurturing environment for students to learn English grammar as it reduces students' anxieties, worries and fear of making grammatical mistakes in the language classroom. The results of the findings revealed that the kind of relationship between students' achievement in grammar and teacher-student relationship is positive and significant. This means that students with teachers who have positive relationship with them perform well in English grammar. This is probably because those students are encouraged by the positive relationship which gives a kind of teacher support to them, hence, students are able to internalize the academic values; like paying attention in class, submitting assignments or project on time, studying etc. and expectations appreciated by those teachers. Consequently, those students perform better in English grammar. It could also be that the positive relationship between teachers and students help to create a nurturing environment for

students to learn with no anxiety and worry in the grammar class. Hence, helping them to acquire proficiency naturally as (Krashen, 2013) suggested.

That is, when English teachers have good relationships with students, during their interaction with students, students are able to express themselves freely without fear of being punished or ridiculed, hence, their mistakes are corrected with love and learning is enhanced and are able to score high marks in English grammar. The responses of the teachers reveal that the majority of them displayed moderate interpersonal skill. The majority of them responded that they are always prompt, positive, quick and urgent to respond, know and interact with students in English Language lessons. This opinion was aptly captured by a teacher (from Ikere Ekiti) who said *"Considering the fact that English grammar is essential to good success, when my students requests for any clarification in English I always respond positively and promptly."*

When the teachers were asked how they encourage their wards to speak correct grammar in English language, the majority of them reported that they speak English with the children always. Some said they listen to the children when they speak in order to correct their mistakes. Some said they speak correct English themselves and correct children promptly. Some of them reported that they motivate the children to speak correctly and they correct their mistakes appropriately- A greater number of the teachers reported that they speak the English language always at school. A sizeable number reported that they encourage their children to watch TV, especially news, listen to radio and read magazine to be able to speak correct English, A teacher reported that she corrects in love when her child speaks bad grammar. Another one reported that she speaks the language so that the child can learn from her. Another teacher said practice makes perfect, so he encourages the child to practice the language regularly and at all times. One of the teachers responded that rules must be made for the students to speak English so as to encourage their performance in school.

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The result from this present study also reveals that teachers use the democratic interaction style. They are prompt to respond to their children's need. They encourage their wards and students to speak correct English, listen to their children when they speak, and correct mistakes appropriately. They correct in love, let the students practise the language regularly and at all times. They also set rules and regulations for their children and make sure the children obey them. They do not explode in anger or spark to correct the children- They also do not criticise the children so as to improve the children's spoken English grammatically. None of them agreed that it is good to neglect the children. The students are, therefore, able to succeed academically. They

also explain to the children the reasons for their actions. Lastly, they communicate with their children to hear them out on issues. He states that the participants gave a clear description of the authoritative management style they perceived by reporting that their teachers are concerned about their academic performance, especially their grades. When they get higher scores, their teachers would encourage them to keep it up and when they get lower scores they encourage them to work harder- They would not blame the students because of the poor grades. The teachers also report a good parent-child relationship with their students, All these, will make the children to be balance emotionally and might affect their academic performance and attitude positively.

This affirms (Maulana, et al, 2013), who reported that teachers' positive relationships with students can help maintain their interest and active engagement in learning which will lead to an improvement in their academic achievements. This also supports (Hamre and Pianta, 2001), who reported that when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. This finding agrees with the submissions of (Adedoyin, 2010 and Brown 2011), who, in separate studies, found that there was significant relationship between teachers' interpersonal skills and students' academic performance in Mathematics and English Language respectively. The result is, however, not consistent with that of (Mustapha, 2012), who reported no significant relationship between the interpersonal skill of the teacher and student achievement in English language.

4.2.4 Relative Contributions of Independent Variables to Students' Achievement in English Grammar

Teachers' commitment to teaching, pedagogical content knowledge, interpersonal skill, as reported in this study, made significant relative contributions to students' achievement in English grammar. The response of all teachers is that they want the best for their students. This is aptly captured as they responded that they want excellent performance. A teacher said he wants his students to be sound academically so that he could always have good grades in English grammar. Many of them said they expect outstanding performance. A teacher from Iyin Ekiti said *"I am not expecting anything less than a brilliant performance since I have done everything necessary to make ray child perform well"*. They were asked how they communicated their expectations to their children. Many responded that they usually discuss their

expectations with their students. A teacher said “/ always explains *to my students that everyone appreciates and loves a brilliant child and that if she wants to be appreciated by all, she should work hard to fulfil my expectations*”.

The teachers were asked to explain the means by which they communicate their expectations to their children. Some said they help them when they experience difficulty, and also discuss their expectations with them. Some teachers said they set goals for their children in order for them to meet specific targets. They also strengthen this with the promise of a gift if they perform excellently. A teacher said she checks notes, assists with assignments, discusses with teachers and checks her child's results to serve as a pivot to their discussion about her expectations. A teacher said " I let my students know what I expect from them and also assists to get the goal achieved by giving individual attention and checking their notes.

The probable explanation for this is that these three independent variables are practically interconnected in the teaching-learning process. They are psychological, pedagogical and social factors that may combine to determine effectiveness of teaching and learning in English grammar classroom. This result is in support of the findings of (Kamamia, Ngugi and Thinguri 2014; Adediwura and Bada, 2007; Makinde and Tone-Lawyer, 2008; Adegbile and Adeyemi 2008; Elbert 2011; Atanda and Jaiyeoba 2011; and Adebambo, 2016), who reported that teachers' pedagogical content knowledge and other teacher-related variables made significant relative contributions to students' achievement in Mathematics, Biology, Chemistry, Fine Arts, English Language and English Grammar respectively. On the other hand, this finding contradicts those of (Ahmad, 2008), and Harris and Sass, 2008), who reported that teacher factors did not make significant relative contribution to students' achievement in Geography and Science respectively.

4.2.5 Composite Contribution of the Independent Variables to Students' Achievement in English Grammar

The composite contribution of teachers' commitment to teaching, pedagogical content knowledge and interpersonal skill to students' achievement in English grammar was significant. This finding is not unexpected given the fact that these variables are core variables that determine the direction of effective classroom interaction and activities in English grammar instruction. This finding is consistent with those of (Ahmad, 2008; Adegbile and Adeyemi, 2008; Atanda and Jaiyeoba, 2011 and Adebambo, 2016), who in separate studies reported that teacher factors, had

significant composite contribution to students' achievement in Geography, Mathematics, Social Studies, English Language and English Grammar respectively. The result, however, is at variance with the submissions of Rea-Dickins (2004), and Shohammy, et al (2008), who found no significant composite contribution of teacher quality factors to students' achievement in Biology and Mathematics respectively.

4.2.6 Independent Variables as Predictors of Students' Achievement in English Grammar

The results revealed that the three independent variables are capable of predicting students' achievement in English grammar. In all, the correlation and regression analyses used in the study indicate various levels of the predictive capacity of each of the variables on students' achievement in English grammar. Hence, teachers' commitment to teaching was the highest predictor of students' achievement followed by interpersonal skill and pedagogical content knowledge. The results further showed that all the three variables yielded positive and significant relationship to students' achievement. This implied that all the variables when taken together, predicted student's achievement in English grammar. This finding may be as a result of the fact that both students and their teachers were conscious of the fact that teacher factors are important to students' achievement in English grammar. They reported desirable interpersonal skill with students. This finding is similar to that obtained by (Emerson *et al*, 2012), which report that interpersonal skill is connected to the psychological well being of the teachers. The authors claim that teachers that are emotionally close to their children caused them to develop high self-esteem which leads to high academic achievement.

The result, as indicated shows that commitment had the highest and most meaningful significant contribution to the students' achievement, while pedagogical content knowledge and the interpersonal skills follow in that order. The implication of this is that as these teacher factors increase, students' achievement in English grammar increases. The positive significance of interpersonal skill maybe as a result of the warmth and controlled affection demonstrated by the teachers in the course of the lessons taught. Many studies have also pointed out that poor commitment; pedagogical content knowledge and interpersonal skill are linked with low academic achievements and higher levels of school troubles. Meanwhile, a greater number of researches that involve the relationship between these factors and children's school achievement had consistently shown that students have better school outcomes if their teachers teach

well, if they show high level of commitment and if they interact closely with learners. Permissive classroom interaction pattern is practised by teachers who develop and maintain close and warm relationships with their children while also providing supervision, and guidelines coupled with ensuing psychological autonomy to students.'

The result also shows that there is a significant joint relationship between independent variables and students' learning outcomes. This is in line with (Fakeye, 2013), findings that a significant influence and relationship exists between interpersonal relationship of teachers and students' attitude to learning among secondary school students. This finding might be that the teachers with permissive disposition are conscious of the usefulness of English grammar thus making their attitude positive and significant. Also, the students with rigid teachers might, due to external influence, have positive attitude to English grammar while students from authoritative teachers might find no reason to allow this to affect their attitude to English grammar. Hence, the finding that authoritative pattern of class management style has no significant contribution to students attitude towards English grammar. This finding is not in line with the submission of (Umo, 2013), that students with permissive and authoritarian teachers are never doing well, as popularly believed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The findings of this study are summarised as follows:

1. Students achievement in English grammar is moderate,
2. The teachers mostly exhibited moderate interpersonal skill
3. The parents teachers are lowly committed to their children's learning,
4. The multiple regression analysis shows that all the teacher factors have significant relationship with students' achievement.
5. The relative contribution of commitment to students' achievement shows that it has positive significant relationship.
6. The multiple regression analysis shows that all the three factors have significant joint relationship to students' achievement.
7. The multiple regression analysis shows that all the teacher factors have significant joint relationship with students achievement
8. The independent variables correlated positively with academic performance in English grammar.
9. The three teacher factors contributed jointly to achievement with a percentage contribution of 59.7. % to the total variance in achievement.
10. The three independent variables made relative contributions to achievement which was significant.
11. The three independent variables are capable of predicting students' achievement in English grammar

5.2 Conclusion

The study investigated teachers' commitment, to teaching, pedagogical content knowledge and interpersonal skill as predictors of students' achievement in English grammar in Ekiti State, Nigeria. All the three independent variables were found to be capable of predicting students' achievement in English grammar. In conclusion, this study has demonstrated that the achievement of students to English grammar is average and that the three teacher factors influence students' achievement and students' attitude towards English grammar. Good interpersonal skill has been found to have the greatest influence on students' achievements in English language. The study also demonstrates that pedagogical content knowledge had influence on

students' achievement in English grammar. The study also establishes the fact that commitment influences students' achievement in English grammar. All the predictor variables influence students' achievement in English grammar. The study had thus provided a better understanding of some of the teacher-related factors that could influence students' achievement in English grammar. It could be concluded from this study, therefore, that these teacher factors are very crucial to solving the problem of poor achievement in English grammar among senior secondary school students in Ekiti State. These variables can make or mar the effectiveness of whatever instructional strategies adopted in teaching and learning of English grammar in schools. If teachers lack the pedagogical content knowledge of English grammar, have poor interpersonal skill and, are not committed to their job, students' achievement in this aspect of English should be inhibited.

5.3 Implication of the Findings

The findings of this study have implications for English grammar instruction.

1. This study has established a strong correlation between teachers' commitment to teaching, pedagogical content knowledge as well as interpersonal skill and achievement of learners in English grammar.
2. The effective application of pedagogical content knowledge could result in improved students' achievement in English grammar.
3. When teachers' behaviour is deployed effectively during classroom instructional process, it helps to promote the learning of English grammar as well as the attitude of learners.
4. The study is a pointer to the fact that teachers' welfare should be looked into along side with the rudiments of teaching and learning process which will eventually influence factors such as PCK, and interpersonal skill of the teachers. This will also affect their commitment to the work and by an extension positively affect the achievement of learners in English grammar.

The findings also have useful educational implications for the following educational establishments, policy making, parents and communities, and so on.

Ministry of Education

The Ministry of Education should, through constant public enlightenment programmes, persuade teachers to be more involved in their students'

academic activities. They are not to solely depend on the government for improvement of teaching- learning process

Educational Policy Makers

Although the intervention of education is not quickly observed, it is a life-long project and its impact on parents' involvement and students' achievement cannot *be* overemphasised. This important fact is necessary in educational policy making so that teachers who wish to go back to school for more educational attainment are given some form of encouragement or reimbursement, in order to achieve this. This may seem difficult but it is more beneficiary for teachers to be better educated. This can lead to greater achievement for their children and improve pedagogical content knowledge on what they teach.

Teacher and Parents

When teachers successfully provide an emotionally stable and motivating class, it will go a long way to enhance their students' performance academically. Thus, parents should be aware of their own parenting style and how it can affect their wards academically. Parents should also find time out of their tight schedule to help their wards to learn better after school hours.

Parent-Teacher Forum

The teachers should be able *to* encourage parents to make necessary provision for their ward in terms of proper parenting, and see to it that their children learn at home in order to achieve excellent academic performance.

School Authorities

The challenges that students of government-owned schools face, especially, at the secondary school level cannot be overcome by the schools alone. There is therefore, the need for schools to implement plans to improve on teachers' welfare in their schools. Teachers, principals, and school counsellors should familiarise themselves with the components of pedagogical content knowledge that have been observed to be potent in this study.

5.4 Contributions to knowledge

The research has been able to contribute to knowledge in the following ways:

1. The potency of commitment, pedagogical content knowledge and interpersonal skill has been identified as teachers' related factors that could affect learners' achievement in English grammar.

2. It will give direction to policy makers on the need to improve teachers' commitment to work through the provision of basic amenities and payment of salary as at when due.
3. The study has revealed that commitment, pedagogical content knowledge and interpersonal skill are teachers' factors that can influence students' achievement in English grammar because English researchers, scholars and teachers are searching for the cause of the under-achievement of learners in English language.
4. It will help the teachers on the need to improve their commitment to work which will influence their interpersonal skill and pedagogical content knowledge.
5. The school system, policy makers and government at large will benefit when the commitment of the teachers increase.

5.5 Recommendations

The following recommendations are made based on the findings of this study:

1. Students should be made to know that their attitude towards English grammar is very important to learning the language and also leads to achieving success, not only in the language but also in other subjects. Hence, they should be encouraged to develop positive attitude towards English grammar and be more committed to its usage to enhance good academic attainment.
2. The importance of teachers' interpersonal skill is very crucial to learning. As a result, teachers should be aware of their interpersonal skill and how it can affect their students' learning outcomes.
3. Teachers should be aware of their important and irreplaceable role in the educational development of their students. They should therefore be available to assist where and when necessary.
4. The Ministry of Education in Ekiti state and schools should find a way to create awareness to sensitise teachers on the need to be more concerned and involved in their students' pursuit for academic excellence,
5. Governments at all levels, school administrators and principals should find a way to organise seminars and workshops for teachers on how to improve their classroom practice.
6. Regular payment of salary will increase the commitment of teachers.

7. The school environment should make learners and teachers friendly because when the school environment is friendly then teaching and learning will be interesting.
8. The teachers should update themselves by having personal intellectual fitness through seminars and conferences.
9. The teachers should enrol for higher degrees in English language in order to upgrade their knowledge.
10. The teachers should encourage brain storming and interaction on areas that can improve their teaching of English grammar.

5.6 Limitations

Some teachers in the selected schools were reluctant to participate in the study because they viewed the exercise as an extra workload. Some of these teachers felt it would disrupt the normal flow of their class activities and may be a barrier to complete their scheme of work. Also, negative attitudes of some of the English language teachers who were owed salaries for several months, hence, it took a lot of appeal for some of them to be fully involved in the study. In spite of these limitations and constraints, the findings of the study have provided useful insights into the teaching and learning of English grammar in Ekiti state, Nigeria.

5.7 Suggestions for Further Studies

1. The study could be replicated at the junior secondary school level and other local government areas/geo-political zones of Nigeria.
2. Further research could be conducted using the independent variables as experimental study.
3. Further research could be conducted using other variables not used in this study which could predict students' achievement in English grammar.
4. Canvas for longitudinal time that will cover all the secondary schools in Ekiti state and if possible in the South-western Nigeria.

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APPENDIX I
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
TEACHER'S COMMITMENT QUESTIONNAIRE

Section A: Demographic Information

Name of School: _____

Class: _____

Section B:

S/N	Items	SA	A	D	SD
1	I spend time with students outside classroom on subjects related with the lesson.				
2	I try to do my best for the unsuccessful students.				
3	I enjoy teaching.				
4	Choosing to be a teacher is the best decision of my life.				
5	I am proud to be a teacher.				
6	The values derived from teaching are more important than those of other profession.				
7	I desire to be well-known in the teaching profession.				
8	I desire to continue teaching irrespective of my economic needs.				
9	I handle teaching with enthusiasm.				
10	I love teaching as a profession.				
11	I desire imparting knowledge, values and skills to learners.				
12	I have passion for teaching.				
13	I do not miss my lessons.				
14	I read journals, and books on teaching.				
15	I give extra-lessons to my students so as to cover the syllabus.				
16	I give remedial teaching to weak students after the school hours.				
17	I take time to prepare my lesson ahead of the class.				
18	I opted for teaching as the last resort.				
19	I intentionally choose teaching as a career.				
20	I do not wait for students to call me before I go for my lessons.				
21	Taking up teaching job is a mistake.				
22	I attend regular workshops to improve my teaching skill				
23	I always strive to emulate model teachers				
24	I mark exercises and home works promptly				

APPENDIX II
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
TEACHER'S PEDAGOGICAL CONTENT KNOWLEDGE RATING SCALE

Section A: Demographic Information

School: _____

Class Observed: _____

Topic of the Lesson: _____

Time of the Lesson: _____

Section B: The Rating Scale

S/N	Items	1	2	3	4	5
1	Uses appropriate set induction at the beginning of the lesson.					
2	Uses time effectively in the lesson.					
3	Uses suitable learning and teaching aids.					
4	Effectively uses voice in the lesson.					
5	Corrects student's errors in accordance with their feedbacks.					
6	Demonstrates adequate knowledge of the instructional programme.					
7	Presents lesson systematically in steps.					
8	Controls his/her emotions during lessons.					
9	Uses questions judiciously during the lesson.					
10	Teaches concepts using graphic and concrete representations.					
11	Lesson plan covers important parts of topic taught.					
12	Uses reward, punishment and reinforcement appropriately.					
13	Uses assessment to support learning.					
14	Uses appropriate teaching strategies					
15	Provides adequate practice exercises for students.					
16	Exemplify concepts taught with daily life experience of students					
17	Communicates with learners in simple English.					
18	Caters for individual differences among learners.					
19	Progresses systematically.					
20	Reviews previous lesson before starting the present one.					
21	Involves learners actively in the lesson.					
22	Links prior knowledge to present learning.					
23	Demonstrates knowledge and use of various assessment techniques.					
24	Uses different instructional strategies in lesson presentation.					
25	Uses rewards and punishment appropriately					

Key: 1=Poor 2=Fair 3= Good 4=Very Good 5= Excellent

APPENDIX III
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
TEACHER’S INTERPERSONAL SKILL RATING SCALE

Section A: Demographic Information

Name of School: _____

Class: _____

Section B: The Rating Scale

S/N	Items	1	2	3	4	5
1	When communicating with students, he uses non-verbal signals; body language, facial expressions and gestures.					
2	Nods head and use other gestures and facial expressions to show that students understand the content of the teaching.					
3	When students want to contribute to a conversation, he interrupts the speakers to make points.					
4	Sit and listen with legs and arms folded in front of the class during teaching.					
5	Finishes students’ sentences for them when they pause and know what they are going to say.					
6	Interrupts the speaker if he/she disagreed with the statement he made.					
9	Thinks of something witty to say in response to students’ questions.					
10	Avoid difficult conversations and confrontations.					
11	Interpret the mood of students when communicating with them.					
12	Able to detect then student’s’ fail to understand the topic.					
13	Expresses ideas clearly.					
14	Speaks fluently.					
15	Uses jargon and technical language when possible.					
16	Nervous when speaking to students.					
17	Repeats himself when students don’t understand the topic.					
18	Feels comfortable and confident during teaching.					
19	Nervous about answering questions infront of the students.					
20	Prefers standing at the back during teaching.					

Key: 1 = Poor 2= Fair 3 = Good 4 = Very good 5 = Excellent

APPENDIX IV
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
ENGLISH GRAMMAR ACHIEVEMENT TEST (EGAT)

SECTION A: MULTIPLE CHOICE

This test is for research purpose only; marks will be treated confidentially and will only be used for same.

Name of school:

Class:

Instruction: Complete each of the following sentences with the appropriate option.

- (a) Says (b) said (c) says that (d) said that
1. Direct: My brother said, "Nigeria got freedom in 1960"
Indirect: My brother, said Nigeria got freedom in 1960
(a) that (b) this (c) those (d) these
2. Direct: "Don't neglect your health" Susan said to me.
Indirect: Susan me not to neglect my health
(a) insult (b) suggested (c) advised (d) ordered
3. Kunle doesn't know my name He?
(a) did (b) didn't (c) doesn't (d) does
4. They are going to Lagos now, they?
(a) aren't (b) haven't (c) hasn't (d) has
5. You don't have to attend the wedding, you?
(a) have (b) should (c) will (d) do
6. They should have done it they?
(a) Shouldn't (b) must (c) should (d) Isn't
7. It is time we the value of time.
(a) realize (b) realized (c) will realized (d) must realized
8. I wish I kill a tiger.
(a) must (b) can (c) could (d) have
9. If I money, I would lend you. (a) have (b) has (c) hasn't (d) had
10. I Working in the college for the past five years.
(a) had been (b) have been (c) has been (d) is working
11. I Jos last year.
(a) visit (b) visiting (c) visited (d) will visit

12. His father Three years ago.
 (a) died (b) die (c) dead (d) will die
13. The jug was by Amaka.
 (a) break (b) breaking (c) broke (d) broken
14. My textbook had been By somebody.
 (a) turn (b) torn (c) tore (d) tored
15. He loved by everybody.
 (a) is (b) are (c) were (d) am
16. A picture was painted by Amadi.
 (a) been (b) being (c) will (d) would been
17. I offered to help her She refused my help.
 (a) and (b) but (c) for (d) as
18. He is neither my friend my relative.
 (a) or (b) and (c) with (d) nor
19. He looked Smiled at me.
 a. and (b) but (c) or (d) for
20. Laide is good----- driving a car.
 (a) far (b) in (c) at (d) on
22. The food is -----
 (a) pleasant (b) exciting (c) delicious (d) beautiful
23. The doctor specialises ----- the treatment of chest diseases.
 (a) in (b) at (c) on (d) with
24. She has ----- for a walk.
 (a) went (b) goes (c) gone (d) go
25. Our teacher is going away ----- holiday.
 (a) for (b) to (c) from (d) on
26. She wants to withdraw some money ----- the bank.
 (a) at (b) for (c) from (d) in
27. A lot of oil ----- in Nigeria.
 (a) were produced (b) are produced (c) are being produced (d) is produced

SECTION B: CLOZE TEST.

People are embracing cosmetic surgery as never before, especially in Asia. Take Taiwan as an example. Plastic surgeons, by estimate, performed over 1 million

procedures in 2002. That is twice the number they did five years earlier. More interestingly, __01__ women but also men join the latest craze of appearance makeover. Why do more and more people want to change the body they were born with? The answer is simple: they want to look more beautiful! And what boosts the trend? __02__, an increase in personal incomes is driving the search for beauty. __03__ people have more money to spend, they want to use it to become more attractive. For another, looking charming and younger usually means having better chances in competing for jobs or improving careers and relationships.

__04__ cosmetic surgery has gained more popularity, clinics have sprung up everywhere. __05__ not all doctors have completed medical school and passed government exams. Poorly performed surgeries can result in scars, deformities or even death. __06__ doctors are well trained; those to have cosmetic surgeries must prepare themselves for pain. Obviously, many beauty seekers feel the results are worth the pain, because while a person's character is important, first impressions still count.

01. (A) not until (B) no wonder (C) not only (D) no sooner
 02. (A) In a word (B) On the contrary (C) In the meanwhile (D) For one thing
 03. (A) But that (B) Now that (C) all that (D) Except that
 04. (A) As (B) Whether (C) Whichever (D) Although
 05. (A) For (B) Nor (C) So (D) But
 06. (A) As though (B) Even if (C) Only when (D) As far as

We create new words all the time. We have to do this __07__ we may express new ideas. Perhaps the strangest word that has come into the English dictionary recently is "wyswyg". I was __08__ confused by this word __08__ I kept asking people what it meant, __09__ no one knew. Last week, I found it in a dictionary. It is not __10__ strange __10__ I had thought. It comes from computers. This is what it means, __11__ you want to know: "What You See Is What You Get". This means that what you see on your screen is what you get __12__ you print. Now I discover that everyone knows this word. The other day I was in my favorite restaurant and ordered sausages. They were __13__ small sausages __13__ I complained to waiter. He just smiled at me and whispered, "Wysiwyg!"

07. (A) in order that (B) for fear that (C) so as to (D) with a view to
 08. (A) such... that (B) either...or (C) as...as (D) so...that
 09. (A) however (B) since (C) but (D) so

10. (A) so...as (B) more...than (C) both...and (D) not...but
 11. (A) what if (B) as well as (C) no sooner (D) in case
 12. (A) whereas (B) when (C) until (D) because
 13. (A) such...that (B) so ...that (C) no more...than (D) as...as

The father and the son in the story “Hurry Up or Slow Down” are both interesting characters. The son is always in a hurry. He wakes early in the morning. He urges the ox and his father to go faster. To get a good price at the market, he doesn’t care ___1___ he has to keep going day and night. ___2___ they stop, he becomes restless and impatient, eager to be on the move again. ___3___, he is the go-getter type.

The father, ___4___ is a person who takes things easy. Passing by his brother’s house, he stops to chat for an hour. Facing a fork in the road, he chooses the way that is prettier, ___5___ it may take longer. He opts to sleep in a beautiful place with flowers and a bubbling brook, ___6___ it means taking a little extra time. For him, enjoying life and appreciating nature are ___7___ making money.

Sometimes even father and son can be of very different personalities.

- 1.(A) if (B) unless (C) once (D) since
 2..(A) Whether (B) However (C) Whereas (D) Whenever
 3.(A) What’s more (B) In a word (C) For example (D) In the
 meantime
 4.(A) in order words (B) in consequence (C) to make matters worse (D) on the other
 hand
 5.(A) though (B) despite (C) for (D) because of
 6.(A) in case (B) so that (C) even if (D) as if
 7.(A) as important as (B) so important that (C) so important as to (D) more
 important than

APPENDIX V

Administration of Instruments in Pictures





















