

**EFFECTS OF DIRECT AND INDIRECT EXPLICIT GRAMMAR
INSTRUCTIONAL STRATEGIES ON ACHIEVEMENT IN
ENGLISH GRAMMAR AND COMPOSITION AMONG
SECONDARY SCHOOL STUDENTS IN IBADAN METROPOLIS**

BY

Jonathan Olufemi ADEDIGBA

NCE, B.A.Ed (Ilorin), M.A. (Ife), M.Ed (Ibadan)

MATRIC NO: 114233

**A THESIS PRESENTED TO THE DEPARTMENT OF TEACHER
EDUCATION, UNIVERSITY OF IBADAN, IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF DOCTOR OF PHILOSOPHY (PH.D) IN
LANGUAGE EDUCATION**

NOVEMBER, 2015

ABSTRACT

English is indispensable in communication and it is a tool for learning in Nigeria. Many secondary school students perform poorly in English Language examinations because of their deficient knowledge of English grammar which in turn leads to their inability to write good composition. The use of conventional instructional strategies for learning has failed to address this problem in Ibadan metropolis. However, less attention has been paid to the use of Direct and Indirect explicit grammar instructional strategies which have been found to be more effective than the conventional instructional strategies. This study, therefore, examined the effects of Direct Explicit Grammar (DEG) and Indirect Explicit Grammar (IEG) instructional strategies on achievement in English grammar and composition among secondary school students in Ibadan metropolis. The moderating effects of class-size and gender were also determined.

The study adopted a pretest-posttest, control group, quasi-experimental design using a 3x3x2 factorial matrix. Three local government areas (LGAs) were randomly selected out of the five in Ibadan metropolis and three public schools were purposively selected from each LGA (3 per LGA). Nine intact classes of 274 senior secondary II students were used for the study. The intact classes were randomly assigned to DEG, IEG and control groups respectively. Treatment lasted six weeks. The instruments used were: English Grammar Achievement Test ($r=0.81$), English Composition Achievement Test (ECAT $r = 0.84$) and Teachers Instructional Guides. Data were analysed using Analysis of Covariance and Scheffe post-hoc test at 0.05 level of significance.

There was a significant main effect of treatment on students' achievement in English grammar ($F_{(3,273)} = 8.373$; $\eta^2=0.03$) and English composition ($F_{(3,273)} = 5.375$; $\eta^2 = 0.04$). These indicate weak effect size. Participants in the DEG group obtained the highest posttest achievement mean score ($\bar{x}=21.95$) in English grammar, followed by IEG ($\bar{x}= 21.88$) and control ($\bar{x} = 15.57$) groups. Also, the participants in the DEG group obtained the highest posttest achievement mean score ($\bar{x} = 19.93$) in English composition, followed by IEG ($\bar{x} = 16.47$) and control ($\bar{x} = 12.57$) groups. Class-size did not have significant main effect on achievement in English grammar but it did on composition ($F_{(3,273)}= 4.993$; $\eta^2= 0.04$). This indicates a weak effect size. Large class ($\bar{x} = 15.63$) obtained the highest achievement mean score followed by the medium ($\bar{x} = 12.26$) and small class ($\bar{x}=12.08$) groups. Gender did not have significant main effect on achievement in English grammar and composition. The two-way interaction effect of treatment and class-size was significant on achievement in English composition ($F_{(4,273)} = 3.69$; $\eta^2 = 0.05$) but not in English grammar. This indicates a moderate effect size.

Direct explicit and indirect explicit grammar instructional strategies enhanced students' achievement in English grammar and composition in public senior secondary schools in Ibadan metropolis. Teachers should adopt both strategies in teaching English grammar and composition for improved performance.

Keywords: English grammar and composition, Direct and Indirect explicit grammar strategies, Senior secondary schools, Ibadan metropolis

Word Count: 471

ACKNOWLEDGEMENTS

From the bottom of my heart, I sincerely thank YAHWEH for His unfathomable goodness, mercy, favour, underserved kindness, blessing, provisions, protection and guidance throughout the period of this study. Without Him nothing would I have accomplished. Hallelujah; Gloria Semper Deo.

In the roll of honour, my very deep appreciation goes to my astute, committed, reliable, loving, scholarly and ever-available mentor, Dr. D. O. Fakeye, for his interest in this research, confidence in me as a doctoral student, provision of useful materials, timely encouragement and interventions whenever the going got tough as well as his very penetrating and revealing comments that have precipitated this research success. For all he has offered to ensure that this study was a reality, I say thank you sir.

My thanks goes to the Head of Department of Teacher Education, Prof. J.O. Ajiboye for his advice on how to improve on the work. Scholars of his breed are the elixir most postgraduate students need to grease the wheel of their studies. God bless him and his family in Jesus name.

I am in deep appreciation of the sagacity, prudence and mentoring of my internal and external examiner in person of Prof. M.A. Kehinde who, despite his busy schedule of duty, found time in providing guidance, mentorship in the process of writing this thesis. May God continue to uplift you sir. I would also like to thank my wife, Mrs Agnes Abosede Adedigba and children, Gloria Oluwanifemi and Flora Oluwatofunmi for their encouragement, support and care at all times most especially during my trying moment. I appreciate my elder sisters Mrs. Victoria Adebayo, Mrs Emily Adeola and Mrs Yemisi Ayoola, elder brothers Mr. Taye Adedigba and Mr. Sola Adedigba for their moral, encouraging, prayerful and financial support.

I acknowledge the contributions of other lecturers in the Department of Teacher Education. Dr. Ayotola Aremu served as a bull wall for the packaging of this experimental study. Her ingenious disposition towards the validation of the instruments used in the study is highly acknowledged. Prof. Alice M. Olagunju, Dr S. O. Ajitoni and Dr A.A. Adeyinka, are sincerely appreciated for their invaluable contributions to the success of the thesis. The technical support of Prof. A. Abimbade, Prof. F.A. Adesoji, Dr F. O. Ezekoli, Dr B. O. Lawal, Dr T. A. Ige, Dr S.A. Babarinde, Dr P. A. Amosun, Dr G. O. Adedoja, Dr I.A. Salami was immense. Dr M. Araromi, Dr A. Tella, Dr. E. Ukor, Prof. Oluremi Ayodele-Bamisaiye, Prof. C. O. O. Kolawole, Prof. M. K. Akinsola, Prof. R. O. Akinbote and Prof. Esther .A.

Oduolowu, would fondly be remembered for their constructive criticism and insight which added credibility to the report.

I wish to thank my friends like Bisi Ijiola, Tunji Oyatokun, Wole Oyedeji, Engr. Ademola Adebisi, Bode Ayanbisi, Yemi Fabunmi, Sola Adio, Niyi Ojuwoni, Dr. Lekan Ojedokun, Dr. O.A. Ogundiwin, Rotimi Awolere, Dr. Soji Awoyemi , Kunle Olorode, Jacob Idowu, Tunde Ayinla and Dr. Bayo Oluwole for their moral support, words of encouragement and assistance during my course of study. I thank my spiritual leader, Rev. N.T. Ipolola and his wife, whom God used to lift me up spiritually. May the Presence of God continues to be with the “Sanctuary of Glory” in Jesus name. Mention must be made of my in-laws, Baba and Mama S.T. Faleye, and Mr. and Mrs Bidemi Faleye for their moral support and prayers.

I am greatly indebted to my principals, Mr. Lasun Owolabi, Mrs Mary Osoore and Mr. C.O. Oyelami for their co-operation and assistance during my course of study. Finally, I appreciate the authors of journals, books, projects and dissertations and theses cited in this work.

Jonathan Olufemi ADEDIGBA

CERTIFICATION

I certify that this work was carried out by Jonathan Olufemi ADEDIGBA in the Department of Teacher Education, Faculty of Education, University of Ibadan.

.....
Supervisor
Dr D. O. Fakeye
B.A. (Ed) Ife, M.Ed, Ph.D (Ibadan).
Department of Teacher Education,
University of Ibadan,
Ibadan, Nigeria

UNIVERSITY OF IBADAN LIBRARY

DEDICATION

This research work is dedicated to the Glory of Almighty God, the source of my happiness and academic spirit. I also dedicate the work to the loving memory of my late mother – Mrs Felicia Ayantoro Adedigba – who saw the beginning of my academic pursuit in the University of Ibadan but could not wait to witness the end of it.

UNIVERSITY OF IBADAN LIBRARY

TABLE OF CONTENTS

	PAGE
Title page	i
Abstract	ii
Acknowledgements	iii
Certification	v
Dedication	vi
Table of Contents	vii
List of Tables	ix
List of Figures	xii
 CHAPTER ONE	
1.0 INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	15
1.3 Hypotheses	15
1.4 Significance of the Study	16
1.5 Scope of the Study	16
1.6 Definition of Terms	17
 CHAPTER TWO	
2.0 LITERATURE REVIEW	18
2.1 Theoretical Framework	19
2.2 Theoretical Review of Literature	21
2.2.1 The place of Grammar in Language learning	21
2.2.2 Objectives of teaching English grammar in schools	23
2.2.3 Methods and Strategies of teaching English Grammar	25
2.2.4 Objectives of teaching Essay Writing in Secondary schools	28
2.2.5 The role of Grammar in Essay Writing	29
2.2.6 Methods and strategies of teaching Essay Writing	31
2.2.6.1 Grammar Translation method	31
2.2.6.2 The Direct Method	32
2.2.6.3 Instructional Grammar (form-focused instruction)	33
2.2.6.4 Deductive method	35
2.2.6.5 The Covert Method	36

2.2.6.6 Mistake Prevention method	37
2.2.6.7 The Audiolingual method	38
2.2.6.8 Lecturing Method	39
2.2.7 Competence and Performance	40
2.2.8 Competence in English Grammar	42
2.2.9 Explicit Grammar Instruction	43
2.2.9.1 Direct Grammar Instruction	44
2.2.9.2 Indirect Grammar Instruction	44
2.3 Empirical Review of Literature	45
2.3.1 Direct Explicit Instruction and Students Achievement in English Grammar	46
2.3.2 Indirect Explicit Instruction and Students Achievement in English Grammar	47
2.3.3 Modified Conventional strategy and Students Achievement in English Grammar	
2.3.4 Gender and Students 'achievement in English Grammar	47
2.3.5 Gender and Students 'achievement in English Grammar	49
2.4 Appraisal of literature	51
CHAPTER THREE	
METHODOLOGY	53
3.1 Research Design	53
3.2 Variables of the Study	54
3.3 Selection of participants	54
3.4 Research Instruments	55
3.4.1 English Grammar Achievement Test (EGAT)	55
3.4.2 English Grammar Test (EGT)	56
3.4.3 Teachers Instructional Guide on Direct Explicit Grammar Instruction Strategy (TIGDES)	57
3.4.4 Teachers Instructional Guide on Indirect Explicit Grammar instruction Strategy (TIGIES)	57
3.4.5 Teacher's Instructional Guide on Modified Conventional Strategy in English Grammar. (TIGMCS)	57
3.4.6 Evaluation Sheet for Assessing Teachers' Performance on the use of the Strategies (ESAT)	58

3.5	Validation of ESAT	58
3.6	Procedure for the Study	58
3.6.1	Training of Research Assistants	58
3.6.2	Administration of Pretest	58
3.6.3	Treatment Procedure	59
3.6.3.1	Direct Explicit Grammar Instructional Strategy	59
3.6.3.2	Indirect Explicit instruction Strategy in English Grammar	59
3.6.3.3	Modified Conventional Strategy	59
3.6.4	Administration of Posttest	60
3.7	Procedure for Data Analysis	60
CHAPTER FOUR		
RESULTS		61
4.1	Testing the Null Hypothesis	61
4.2	Discussion	68
4.2.1	Main Effect of treatment on students' achievement in English grammar	68
4.2.2.	Main Effect of treatment on students' achievement in English composition	69
4.2.3	Main effect of class size on students' achievement in English composition	69
4.2.4	Interaction effect of treatment and class size on students' achievement in English Grammar	70
4.2.5	Interaction effect of treatment and class size on students' achievement in English composition	71
CHAPTER FIVE		
SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary of Findings	72
5.2	Conclusion	73
5.3	Implications of Findings	73
5.4	Contributions of the Study to Knowledge	74
5.5	Recommendations	74
5.6	Limitations to the study	75
5.7	Suggestions for Further Studies	75
	Reference	76

APPENDIX I: English Grammar Achievement Test	88
APPENDIX II: English Composition Test	93
APPENDIX III: Direct Explicit Grammar Instructional Guide	94
APPENDIX IV: Indirect Explicit Grammar Instructional Guide	116
APPENDIX V: Modified Conventional Guide	130
APPENDIX VI: ESAT on Direct Explicit Grammar Instructional Guide	141
APPENDIX VII: ESAT on Indirect Explicit Grammar Instructional Guide	142
APPENDIX VIII: ESAT on Modified Conventional Guide	143

UNIVERSITY OF IBADAN LIBRARY

LIST OF TABLES

Table

1.1:	Statistics of Entries and Results for West African Examinations Council (WASSCE) English Language May/June, 2000-2013	2
3.1	Schematic Representation of the Factorial Matrix	54
3.2	Table of Specification of EGAT	56
4.1:	Summary of Analysis of Covariance on students' achievement score in English grammar	61
4.2:	Estimated Marginal Means of students' achievement score in English grammar among the Treatment Groups	62
4.3:	Scheffe Post Hoc analysis of students achievement score in English Grammar by treatment Groups	62
4.4	Summary of Analysis of Covariance on students' achievement score in English composition	63
4.5:	Estimated Marginal Means of students' achievement score in English composition across Treatment Groups	63
4.6:	Scheffe/ Post Hoc Analysis of the students' achievement score in English composition across the Treatment Groups	64
4.7:	Estimated Marginal Means of students' achievement score in English composition across Class size Groups	64

LIST OF FIGURES

Figure:

- 4.1: Line graph showing the interaction effects between Treatment and Class Size on students 'achievement in English Grammar 65
- 4.2: Graph showing the interaction effect between Treatment and Class Size on students 'achievement in English Composition. 66

UNIVERSITY OF IBADAN LIBRARY

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The status of the English language in Nigeria has evolved over a long period of time from the language of the colonial masters (pre-independence) to the official language in Nigeria (post-independence). The English language is a language of convenience, which has helped to weld together the various ethno-linguistic groups in the country. It is the official language, the language of education from the upper primary schools to higher institutions of learning in Nigeria and one of the core subjects in the Nigerian educational system (*National Policy on Education*, 2013) revised edition. A minimum of a credit pass in English language is a prerequisite for admission into Nigerian higher institutions (Joint Admission and Matriculation Board, 2014). Also, a good knowledge of the different skills of the English language will enhance effective learning of all other subjects that are taught with the language in the Nigerian educational system.

Despite the importance of English Language to students' academic advancement and success in the other school subjects, students' performance in the subject, especially in external examinations, has been very poor. Alaneme (2005) lamented the mass failure recorded annually by students in the subject and concluded that the poor performance of students in English examinations conducted by the West African Examinations Council and National Examinations Council is actually a true reflection of the low standard of education in Nigeria. The poor performance of students in English language was reaffirmed by West African Examinations Council (WAEC) *Chief Examiners' Reports* as evident in the analysis of West African Senior School Certificate Examination results 2000-2013.

Table 1.1: Statistics of Entries and Results for SSCE West African Examination (WAEC) English Language May/June, 2000-2013

Year	Total for English Language	Number and Percentage Obtaining Grades		
		Credit and above (A1-C6)	Pass 7-8	Fail 9
2000	636,064 (98.9%)	95,699 (14.8%)	220,532 (34.29%)	283,431 (44.07%)
2001	1,025,027 (2.4%)	267,251 (26.1%)	319,767 (30.9%)	441,009 (43.0%)
2002	909,888 (98.3%)	223,568 (24.6%)	298,562 (32.8%)	387,758 (42.6%)
2003	929,271 (98.9%)	269,824 (29.0%)	320,185 (34.5%)	314,225 (33.8%)
2004	833,204 (98.7%)	252,271 (30.3%)	257,054 (30.9%)	323,879 (38.9%)
2005	1,064,587 (98.55%)	272,922 (25.63%)	371,095 (34.35%)	393,201 (36.93%)
2006	1,154,266 (98.55%)	375,001 (32.48%)	39,994 (34.13%)	342,311 (29.65%)
2007	1,252,570 (98.52%)	379,831 (30.32%)	466,378 (37.22%)	379,006 (30.26%)
2008	1,252,570 (98.52%)	379,831 (35.02%)	405,942 (31.85%)	400,126 (31.40%)
2009	1,355,725 (98.74%)	563,294 (41.55%)	400,424 (29.54%)	314,965 (23.23%)
2010	1,307,745 (98.22%)	459,404 (35.13%)	407,722 (31.78%)	405,677 (31.02%)
2011	1,514,164 (98.31%)	866,692 (57.24%)	366,376 (24.20%)	275,723 (18.22%)
2012	1,658,87 (97.81%)	970,678 (58.51%)	377,700 (22.72%)	272,795 (16.44%)
2013	1,678,154 (96.81%)	850,706 (51.51%)	350,706 (22.72%)	128,105 (11.66%)

Source: Statistics Section, West African Examinations Council (WAEC) Lagos, Nigeria (2014).

From Table 1.1, the percentage of credit passes in English language continues to fall below 50% for the period of thirteen years reviewed with the exemption of 2011, 2012 and 2013 when percentage of credit passes rose slightly above 50%. The increase recorded in those three years might be due to quality control mechanisms put

up by some states in Nigeria to shore up the performances of the students at public examinations. Although Grades 7 and 8 are considered to be passes, these are not good enough for candidates to gain admission into tertiary institution. The implication of this is that more than half of the total number of students that sat for WASSCE each year are ineligible for admission into tertiary institutions, and this is not good enough. This claim is confirmed by Joint Admissions and Matriculation Board {2014} which states that a credit pass in English language is required for all courses except where it is stated otherwise.

The poor performance of students in aspects of English that deal with writing has been identified as the major cause of the poor results they obtained in English Language in those years identified, and this has been traced to their ignorance of the grammatical rules of the English language and inability to use same to write effectively (*WAEC Chief Examiners' Report, 2009*). This trend is further confirmed in 2011 where the *Chief Examiners' Report (2011)* re-echoed candidates' weaknesses as including poor grammar and expressions, among others.

The Chief Examiners' Report (2012) reported the persistence of same problems by highlighting the weaknesses exhibited by the candidates to include ignorance of parts of speech and ungrammatical expressions. It is apt to say that given the enormity of the problems exhibited by students, as contained in those reports, students may not be able to use grammar correctly in both spoken and written English and may not express ideas in correct sentences in composition, summary and comprehension, thereby making their chances of doing well in the entire English Language Paper 1 to be very remote.

Scholars (Celce-Murcia, 1991; Ellis, 2003; Ellis, 2006; Ellis, 2008; Fotos, 1994, and Olubodun, 2014) claimed that the only way candidates can get round the weaknesses exhibited in their writing is by studying the rudiments of the grammar of English language consistently. Thus, students of English language should strive to master the rudiments of the grammar of the language in order to improve upon their written and spoken expressions. The poor knowledge and usage of English grammar by secondary school students have manifested in the poor quality of essays produced and answers written for comprehension and summary in public examinations. This assertion lends credence to the *WAEC Chief Examiners' Report (2013)* when adducing reasons for students' poor performance in essay writing which provides avenue for English usage. The report states that:

Candidates recorded many----- grammatical errors and this often cost them all the marks allowed for expression and mechanical accuracy . (pg.119) .

The scenario painted in comprehension and summary is not in any way different as illustrated by the comments of *WAEC Chief Examiner (2013)* as follows:

A candidate cannot understand the content of a passage unless he understands the meaning of the word used. Many candidates failed to answer correctly because they lack necessary grammatical tools to convey them.(pg. 123).

Beyond 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 expression 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..

A survey of English language classrooms in Ibadan North East Local Government reveals that English Grammar was being poorly handled. Teachers' methods of teaching included writing the topic on the board, giving the definitions of the concepts, giving two or three examples to explain the definitions given and thereafter giving the students some class activities to work on. This kind of strategy cannot allow students to have a well- grounded knowledge of the grammar of English

Efforts at scaling up the performance of students in aspects of English language that deal with grammar have led researchers to venture into the application of various strategies. For example, Kolawole (1998) determined the effects of a package of linguistic inputs with three methods of presentation (Lecture, Discursion and Activity methods) on students' achievement in and attitude to English essay writing .While an appreciable effort was made towards sensitizing the students

towards the rhetorical and grammatical conventions of essay writing, the methods of presentation were not, however, grammar-specific. Olaboopo (1999), in another study, examined the effects of error treatment, model and skill-based strategies on students' achievement in and attitude to English Composition. This study, however, did not include the teaching of grammar which is the engine room of all expressive tasks. Also, Fakeye (2001) examined the effects of instruction in componential and rhetorical strategies on students' achievement in and attitude to essay writing. This study focused on the techniques of building up an essay; its scope did not address students' deficiencies in English grammar, which is a major tool for expressing ideas. In a recent study, Ogunyemi (2014) examined the effects of two modes of error correction and feedback strategies (Explicit and implicit) on students' achievement in Essay writing. Again, this study did not include conscious teaching of English grammar in its plan. Although these cited studies came up with innovative and practicable insights into the teaching and learning of essay writing, the strategies experimented with were not specific to the teaching of English grammar, and, this, perhaps, is responsible for the weaknesses observed in students' writings till today.

There is, therefore, the need to shift research focus to conscious teaching of the grammar of English language using grammar-specific instructional strategies. In a study on methods of teaching English grammar in secondary schools, Olalekan (2007) reported that methods used were lecture, discussion and questioning methods. Thus, even in the teaching and learning of English Grammar, grammar-specific instruction strategies have not been adopted. The advantage of teaching grammar with grammar specific instructional strategy is that it exposes students to an indepth understanding of rudiments of the English grammar (Scarcella, 2003).

Grammar teaching in the second-language classroom has constituted an important issue of debate in the last fifty years. In the history of language teaching, the role of grammar has been addressed by a number of linguistic theories and methodologies. The way grammar is –or has been-- considered has a direct and decisive influence on pedagogical grammars, learning processes and many other areas involved in second language teaching. Grammar, as a subsystem in a network of other linguistic sub-systems and sub-skills (Newby, 2003), has been attached different roles in the language classroom, reaching little consensus, not only about the particular items to be taught, but about *when*, or *how*, or even *where* to teach or learn.

Scholars have divergent views on whether the teaching of grammar can lead to improved writing. The claims and counterclaims for and against the teaching of grammar to improve composition are always present whenever a new teaching method appears (Thornbury, 1999). One of the enduring controversies in English Language Teaching is the relationship of grammar and writing. The controversy seems to be interminable as more and more studies reveal evidence for and against the relevance of grammar to the teaching of composition. For instance, Bateman and Zidonis (1964) indicated in a study that students instructed in grammar improved significantly in their writing skills over those students who did not have a similar instruction. On the other hand, Neuleib (1977) was skeptical about the finding. She would rather prefer a re-investigation or continuing evaluation of the grammar-writing relationship. However, grammar has held, and continues to hold, a central place in language teaching. The zero grammar approach was flirted with but never really took hold, as is evident in both the current textbook materials emanating from publishing houses and in current theories of second language acquisition. For Ellis (2006), there was ample evidence to demonstrate that teaching grammar works and students should be consistently taught its rudiments for better writing.

The justification for teaching grammar to improve writing is further explained by Irmischer (1979) with his remark that grammar not only makes a person more conscious of stylistic effects, but it also helps a writer in diagnosing writing problems and explaining them to others. According to him, grammarians are not necessarily writers, but writers must always be grammarians, whether they are conscious of what they are doing or not. Greenbaum (1982), while justifying the teaching of grammar, also averred that speakers of English must know the rules of the language and have the knowledge stored within their brain. In the views of Halliday (1994), grammar is not just a question of competence. It is also a question of performance, that is, the ability of a person to effectively use his internalised knowledge to achieve a desired communicative impact. The foregoing claims clearly point to the need to consciously teach grammar to improve students' essay writing.

A good essay is characterised by unity, by which we mean relevance of ideas to the topic, either of the paragraph or the essay; coherence, the continuity and link between the paragraphs and between sentences; and completeness, which refers to the conclusive development of a point either in the paragraph or in the essay. Of the above three points, coherence can hardly be taught or achieved without some

knowledge of grammar, although some people will argue to the contrary. It is not all the four main coherence devices that can be entrusted to the deductive facility of a learner, especially in a second language situation. The four devices are transitional words and phrases, pronoun reference, parallelism and repetition of key terms. Transitional words or phrases point out the direction towards which the paragraph or even the essay is moving. Just as they can lead an argument continuously from one sentence to the next, so also can they lead it from one paragraph to another. The transitional words enable us to know whether any given pair of sentences or paragraphs are related in terms of amplification, exemplification, enumeration, comparison or contrast. Transitional words used for creating these relationships include conjunctions such as 'and' and 'but'; and conjuncts such as 'also', 'for example', 'finally', 'moreover', 'nevertheless', 'therefore', 'as a consequence', and a host of others. These are expressions that could be misused if, when and where, they are used are not appropriately taught. For instance, it is not uncommon to find sentences like "Although I admire him, but I do not respect him". Such errors may not be avoided by students unless they are taught the grammatical use and restriction of these conjuncts and conjunctions. Pronoun reference is even more technically involved, in that it has to agree with its proper antecedent noun phrase, no matter where it is placed in the sentence or clause. In other words, a noun is used in one sentence or clause, and a pronoun, to refer to it is used in the succeeding sentence or clause. Alternatively, a noun is used in one sentence and a pronoun is used in its place in the following sentence. Students' errors in this area include:

- a. the use of pronominal objects of preposition as pronominal subject such as:
*A few of we campers learned to swim. (A few us campers learned to swim)
- b. the use of a singular object pronoun to refer to a plural subject as:
*Neither the Secretary nor his Assistants were consistent in his policy. Neither the secretary nor his assistants were consistent in their policy).
- c. the use of an empty or vague pronoun that refers to nothing, usually within a single sentence as in:
*The agent visited she client before she went to the party (she ambiguous).

It has been observed in the various classes taught by this operation that sentence complexity is often responsible for these types of error in students' writing. One of the useful ways of correcting them is by teaching the grammatical principles of pronoun usage explicitly.

The two other ways of ensuring coherence in a paragraph or essay are the use of parallelism and repetition of key terms. A parallel construction, according to Scholes and Comley (1981), is one in which the same grammatical "pattern is repeated two or more times, usually with some of the same words and often with the whole pattern governed by a phrase or clause that is not repeated" (pg.327). Besides ensuring continuity of ideas and rhythm, parallelism is one of the most powerful methods of achieving compression, vigour and memorability in writing; that is within a sentence or over a short sequence of sentences. This aspect of writing is a fairly knotty one for many students, as lack of it often garbles their message. Hence, we often find sentences such as the ones below in students' writings:

*(1) My car needs a new battery, a tyre, and the oil should be changed. (My car needs a new battery, a tyre, and a litre of oil).

*(2) The new guard is strong, competent and you can depend on him. (The new guard is strong, competent and dependable).

For the students to avoid such errors, they must be taught that all items in a series within a sentence must be phrased consistently. If the series begins with a noun, other items in the series must be nouns. If it begins with an adjective, other items must be adjectives, and so also for the clause or phrase. Consider the following examples:

(1) The boy reads for understanding, knowledge and pleasure (nouns).

(2) A trial lawyer must be shrewd, alert and bold (adjectives).

(3) The position calls for a person who is open-minded and who is cool (clauses).

So far, the role of grammar in the organisation and logical presentation of ideas in an essay has been discussed. The other factor is the effective communication of these ideas.

This is where style, an important cornerstone of successful writing, becomes indispensable.

Style, according to Irscher (1979: 130), is "an aggregate of the lexical and structural features of a, particular work". In other words, the term covers the choice of words as well as sentence structure. To a great extent, it is the way something is written, or the means by which the writer achieves his or her purpose. In short, style rests on language

On the other hand, sentence fragments do occasionally reflect a confusion of the spoken with the written expression such as confusion of a minor sentence with a full sentence as in:

*Although some students are well informed on political and economic issues.

For most students, these problems are a case of ignorance of what a sentence is. In effect, It is suggested that some basic knowledge of grammar can effectively solve these problems.

For instance, if a student knows that a sentence (in a written discourse) must have a subject and a predicate and that the predicate must be a finite verb, as opposed to a non-finite verb, to be meaningful, and if he is taught in a very general sense what finite and non-finite verbs are, the problem of sentence fragments (illustrated above) will be reduced. If he is taught the basic sentence types and how to recognise them, that is, the simple, complex and compound sentence, he will know when and where to put his period or comma so as to avoid a run-on sentence.

Apart from improving students' writing in the area of sentence construction, grammar can also supply resources for the variation of emphasis in an essay. This is usually a function of word order. Indeed, Davies (1969), in his article "Grammar and Style," notes that "the possibility of variation in word order.. is the greatest single contribution that grammar, as distinct from vocabulary, can make to solving the fundamental problems of written English. ..." (1969: 61) An examination of the five sentences below becomes apposite:

- (a) The doctor, together with groups of angry patients, protested the closing of the clinic.
- (b) The closing of the clinic was protested.
- (c) Groups of angry patients, together with the doctor, protested the closing of the clinic.
- (d) Although the economy is buoyant, armed robbery is destroying the peace of the citizens.
- (e) Although armed robbery is destroying the peace of the citizens, the economy is buoyant.

In (a), the point of emphasis is the doctor ; in (b), it is the closing of the clinic, and in (c) it is groups of angry patients. Also, in (d) and (e), the important ideas are contained in the main clauses, while the less important ones are in the subordinate clauses. Thus, if students realise that word order is of paramount importance to the meaning and impact of their writing, their style is likely to improve considerably. Also relevant is their awareness of the choices they have to make But in teaching this

grammatical aspect of writing, students must be encouraged to arrange words in the order which makes their meaning most clearly and forcibly.

A grammar-specific strategy canvassed by scholars is Explicit Grammar Instruction (EGI). According to Celce-Murcia and Larsen-Freeman (1999), Explicit Grammar Instruction is a conscious teaching of English grammar by connecting the ways people use the language (its function) with the structure (its form) they need to use in the communicative process. Scarcella (2003) emphasizes the importance of EGI by its ability to help learners develop the high level of communicative competence necessary for success in school and beyond.

Dutro and Moran (2003) averred that Explicit Grammar Instruction (EGI) offers the learners opportunities for meaningful practice and that it is only through meaningful practice that students will internalise the structures for fluency and automaticity. In the same vein, Teschner and Evans (2007) stressed the importance of providing English language learners with explicit instruction in the rules of grammar as they relate to syntax, voice, mood, tenses and other dimensions of the structure of the English language. They emphasized that conscious teaching of these items is essential for students to achieve a high level of language proficiency. Stathis and Gotsch (2008) identified two modes of Explicit Grammar Instruction as Direct Explicit Grammar Instruction (DEI) and Indirect Explicit Grammar Instruction (IEI).

Direct Explicit Grammar Instructional Strategy (DEI), according to Stathis and Gotsch (2008), is a teacher-directed instruction which involves a sequence of supports that are highly structured and practice-oriented. Explicit instruction involves modelling, observation, imitation or practice and corrective feedback during the course of instruction. Explicit instruction process moves systematically from extensive teacher input and little student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

The effects of explicit instructional strategy on students' achievement in and attitude to learning have been revealed in a number of studies with varying levels of success. For example, Duke (2010) and Crown (2009) conducted separate studies to investigate the effects of explicit instructional strategy on comprehension and narrative writing respectively, and they reported that the strategy has a significant effect on students' achievement in these aspects of the English language. Komolafe (2010) examined the effects of explicit grammar and sentence combining instructional strategies on primary school pupils' achievement and attitude to essay writing and

found that pupils exposed to composition instruction through these strategies performed better than those taught with the conventional lecture strategy. However, the gap identified in that study is that Komolafe used EGI as a single strategy without considering its two variants. The two modes of EGI documented in literature are Direct Explicit instructional strategy and Indirect Explicit instructional strategy on students' learning outcomes in English grammar (Stathis and Gotsch, 2008).

Larsen-Freeman (1999) argued that Grammar can be taught deductively through direct instruction. Deductive teaching refers to the form of explicit explanations of grammatical structures provided to learners orally or in writing (Ellis 1997). It helps the teacher save time for the class. In this strategy, students are supplied with a rule (or perhaps, part of a rule) which they then apply, complete or amend in a task that requires to analyse data that illustrate its use (Ellis, 1997). For example, students may be given a rule about the simple past tense with a number of sentences and instructed to use the rule, to recognise which of the sentences are grammatical and which are ungrammatical. Learners are therefore quite dependent on the teacher's explanations or provision of grammar rules. It is this deductive teaching of grammar that Stathis and Gotsch (2008) referred to as direct explicit grammar instruction.

Deductive strategy, otherwise known as Direct Explicit Grammar Instruction Strategy, is a process in which learners are taught rules and given specific information about language. Then, they apply these rules when they use the language. Deductive instruction involves rule explanation by a teacher at the beginning of a lesson before students engage in language practice (Rabab'ah and AbuSeileek, 2007). Lin (2010:20) stated the characteristics of the deductive strategy as follows:

1. It is a rule- based teaching style that involves presentation or explanation before learners encounter how rules function in language.
2. It is one of the explicit teaching styles where students are exposed to the role of the language first raising their consciousness about the language they are learning.
3. When students' attention is drawn to grammatical forms in the input, the result is more efficient intake, showing that when grammar instruction and practice involve interpreting and attending to input, learners more successfully understand and produce the targeted grammatical structure over time than subjects not exposed to direct explicit grammar instruction.

Direct explicit grammar instruction encourages students to view grammar not just as isolated letters, words and phrases but also as a meaningful component of contextual language use (Paesani, 2005). Paesani contended that direct explicit grammar instruction draws students' attention to grammatical rules and forms which provide comprehensive and meaning bearing input.

Another mode of EGI is Indirect Explicit Instruction. Indirect explicit grammar instruction favours induction or learners' discovery of the grammatical rules through tasks and therefore does not involve giving grammatical explanations (Ellis, 2008). It implies a problem solving approach in which students are provided with data which illustrate the use of a specific grammatical structure which they analyse to arrive at some generalisation that accounts for irregularities in the data (Ellis, 1997). For example, students may be given a reading passage containing some illustrations of the use of the simple present and present continuous tenses and are required to "identify" the verbs in both tenses and then build a "rule" to explain their different functions. Briefly, from the given input and tasks, learners have to construct the grammar rules for themselves. This mode of Explicit Grammar instruction is used synonymously with Inductive teaching of grammar by Stachis and Gotsch (2008).

Indirect Explicit Grammar Instruction strategy involves limited teacher direction, with emphasis on students co-creating their learning with the teacher as a facilitator of their learning. The strategy may use social instructional approaches (learning with other students) or students working independently. It is often based on constructivist principles where students create meaning through active engagement and investigation. It promotes: (a) the student's point-of-view (b) teacher-student or student-student interaction (c) questioning to promote student's thought (d) nurturing of student reflection rather than emphasis on a single correct answer. It tends to use more inductive methods (leading students to discover concepts)

According to Harding & Taylor (2005), the model involved in Indirect Explicit Grammar Instruction involves

- i. Lead in (Explain what to do)
- ii. Providing input(Sample structure) Consciousness –raising task (Sensitize learners to an underlying principle)
- iii. Checking and Summarizing (Feedback) Practice (Independent practice)

Many studies have been carried out on Explicit Grammar instruction. For instance, Loyer (2010) conducted separate studies to investigate the effects of Explicit

Instructional Strategy on grammar and narrative writing respectively and reported that the strategy had a significant effect on students' achievement in and attitude to these aspects of the English language without looking at the two modes of EGI which are of interest to this study, Fakeye's (1991) study on differential effect of deductive and inductive strategies on students achievement in written test of English grammar reported that inductive strategy was more facilitative of students' achievement in English grammar than deductive strategy. The gap in that study is that Fakeye examined the differential effect of the two modes of EGI without considering how they would fare vis-à-vis the conventional lecture strategy. Again, that study did not examine the extent to which such instruction would rub off on students' essay writing skills.

The Common European Framework of Reference for Language learning, teaching, assessment (CEFR) was introduced in 2001. It consists of guidelines for constructing syllabi and course curricula for language teaching, learning and assessment all over Europe. Amid competences for learning a foreign language stated in the CEFR are linguistic competences, among which is grammatical competence (CEFR 2001:112-115). Grammatical competence may be defined as "knowledge of, and ability to use, the grammatical resources of a language." (Hilgard, 1990:19). Regarding grammatical competence and the importance of grammar knowledge, CEFR states that "Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorising and reproducing them as fixed formulae)" (113). However, the actual usage (performance) may be affected by a number of factors, among which are slip of tongue, memory failure, and stage fright to mention a few (Canale and Swain, 1980)

Apart from teaching strategies, some other variables can interact with instruction to influence students' learning outcomes especially in English language classroom. One of such variables is class size. Performance of students in English language can be influenced by class size (Fabunmi, Brai-Abu & Adeniji 2007; Adeyemi, 2008; Hartshorn, 2008 and Abioye, 2010). This is because the number of students in a class often determines the interaction pattern that takes place during the teaching-learning situation and this invariably influences the quality and quantity of learning. Asikhia (2010) observes that the problem of too large population of students in a classroom does not create a good condition for learning which can lead to poor

academic performance of students. This view is shared by Aduwa-Ogiegbaen and Iyamu (2006) who also observe that most secondary schools are overcrowded and that teachers have little or no room to move around to give individual attention to students. Abioye (2010) is also of the opinion that when there are too many students in a class, effective learning will be hampered. This is because it may be very difficult, if not impossible, for a teacher in such a situation to meet the individual learning needs of the learners.

Although the studies reviewed above show that the smaller the class size or teacher-pupil ratio, the higher the students' achievement, Fabunmi, Brai-Abu and Adeniji (2007) postulated that the relationship between class size and academic performance remains a major controversy and a subject of continuous research. This is particularly true when we consider the findings of Machado and Vera-Hernandez (2008) and Ibrahim (1992) who submitted that class size seems to have little or no effect on teaching effectiveness and students' academic achievement. In the opinion of Machado and Vera-Hernandez (2008) class size could have positive or negative effects on students' academic achievement. On one hand, reduction in class size might improve students' academic achievement because it will facilitate better teacher-student interaction. Large classes in this regard might be prone to disruption occasioned by frequent disturbances from students and subsequent punishment by teachers. On the other hand, students may benefit from larger classes with stronger competition and a larger potential for interaction with other students. A large class also means that if a student asks a question, more students will benefit from such question.

From the foregoing, it is clear that the actual influence of class size on language learning is still a subject of continuous debate. This is in view of the conflicting findings reported on it by scholars. Apart from the inconsistencies observed in the earlier research reports, it has been pointed out earlier in the study that the prevalent large class situation in Nigerian schools has hindered teachers from giving feedback on students' essays promptly and appropriately. While scholars (Abioye, 2010 ; Ogunyemi, 2014) reported significant effect of class size in essay writing instruction, some other scholars (Fakeye, 2010 ; Amokeodo, 2011 ; Oji, 2013) did not find any significant effect of class size on students' learning outcomes in English Language. These conflicting findings necessitated further studies on the moderating effect of class size on students' achievement in English grammar and

composition when Direct and Indirect explicit grammar instructional strategies are used.

Another moderator variable in this study is gender. Tatarincera (2009) described gender as social and psychological experiences which determine the differences that emerge and are developed in individuals. Gender is particularly germane to this study in view of the age long controversy on the role of gender in language learning. Thomson (1995) and Tatarincera (2009) opined that gender differences have serious implications for students' achievement in language learning. For example, Shields (1975) conducted a study on cognitive abilities or intelligent across gender links and reported that females are intellectually inferior, but Gadwan and Griggs (1995) presented enough proofs that suggest that females and males are equally intellectually capable. In the same vein, most studies show that girls, on the average, do better in school than boys and that girls get higher ground and compete at a high rate compared to boys (Jacob, 2002). In view of these conflicting findings, there is the need for further studies to investigate the moderating effects of gender on students' achievement in and usage of grammar in English language.

1.2 Statement of the problem

English is indispensable in communication, and it is a tool for learning in Nigeria. However, many secondary school students perform poorly in English Language examinations because of their deficient knowledge of English Grammar which in turn leads to their inability to write good composition. The use of conventional instructional strategy has failed to address this problem in Ibadan Metropolis. However, less attention has been paid to the use of Direct and Indirect Explicit Grammar Instructional strategies which have been found to be more effective than the conventional instructional strategies. Hence, this study determined the effects of Direct and Indirect EGI on students' achievement in English grammar and composition in selected senior secondary schools in Ibadan Metropolis, Oyo State. The moderator effects of gender and class size were also determined.

1.3 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

HO₁: There is no significant main effect of treatment on students' achievement in:

- a. English grammar

- b. English composition

HO₂: There is no significant main effect of class size on students' achievement in:

- a. English grammar
- b. English composition

HO₃: There is no significant main effect of gender on students' achievement in:

- a. English grammar
- b. English composition

HO₄: There is no significant interaction effect of treatment and class size on students' achievement in:

- a. English grammar
- b. English composition

HO₅: There is no significant interaction effect of treatment and gender on students' achievement in:

- a. English grammar
- b. English composition

HO₆: There is no significant interaction effect of class size and gender on students' achievement in:

- a. English grammar
- b. English composition

HO₇: There is no significant interaction effect of treatment, class size and gender on students' achievement in:

- a. English grammar
- b. English composition

1.4 Significance of the Study

The study is beneficial as it revealed the effectiveness of Direct and Indirect Explicit Grammar instructional strategies in improving students' achievement in English grammar and composition. It also serves as an eye-opener to English Language teachers in Ibadan Metropolis on effective grammar-specific strategies that can be adopted to teach English Grammar to senior secondary school students to enhance their achievement in English Grammar and Composition. Finally, it would be useful to curriculum planners who are in constant search of appropriate teaching strategies for effective teaching/learning process of English grammar and composition in secondary schools.

1.5 Scope of the Study

The study covered SS two students in nine intact classes from nine purposively selected senior secondary schools in Ibadan Metropolis. The study determined the effects of Direct and Indirect Explicit Grammar Instructional strategies and the moderating effects of class size and gender on students' achievement in English Grammar and Composition. Grammar topics taught include: Mood, Voice, Direct and Indirect speech, Question tags, Tenses, and Sentence combining devices which are considered vital to effective writing.

1.6 Operational Definitions of Terms

The following terms are operationally defined as used in the study

Conventional Strategy: This is an instructional strategy in which the teacher takes the students through examples of grammatical concepts as contained in their reading texts and thereafter makes the students do oral or written exercises on them.

Explicit Grammar Instruction; It is a grammar-specific strategy which involves conscious teaching of rules of usage which learners in turn use to generate acceptable sentences.

Direct Explicit Instruction; This is a mode of EGI which involves modeling, observation, imitation or practice and corrective feedback during the course of grammar instruction.

Indirect Explicit Instruction; It is a mode of EGI in which students are provided with copious sentences or a specific grammatical structure which they analyse to arrive at some generalisations.

Achievement in Grammar: This is the score obtained by students in English Grammar Achievement Test used as pretest and posttest in this study.

Class size: This refers to the number of students in English language classroom. It could be small (30 students and below), medium(31-50) or large(above 50).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature covered the following thematic areas:

2.1 **Theoretical Framework**

2.2 **Conceptual Review of Literature**

2.2.1 The place of Grammar in Language learning

2.2.2 Objectives of teaching English grammar in schools

2.2.3 Methods and strategies of teaching English Grammar

2.2.4 Objectives of teaching Essay Writing in Secondary schools

2.2.5 The Role of Grammar Instruction in Composition Writing

2.2.6 Methods and strategies of teaching Essay Writing

2.2.7 Grammatical Competence and Performance

2.2.8 Competence in English grammar

2.2.9 Explicit grammar instructional strategy

2.3 **Empirical Review of Literature**

2.3.1 Direct Explicit Instruction and students' achievement in English Grammar and Composition

2.3.2 Indirect Explicit Instruction and students' achievement in English Grammar and Composition.

2.3.6 Gender and Students' achievement in English Grammar and Composition

2.3.7 Class size and students' achievement in English Grammar and Composition

2.4 **Appraisal of literature**

2.1 Theoretical Framework

The theories that underpinned this study are Systemic Functional Linguistic Theory of M.A.K. Halliday and Jerome Bruner's Theory of Instruction.

2.1.1 Systemic Functional Linguistic Theory

Systemic-Functional Linguistics (SFL) is a theory of language centred around the notion of language function. Systemic Functional Grammar (SFG) is a grammar based on the view that language is a system for making meaning. While SFL accounts for the syntactic structure of language, it places the function of language as central (what language does, and how it does it), in preference to more structural approaches, which place the elements of language and their combinations as central. SFL starts at social context, and looks at how language both acts upon, and is constrained by, this social context.

Systemic Functional Grammar (SFG) helps teachers and their learners work with whole stretches of language in order to develop their potential to communicate in the target language. This is made possible by the linguistic theory underpinning SFG, known as Systemic Functional Linguistics (SFL). Different cultural and social contexts lead speakers and writers to choose differently from the repertoire of language that they have at their disposal. SFG is an extremely useful tool to help teachers make sense of how language works in different social and cultural contexts, and thus be better equipped to help their learners understand these differences. This can refer to spoken or written texts (as SFG is based on the notion of text), and can range from everyday casual talk, through to a formal interview, a short email message, or an academic paper. In a nutshell, SFG helps us describe how language is used between people, which contrasts with traditional grammar that prescribes rules for using language.

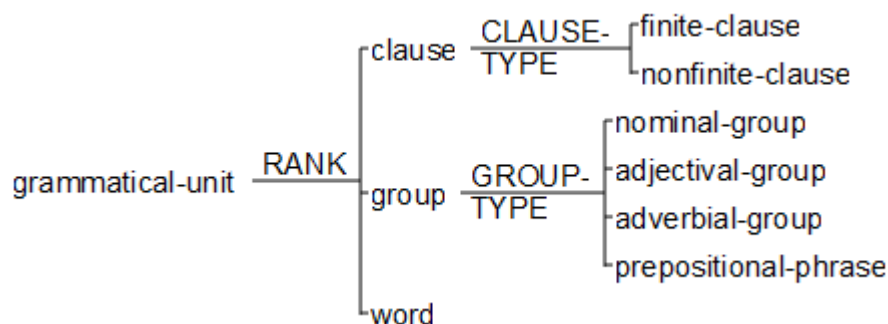
By using systemic functional grammar (SFG), the teacher has a powerful tool with which to mediate her/his explanations of language, and thus mediate the learner's understandings of how to use the language they are in the process of learning. This tool is the bridge between context and text – between the sociocultural setting in which the speaker is conducting her/his activity and the language that is a part of that activity. The tool is called Register, and gives the teacher the ability to pick away at the context of language use and identify:

- the field: what is going on in the activity

- the tenor: who is taking part in the activity
- the mode: the part language plays in the activity.

Taken together, SFG provides a rubric for language teachers to plan their teaching around (be they spur of the moment explanations, or whole lessons) and for language learners to sort out in their own minds where, when and how language can be used to successfully communicate across social and cultural settings. The linguistic structures occurring in texts are, considered "natural" because they express the meanings required in a particular context. The "linguistic structure" of systemic theory is the "lexicogrammar," which combines syntax, lexicon, and morphology. Halliday believes that these three components must be described as one. He argues that "grammar cannot be modeled as new sentences made out of old words a fixed stock of vocabulary in never to be repeated combination" (Halliday, 1985b, p. 8). Instead, we seem to process and store larger chunks of language. Language is used to express meanings and perform various functions in different contexts and situations of our daily lives. If grammar is 'the way in which a language is organised' (Butt et al, 2000), SFG attempts to explain and describe the organisation of the 'meaning-making resources' (Halliday and Matthiessen, 2004)

Central to SFL is the use of 'system networks', an inheritance network used to represent the choices present in making an utterance. The 'choices' in this network are called 'features'. e.g., a simplified lexico-grammatical network.



The choices on each stratum are constrained by those on others. Thus the decision to use a nominal-group (= noun-phrase), rather than a clause, to express a semantic 'process' will be determined by both the textual structure of the text as a whole, and also by the social context (e.g., nominalisation is more functional in a science text than in casual conversation).

Each feature is also associated with the structural consequences of that choice, e.g., the feature 'finite' might have realisations: *+Subject; +Finite; Subject: [nominal-*

group]; *Finite*: [*finite-verb*], meaning a Subject and Finite element are required, the Subject is filled by a nominal group, and the Finite by a finite-verb. Further selections in the clause network will more tightly constrain the fillers of these roles, and specify the presence, fillers, and ordering of these elements. Systemic Functional Linguistic Theory provides a strong bedrock for this study in that it aims at exposing learners to rudiments of English Grammar through Direct and Indirect Explicit Grammar Instruction with a view to developing their potential to communicate their thoughts effectively in the English language through essay writing.

2.1.2 Jerome Bruner's Theory of Instruction

Jerome Bruner (1966) was one of the 20th century's most influential educational psychologists. Here, he writes about the process of pedagogy. He describes the key instructional components of curriculum: its sequence of activities in which learners become self-sufficient problem-solvers. Instruction consists of leading the learner through a sequence of statements and restatements of a problem or body of knowledge that increase the learner's ability to grasp, transform, and transfer what he is learning. In short, the sequence in which a learner encounters materials within a domain of knowledge affects the difficulty he will have in achieving mastery ... If it is true that the usual course of intellectual development moves from enactive through iconic to symbolic representation of the world, it is likely that an optimum sequence will progress in the same direction.

Optimal sequences ... cannot be specified independently of the criterion in terms of which final learning is to be judged. A classification of such criteria will include at least the following: speed of learning; resistance to forgetting; transferability of what has been learned to new instances; form of representation in terms of which what has been learned in terms of cognitive strain imposed; effective power of what has been learned in terms of its generativeness of new hypotheses and combinations.

Instruction is a provisional state that has as its object to make the learner of problem-solver self-sufficient ... The tutor must correct the learner in a fashion that eventually makes it possible for the learner to take over the corrective function himself. Otherwise the result of instruction is to create a form of mastery that is contingent upon the perpetual presence of the teacher. The theory is relevant to Direct and Indirect Explicit Instructional Strategies in that students are taken through the

rules of English Grammar and are made to generate same to produce acceptable and correct sentences that would enable them write better and error-free composition

2.2 Conceptual Review of Literature

2.2.1 The place of Grammar in Language learning

Grammar is germane to the study of a language and without it any single thing one knows may be flux, in a sort of jelly without much consistency. In a nutshell, grammar provides one with the structure one needs in order to organise and put one's messages and ideas across (Greenbaum and Nelson, 2002). It is the railway through which one's messages will be transported. Without it, in the same way as a train cannot move without railways, one would not be able to convey one's ideas to their full extension without a good command of the underlying grammar patterns and structures of the language.

Grammar is central to teaching and learning of languages; it is also the system or rules of a language, and it is used to find ways to construct the words in sentences. It is not required to study grammar for learning and teaching the English language, because many people speak it as their native language without having studied it. However, it is essential to learn grammar "rules for forming words and making sentences" (Olubodun, 2014) in order to utterly understand a foreign/second language. Grammar is important because it is the language that makes possible for people to talk about languages. It names the types of words and word-groups that make up sentences, not only in English but in any language. As human beings, we can put sentences together. However, to be able to talk about how sentences are built, about the types of words and word groups, we should know about grammar. People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear, interesting and precise. Knowing about grammar means finding out that all languages and all dialects follow grammatical patterns. Therefore, the second language learners are able to learn better grammar from the aspects of languages, psychological cognition, beliefs and forms of teaching practices.

It is important that before commencing nature of human language, linguists can begin to discuss what speakers or writers are trying to communicate and how they do so by analysing the structure of words and sentences. In speech or writing, words are arranged in certain patterns and on the basis of certain rule for comprehending it.

For a linguist, grammar is a study of the organisation of language. It involves taking language structures apart in order to see the ways in which we can communicate effectively in varieties of situations and for choices of purposes. Linguists look closely at the ways in which words and sentences are made up of different units.

Some basic features of English grammatical structure are illogical or dissimilar to speakers of other languages and do not readily lend themselves to being well understood, even in context. In cases where features of English grammar are diametrically opposed or in some other way radically different from the manner of expression in the student's language, explicit teaching may be required (Baker & Westrup 2000)

Aspects of English language grammar that may offer exceptional challenge to students include word order, determiners (this, that, these, those, a, an, the), prepositions (in, on, at, by, for, from, of), auxiliaries (do, be, have), conjunctions (but, so, however, therefore, though, although), interrogatives, intensifiers (some, any, few, more, too) and distinctions between modal verbs (can, could, would, should, may, might, must). Phrasal verbs also present considerable difficulty to Spanish speakers learning communicative English (Loyer (2010)). Some students also are logical or linguistically-biased thinkers who respond well to structured presentation of new material. Logical-Mathematical and Verbal-Linguistic intelligence learners are prime examples of those that would respond well to explicit grammar teaching in many cases.

Osborn (1989) stated that an exclusive approach, using either implicit or explicit methodologies, is not as effective as utilising one or the other of these approaches as required. Although it is essential to teach elements of language and develop communicative abilities in our students, there is no one best way to introduce and provide practice in them. Young learners have more natural facility in acquisition, while adults may benefit substantially from more "formal" language learning. Learning styles and intelligence strengths are also a significant factor.

Gardner (2008) said that there are many generally accepted ways of introducing the sounds, structure and vocabulary of English, including colloquial forms of conversation and the four basic communication skills. Grammar provides for "communicative economy". Grammar teaching should be implicit or explicit, as teaching / learning conditions may dictate helping to minimise the student response teachers fear most, "Teacher, I don't understand."

2.2.2 Objectives of Teaching English Grammar in Schools

Literature has documented the objectives of teaching English grammar in schools as follow:

The objective of grammar instruction is to enable students carry out their communicative purpose (Ellis 2008). This objective has three implications:

- Students need overt instruction that connects grammar points with larger communicative contexts.
- Students do not need to master every aspect of each grammar point, but only those that are relevant to immediate communication talk.
- Error correction is not always the teacher's first responsibility.

In the process of teaching grammar in schools, teachers can take advantage of direct instruction by providing explanations that give students a description of each point of grammar.

Leow (2007) asserted that the primary objective of teaching English grammar in schools is to facilitate linguistic understanding. This implies that the purpose of learning grammar is to learn the language of which the grammar is a part so as to enable the students to use it for the specific communication tasks they need to complete.

Similarly, Chastain (2009) stressed that the primary objective of teaching grammar in schools is to enable students use the structure of the language to worldly meaning. He added that students need to be able to produce correct sentences automatically.

Morris (2009) presented three objectives of teaching grammar. The objectives include, among others:

- i. to enable every student from different backgrounds to complete school with the ability to communicate comfortably and effectively with both spoken and written standard English with awareness of when the use of standard English is appropriate. This means that students, no matter which language variety they speak and hear at home, will be expected to use the codes and conventions of Standard English in many situations. As a result, the study of grammar is, by no means, the only or even the primary method for achieving this goal.
- ii. to enable every student to complete school with the ability to analyse the grammatical structures of sentence texts and demonstrate knowledge of how

sentence-level grammatical structure contributes to coherence of paragraphs. This goal emphasizes the value of understanding the basic components of and relationships between sentences. This understanding is valuable not only for helping writers understand the conventions of standard English, but also for helping writers and readers understand how sentences work together to create coherent, meaningful texts.

iii. to enable every student complete school with an understanding of, and appreciation for the natural variation that occurs in language across time, social situation and social group. While recognising the need for mastering standard English, students will also demonstrate an understanding of the quality in the expressive capacity and linguistic structure among a range of language of language varieties, both indigenous and English. This objective encourages the view that knowing grammar can foster an appreciation of all language varieties. When students have grammar as a tool for discussing the basic parts of any language, it can help them acquire a broad and democratic understanding of language variation. For example, one can make use of different structures when talking to friends compared to when one is talking to teachers.

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 the objectives of the structural component of English Language as :

- 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 communicate in speech and in writing, nationally and internationally
 - to work effectively in appropriate appointments; and
 - to undertake successfully further academic work

In the same vein, the objectives of teaching grammar in secondary schools are clearly stated in the West African examinations Council (2000) syllabus. The objectives are to enable the student to:

- control sentence structure correctly,
- comply with the rules of grammar, spelling and punctuation,
- control sentence structures accurately;

- exhibit variety in the choice of sentence patterns

2.2.3 Methods and Strategies of Teaching Essay Writing

Writing, which is one of the four basic language skills, is an important aspect of any educational system. It is used to gauge what the students know and where they have problems (Okotie, 2010). It is a means through which we assess students' academic performance.

Good teaching of English language, more especially in the English-as-a-second language environment, requires the effective teaching of the complex interrelated skills of listening, speaking, reading and writing. Writing skill is important in the whole language development and learning. It is the ultimate of language skills and determined, to a great extent, the success of students in both internal and external examinations. Good writing skill is required of students to pass out at a credit level. The West African Senior School Certificate Examination essay and letter writing take the highest of the total marks, followed by comprehension papers I and II, summary and structure and test of orals respectively in the examination. Despite the important position that writing holds among language skills, Okotie (2010) asserted that it was disheartening to note that its teaching and learning has not been effective as it should be due to various problems notable among which is non-teaching of rudiments of the grammar of English.

Various research outcomes in the area of effective strategies for reaching essay writing abound, ranging for within and outside Nigeria; prominent among them are Collins and Sommer (1985); Lawal (1995); Essex (1996); Janienne (2007); Obi-Okoye (2008); Jibowu (2009) and Morris (2009). Obi Okoye (2008) emphasized that teaching at the point of writing focuses on demonstrating and exploring the decisions that writers make in the process of composition. Obi-Okoye (2008) therefore recommended the Shared writing, Independent writing and Guided writing.

Shared writing: it is a powerful teaching strategy and the principal means of teaching writing. It is much more than merely scribing for students, writing down their ideas like an enthusiastic secretary.

It enables teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing, demonstrating and sharing the compositional process directly.

- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and by using written texts as models for writing.
- scaffold some aspects of writing such as spelling and transcribing, to enable children to concentrate on how to compose their writing through the choice of words or phrases and ways of constructing sentences to achieve particular purpose or effects.
- focus on particular aspects of writing process such as:
 - planning
 - composing
 - revising, editing and redrafting.
- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

During shared writing, it is important to:

- agree how the audience and purpose of the writing task will determine the structure, grammatical features and content.
- rehearse sentences before writing them down. In this way, students are more likely to compose in good sentences. This habit can also help the student to get it right as sentences are orally revised before being committed to the page.
- constantly and cumulatively reread to gain a flow from one sentence to another as well as checking for possible improvements or errors.
- pause during the writing to focus upon the specific objective, but, otherwise, more on the rest of the composition quickly so that students' attention is not lost.
- take suggestions from students who will make effective contributions, but also ask students who may struggle, in order to check misconceptions and provide further opportunities for explanations.

Obi-Okoye (2008) identified three broad teaching techniques which can be used during a shared writing session to help children towards greater independence.

Teacher administration: most shared writing sessions begin with demonstrating how to write. He/she thinks the process aloud, rehearsing the sentences before writing. The teacher writes the sentence, rereads it and changes it again, if necessary. He or she demonstrates these sentences. The teacher does not take contributions from the children at this point but will expect from them other opinions or her or his choice of words or construction of sentences.

Teacher scribing: the students now make contributions, building upon the teacher's initial demonstration. The teacher focuses and limits the students' contributions to the objectives. The teacher challenges students' contributions in order to refine their understanding and compositional skills. The teacher may ask for a number of contributions before making and explaining her choice.

Supported composition: The focus here is on students' composition. The students are asked to write on a given topic in their notebooks. Successful write-ups can be reviewed in the classroom, while misconceptions are identified and corrected.

Independent writing: Here, most students should be able to manage the transition from shared to independent writing. Independent writing can be focus and challenging. It can flow readily from whole class work in shared writing and be scaffolded into different levels according to students' needs. In independent writing, teachers can plan to move students towards increasing autonomy in their writing. As they become more familiar and successful in these relatively scaffolded independent talks, props can be removed.

Guided writing: Here, group teaching has important and obvious advantages over working with a whole class, and because it is relatively short supply in most classes, it needs to be carefully targeted to make the most of it. Much of the guidance on shared writing applies equally to guided writing.

Guided writing should be planned with three major purposes in mind:

- to support students in planning and drafting their own work. In this strategy, the teacher should support students working on their own independent writing.
- refilling a known story in a sequence of complete sentences
- planning a piece of explanatory writing drawn from a model discussion.
- revising and editing work in progress. Students who have been working independently should bring their work to a group discussion from time to time.

These times should be used to acknowledge and praise, to revise and improve writing:

- rereading it for clarity and purpose
- use of punctuation to enhance meaning
- choosing vocabulary
- cohesion: use of connectives; consistency of tense, time, person; consistent use of pronouns

In the process of developing the writing skills of students in essay writing, it is necessary to use appropriate method of teaching it. However, available literature suggests that mini lesson can help both the teachers and students to achieve the desire goal in essay writing (Obi-Okoye 2004; Routman 2005; Reg 2007; Perin 2007). Mini lesson is a strategy of teaching essay that focuses on a teaching point or objective at a time. The teaching point could be on the techniques of writing, craft or procedures involved in writing. These techniques of wiring include mechanics, sentence formation and variation, paragraphing, idea generation, language usage and forms of writing. The craft includes titles, enlisting, focusing, adding details, consistency, showing thoughts and feelings and using interesting and appropriate language.

2.2.4 Objectives of Teaching Essay Writing in Secondary Schools

Writing aspect of the language is one of the four basic language skills; it is the visible aspect of literacy (Anderson, 2011). Writing is a way of presenting ideas in print. It means that if we have no ideas, we cannot write anything. This is the reason why teachers engage in teaching writing activities so as to enable students be aware of various ways of making them get ideas to write about (Anderson, 2011).

Lindblad (2010) pointed out that an essay does more than inform or persuade a reader. She said that the process of writing an essay teaches a student how to research a topic and organise her/his thoughts into introduction, body and conclusion. Essay writing, according to Lindblad, should clearly state the main idea which should be obvious to the reader.

Dallman (2007) highlighted some objectives of teaching essay writing as:

- to write sentences using a acceptable vocabulary
- to write a unified narrative paragraph with a topic sentence.
- to accurately use periods as a basic punctuation
- to accurately use and spell everyday vocabulary
- to accurately use commas in compound sentences

Similarly, Gallagher (2006) pointed out the objectives of teaching essay writing. These include:

- to develop ideas in effective sentences
- to form paragraphs and write good essays
- to develop the student's critical thinking.
- to enable the students discover and explore ideas and construct a frame- work with which to present ideas.

Perin (2007) listed the objectives of teaching essay writing in secondary schools as follows:

- to serve as a satisfying and mind- expanding activity
- To enable students master fundamentals of effective writing.

In the same vein, Rog (2007) captured the objectives of teaching essays in schools thus:

- to incorporate thought processes, feelings and social interaction into action.
- to develop students' creative and imaginative thinking, putting down ideas, feelings and opinions using the correct words.

According to Obi-Okoye (2004), the objectives of teaching essay writing is obvious because it is a skill that calls for development and application of composite skills in the writing process.

Further skill, Oyetunde (2013) stressed the objectives of essay writing in schools which include:

- to develop students ideas in effective sentences, paragraphs and write good essays
- it is the medium through which the academic performance of the learners are assessed.

From the available literature, it could be concluded that the totality of language competence of any student is seen through the way he or she writes.

2.2.5 The Role of Grammar Instruction in Essay Writing

Grammar, according to Babajide (1996), is concerned with the study of the rules about how words change their form and combine with other words to make meaningful sentences. From this, we can infer that grammar refers to the properties and processes that underlie the use of the language and the ability of speakers to speak and understand the language. This means that speakers of a particular language must know the rules of the language and have the knowledge stored within their brain. We can also describe it as the ability of a person to effectively use his internalised knowledge to achieve a desired communicative impact. The study of the structure of grammar is very valuable in language studies because it enables students to understand how underlying linguistic structures can be transferred into their writing through stylistic variants.

However, there had been much debate about whether grammar instruction is a useful means of improving language ability. Nassaji and Fotos (2004) observed that

much grammar research over the past few decades has concentrated on determining whether grammar should even be taught at all in schools. Some of these studies suggested that the teaching of grammar was not only unhelpful but might actually be detrimental. Krashen (1994) is one of those scholars who believe that grammar instruction is not an important part of second language acquisition. To him, a language could be acquired through massive comprehensible input of the target language rather than formal grammar instruction. In his opinion the learner improves and progresses along the natural order when he/she receives second language input that is one step beyond his/her current state of linguistic competence.

Muncie (2002) suggested that grammar instruction may not in all cases aid accuracy or editing in writing tasks. In the study conducted by Polio, Fleck and Leder (1998) it was found that a group of students who received extra grammar training and corrective feedback did not outperform a control group in the linguistic accuracy of their compositions, and also improvement in accuracy after editing likewise did not increase. Muncie (2002), however, observes that there are some notable limitations in the study which make the result unacceptable. One of such limitations is the possibility that the type or timing of the grammar instruction given was unsuitable.

In spite of the argument against grammar instruction, Nassaji and Fotos (2004) pointed out that research evidence to demonstrate the need for formal grammar instruction in order for learners to attain high levels of accuracy abounds. For instance, Mitchell (2000) suggested that some types of focus on grammatical forms are necessary if learners are to develop high levels of accuracy in the target language. Other studies (Nassaji & Swain, 2000; Norris and Ortega, 2000; Ellis 2002) also conclude that grammar instruction has a significant effect on the attainment of accuracy and therefore contributes importantly to language learning.

Akinbote and Komolafe (2010), while making a case for grammar instruction, submitted that basic grammatical knowledge is a prerequisite for the development of mature reading, writing, and speaking skills. They argue that since syntactic knowledge has been demonstrated to be the underlying component of language, instruction in the grammatical rules of the language (instruction aimed at enhancing growth in syntactic competence) ought to enhance growth in language performance. Grammar instruction is also useful because it provides insights into how language works and assists in mastering standard forms of language. Nassaji and Fotos (2004) aver that an effective approach must be adopted for the teaching of grammar if

learners must benefit from the instruction. They suggest the use of focus on form approach to grammar instruction. Focus on form as described by them involves the teacher's attempts to draw the student's attention to grammatical forms in the context of communication. Long (2000) opined that this approach to grammar instruction is effective because it is learner-centred and tuned to the learner's internal syllabus.

Although scholars have emphasised the necessity of grammar instruction in language learning, it may not be very effective in helping students to write more accurately. This is true when we consider the fact that students are still making errors with grammatical structures they have already studied extensively. The implication of this is that teachers need to go beyond the teaching of grammatical structures if they must assist their learners to write more accurately.

2.2.6 Methods and Strategies of teaching English Grammar

Researchers have come out with a lot of methods and strategies of teaching English Grammar. These are discussed below:

2.2.6.1 Grammar Translation Method

Since the 18th century, people in the West commonly studied Latin or classical Greek as a foreign language in school. 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). The Classical Method focused on grammatical rules, memorization of vocabulary, translation of text and written exercises, and it helped learners to read and understand foreign language literature. From 1840 to 1940, the Classical Method was known as the Grammar Translation Method (GTM), and it became a highly-regarded method of teaching.

The major characteristics of GTM are:

- Both target language and mother language are used in English- as- Foreign – Language (EFL) or English- as- second- Language (ESL) class, but the mother tongue was used the majority of the time.
- Learners were required to memorise a specific set of vocabulary rules and grammar rules.
- Reading knowledge of foreign language acquisition was required.
- Reading and written skills were emphasised.
- Accuracy was more important than fluency in language usage.
- Translating sentences from the target language into the first language comprised the most frequently used drills and exercises.

Richards and Rodgers (2001:3) mentioned some other characteristics of the Grammar-Translation Method:

1. native language is the medium of instruction.

Based on the above explanation, the Grammar Translation Method was commonly adopted in most schools and 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.

2.2.6.2 The Direct Method

As mentioned in Kokshetau (2007:14), the direct method appealed as a reaction against the grammar-translation method. There was a movement in Europe that emphasized language learning by direct contact with the foreign language in meaningful situations. This movement resulted in various individual methods with various names, such as new method, natural method, and even oral method, but they can all be referred to as direct methods or the direct method. In addition to emphasizing direct contact with the foreign language, Kokshetau listed the characteristics of the direct method as follows:

- The direct method usually deemphasised or eliminated translation and the memorization of conjugations, declensions, and rules, and in some cases, it introduced phonetics and phonetic transcription.
- The direct method assumed that learning a foreign language is the same as learning the mother tongue; that is, that exposing the student directly to the foreign language impresses it perfectly upon his mind. The basic premise of Direct Method was that second language learning should be more like first language learning: lots of active oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.

The English Teacher Educator (2011:1) also listed some characteristics of the direct method as follows:

- The use of everyday vocabulary and structures is the object of language teaching.
- The learner is expected to use the language in the outside situations.

- Oral skills are developed in this method (Question answer session, interaction exercises and intensive drills). Speech habits are developed by initiation drill.
- Grammar is taught inductively.
- It focuses on the second- language learning in a natural way.
- Concrete meanings are taught through situational approach. The meaning of a word is not given in first language and second language.
- Abstract meanings are taught through association of ideas.
- Both oral and listening skills are taught.
- Translation method is avoided.
- Good pronunciation is aimed at.
- Writing skill is secondary.

In the direct method, it is important for the learner to speak and listen well; moreover, learning the language is achieved by presenting situational actions which are similar to everyday life. Writing is considered a secondary demand and the concentration is mainly on the oral work.

2.2.6.3 Instructional Grammar (Form-Focused Instruction)

Ellis (2003) defined form-focused instruction (FFI) as any planned or incidental instructional activity that is intended to be induced by Language learners. Form-focused instruction is combined with two approaches; one is focus-on-form instruction (FonF), and the other is focus-on-form instruction (FonF). 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, and thus they are able to create their own sentences based on this grammatical form outside of the classroom (Brown, 2007).

The characteristics of instructional grammar are as follows:

- It could be taught in an implicit way that requires learners to understand the rules from the given examples 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).

- In this teaching style, the grammar rules and structures are introduced to learners before they are used or practised (Ellis, 1994).
- Rule presentation and discussion, consciousness-raising tasks, and input-processing instruction are known as the three techniques of explicit teaching (Doughty and Williams, 1998).
- Language acquisition is rapidly growing through explicit teaching because students can overcome grammar problems by using grammar consciousness-raising or noticing tasks. He also expressed that, on one hand, explicit teaching can help learners use and practice grammatical structures as explained by the teacher (Ellis, 2006).
- In the implicit grammar teaching style, students can immediately find grammatical rules by looking at examples (Cowan, 2008). Three common techniques of this teaching are unfocused exposure to input, input flood, and input enhancement (Doughty and Williams, 1998). Ellis (1994) emphasised that most learning is implicit and unconscious.

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). Brown (2007: 292) assented that implicit learning is learning without conscious attention or awareness and that it happens without intention to learn and without awareness of what has been learned.

According to Paesani (2005:16), an explicit method of grammar instruction in direct teacher explanations of rules followed by related manipulative exercises illustrating these rules. This kind of explicit instruction is often referred to as deductive approach.

2.2.6.4 Deductive Method

Deduction is a process in which learners are taught rules and given specific information about language. Then, they apply these rules when they use the language. Deductive instruction involves rule explanation by a teacher at the beginning of a lesson before students engage in language practice (Rabab'ah and AbuSeileek, 2007). Lin (2010:20) stated the characteristics of the deductive approach thus:

- It is a rule-based teaching style that involves presentation or explanation before learners encounter how rules function in language.
- It is one of the explicit teaching styles where students are exposed to the rule of the language first raising their consciousness about the language they are learning (Paesani. 2005: 16).
- When students' attention is drawn to grammatical forms in the input, the result is more efficient intake, showing that when grammar instruction and practice involve interpreting and attending to input, learners more successfully understand and produce the targeted grammatical structure over time than subjects exposed to traditional (that is deductive) grammar instruction (VanPatten and Cadierno. 1993).

Ellis (1992:12) argued that “consciousness-raising facilitates the acquisition of the grammatical knowledge needed for communication,” and proposed a number of characteristics typical of consciousness-raising activities:

- There is an attempt to isolate a specific linguistic feature for focused attention. The learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing or explaining the feature.
- The learners are expected to utilise intellectual effort to understand the targeted feature.
- Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description/explanation.
- Learners may be required (although this is not obligatory) to articulate the rule describing the grammatical structure.

In conclusion, inductive grammar strategy encourages students to view grammar not just as isolated letters, words, and phrases, but also as a meaningful component of contextualised language use. Grammar instruction that draws students' attention to both grammatical forms and their meaning in context mirrors approaches to reading instruction that also focuses on these interdependent variables-research that is considered next.

Paesani (2005) critiqued deductive and inductive approaches. Regarding the deductive approach, he argued that it intends to emphasize form at the expense of meaning and that it does not provide comprehensible, meaning-bearing input. In

contrast, inductive approaches to explicit grammar instruction provide such input, focusing first on meaning, then on form, In the inductive approach, student attention is focused on grammatical structures used in context so that students can consciously perceive the underlying patterns involved. In an inductive approach, the instructor first presents the form in a meaningful context, such as a paragraph or story, then encourages students to recognise patterns in the language sample presented. Once students have ascertained the function or meaning of the form, the instructor then provides an explanation, followed by meaningful, sequenced practice. He also pointed out that one of the best times for [learners] to attend to form is after comprehension has been achieved and in conjunction with their production of meaningful discourse.

2.2.6.5 The Covert Method

The fundamental principle of Covert Grammar is that showing language learners the grammatical patterns of language rather than telling them about them, allows students to become aware of forms and rules implicitly without the necessity of having to verbalise them. This approach can either by-pass or complement the development of explicit knowledge of L2 by directly developing students' implicit knowledge. Covert Grammar techniques include guided inductive learning in which students are purposefully led to discover grammar rules through the physical manipulation of colour-coded grammar elements. It is believed that the cognitive effort of inductive learning integrates the memory for L2 grammar more deeply into students' long-term memory, while the visual and tactile processing of information lays down additional memories for that information.

Some characteristics of the covert grammar method are the following:

- Covert Grammar adopts the focus on form techniques of input enhancement and input flood.
- Input enhancement is achieved by printing target structures in coloured boxes in texts and worksheets.
- Input flood is provided in readings "seeded" with target structures, and by engaging students in the repeated oral and written processing of these structures.
- The importance of output strongly emphasized in Covert Grammar.

These characteristics draw students' attention to grammatical structures in context and allow students to simultaneously focus on form and meaning. In Focus on Form, the production of pushed output. That is. output slightly above the level that

students can produce on their own and the subsequent negotiation for meaning, are the true sites of language acquisition. Producing output allows students to test their hypotheses, proceduralize their explicit knowledge, develop automaticity, and notice the holes in their L₂ competence. The negative feedback received from negotiating for meaning helps them notice the gaps in their production, leading to the restructuring of their inter-language system (Swain, 1998). To implement these processes, Covert Grammar provides students with numerous opportunities to produce target forms in meaningful communicative activities.

However, unlike Long & Robinson's (1998) definition of Focus on Form as reactive. Covert Grammar uses preemptive intervention, whose a priori purpose is to teach a particular grammar point. Nevertheless, while it focuses on specific target structures, it promotes the development of implicit knowledge more than explicit knowledge by avoiding technical metatalk with reduced grammatical terminology in non-technical metatalk.

In covert method, learners derive the rules and the structure of the language through rich input which means examples that show the grammatical rules in their context. The learners are supposed to understand these rules inductively, in other words in an implicit way. These help learners to know how grammar works in language skills.

2.2.6.6 Mistake Prevention Method

Murray and Q'Neil (2004) stated that, "Mistake prevention" based grammar instruction teaches grammatical concepts in isolation of the communication and composition process and the main characteristics of mistake prevention are as follows:

- It focuses on usage rules, and it is carried out through the use of drills, concept repetition, and objective testing, usually on worksheets or out of grammar handbooks.
- Instead of presenting grammar as a separate subject, grammar should be taught as tool to improve writing, in conjunction with the writing process itself.
- The use of grammar is linked directly to creative idea, expression and is always explained and practised within the context of the composition-instruction that is occurring.

- If grammar is to be taught in our classrooms, it must be taught in a meaningful, constructive manner.

The mistake prevention method has had a long history for grammar instruction. It is considered preferable because it teaches grammar as a tool to improve writing. Mistake prevention centers on correcting and avoiding errors in traditional, “standard” grammar usage. It turns the teacher into the bad guy and essentially tells the student not to screw. As a result, the students are afraid to improve their writing. “Tool” grammar takes away the fear of correction by encouraging students to explore grammar with the teacher’s help. It focuses on positive improvement rather than on negative correction.

Since grammar is the soul of humankind, teachers should give their students all the tools necessary to let their souls reach their zenith.

2.2.6.7 The Audiolingual Method

Kokshetau (2007) stated that the Audiolingual Method (It is also called Mimicry-memorization method) was the method developed in the Intensive Language Program. It is successful because of high motivation, intensive practice, small classes and good models, in addition to linguistically sophisticated descriptions of the foreign language and its grammar. Grammar is taught essentially as follows:

- Some basic sentences are memorised by imitation.
- Their meaning is given in normal expressions in the native language, and the students are not expected to translate word for word.
- When the basic sentences have been over-learned (completely memorised so that the student can rattle them off without effort), the student reads fairly extensive descriptive grammar statements in his native language, with examples in the target language and native language equivalents.
- He then listens to further conversational sentences for practice in listening.
- Finally, he practises the dialogues using the basic sentences and combinations of their parts.
- When he can, he varies the dialogues within the material he has already learned. Kokshetau summed up the characteristics of ALM in the following list:
- New material is presented in dialogue form.

- There is dependence on mimicry, memorisation of set phrases and over-learning. Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is a little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation. Vocabulary is strictly limited and learned in context.
- There is much use of tapes, language laboratory, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

Teaching by audiolingual method depends mainly on memorization. Learners are taught to memorize parts of the language, some phrases and sentences ignoring the meaning of the language structure and forms. Translation is considered an important tool for learning the language; learners are error free when they speak, and there is an ignorance of the content.

2.2.6.8 Lecture Method

Lectures are a valid method of teaching if the main goal is to present key information to students. Lectures are appropriate in universities and in secondary schools. In those situations, the students generally have the necessary study skills, motivation, attention span and self-management to be able to benefit from this approach. In upper primary schools and middle schools, the mini lecture' (10-15 minutes) is appropriate for achieving some of the objectives listed below. But the younger the students, the less appropriate it is to expect sustained listening attention (Westwood, 2008).

Westwood listed the characteristics of the lecturing method as follows:

- Introducing a new topic, providing an overview, arousing interest and raising issues that can be pursued later by different methods.
- Bringing students up to date with recent information that is not readily available through other media.

2.2.7 Grammatical Competence and Performance

Chomsky's *Syntactic Structures* (1957) has proved to be a turning point in the twentieth century's linguistics. He proposes his linguistic theory of generative grammar, which departed radically from the structuralism and behaviourism of the previous decades. Earlier analyses of sentences have been shown to be inadequate in more than one respect because they failed to take into account the differences between "surface" and "deep" levels of grammatical structure. A major aim of generative grammar was to provide a means of analysing sentences that take account of this underlying level of structure. To achieve this aim, Chomsky drew a fundamental distinction (similar to Saussure's *langue* and *parole*) between a person's knowledge of the rules of a language and the actual use of that language in real situations. The first he referred to as competence; the second as performance. Linguistics, he argued, should be concerned with the study of competence, and not restrict itself to performance.

Chomsky's proposals have been intended to discover the mental realities underlying the way people use language; competence, accordingly, is seen as an aspect of the human general psychological capacity. Linguistics has been envisaged as a mentalist discipline". It is also argued that linguistics should not limit itself to the description of competence. In the long term, there should still be more powerful target: to provide a grammar capable of evaluating the adequacy of different accounts of competence and of going beyond the study of individual languages to the nature of human language as a whole by discovering linguistic universals. In this way, it is hoped that linguistics would be able to contribute to the understanding of the nature of human mind.

A major feature of Chomsky's approach was the technical apparatus he devised to make the notion of competence explicit: the system of rules and symbols that provides a formal representation of underlying syntactic, semantic and phonological structure of sentence (Greimas. 1987: 409). Culler (1985: 6) states that Chomsky distinguishes between linguistic competence, one's capacity to use language, and performance, the actual application of this competence in *speaking* and *listening*. Hence, studying competence sheds the light on the very intricate mental phenomenon called language and the highly complicated nature of language processing inside human mind, on the one hand. It, further, reflects on the hard task of

the grammarian who is trying to provide a detailed account of the various aspects of language, on the other hand. This is what the present study tries to highlight.

Competence is a term used in linguistic theory, especially in generative grammar, to refer to person's knowledge of his language, the system of rules which a language user has mastered so that it would be possible for that user to be able to produce and understand an indefinite number of sentences and recognise grammatical mistakes and ambiguities.

Competence is said to be an idealised conception of language, which is seen in opposition to the notion of performance which refers to the specific utterances of speech. Competence, according to Chomsky, has been used as a reaction to the linguistic era before generative grammars, which was highly occupied with performance in forms of corpus of data. The aim set by the transformationalists to their work is higher than that explicitly set by any previous group of linguists. It amounts to nothing less than presenting a description of a language, everything implied by the linguistic competence of a native speaker.

The transformationalists' objectives are to be attained by forming linguistic descriptions in terms of rules that embody the creative capacity of a native speaker to produce and understand an infinite number of sentences that are all and only grammatical (Riffaterre, 1979: 228). Competence, according to MacCabe (2003: 77), is the knowledge of linguistic rules, categories, and the like that accounts for native speaker's intuitions about his language; the expression of such competence in talking and listening is performance. Robins (1980: 37) states that Chomsky defines competence as what a speaker intuitively knows about his language. In these terms, speech production and speech comprehension are both categories of linguistic performance; both involve the expression of competence, the one in producing or encoding speech, the other in receiving or decoding speech.

2.2.8 Competence in English Grammar

Research on human language processing has changed dramatically in the past twenty years. A central controversy among researchers in human sentence processing during the 1980s was MODULARITY. Inspired by Jerry Fodor'(1983) in his book, *The Modularity of Mind*, many psycholinguists sought to show that the human language faculty comprised a number of distinct modules that are informationally encapsulated., in the sense that they have access only to one another's outputs, not to their internal workings. Others (Arnold *et al*) argued against this strong modularity

thesis for language processing, claiming that interactions among the various components of language processing are pervasive. Of particular interest in the present context are head-mounted eye trackers, whose application to psycholinguistic research was pioneered by Tanenhaus et al (1996) and his collaborators.

These devices show investigators exactly where a participant's gaze is directed at any given moment. By following listeners' eye movements during speech, it is possible to draw inferences about their mental processes on a word-by-word basis. Because this experimental paradigm involves participants' interactions with a visual scene of some sort, it lends itself to investigation of the role of non-linguistic context in sentence processing. It becomes available to them, to infer the speaker's intentions.

Tanenhaus *et al* (1996: 466) further posited that the possible referents in the visual context clearly influenced the speed with which a referent was identified. This demonstrates that the instruction was interpreted incrementally, taking into account the set of relevant referents present in the visual work space. That information from another modality influences the early moments of language processing is consistent with constraint-based models of language processing, but problematic for models holding that initial linguistic processing is encapsulated (Tanenhaus et al, 1996).

Another study (also described by Tanenhaus et al, 1996)) involved sets of blocks that could differ in marking, colour, and shape, so that uniquely identifying one with a verbal description would require a multi-word phrase. The stimuli were manipulated so that the target objects could be uniquely identified early, midway, or late in the production of the description. Listeners' gaze again moved to the target object as soon as the information necessary for unique identification was uttered. This information depended not only on the words used, but also on what was in the visual display.

Similar results have been obtained under many different conditions. For example, eye movements show that resolution of temporary prepositional phrase attachment ambiguities (*Put the apple on the towel in the box*) takes place as soon as listeners have the information needed for disambiguation, and this likewise depends on both linguistic factors and the visual display (see Tanenhaus et al. 1995). Recent eye-tracking studies (Arnold et al. 2004) show that even deficiencies in speech are used by listeners to help them interpret speakers' intentions. In particular, when a disefficiency such as *um* or *uh* occurs early in a description, listeners tend to look at objects that are new information in the discourse. This makes sense, since descriptions

of new referents are likely to be more complex, and hence to contain more disefficiencies, than descriptions of objects previously referred to. Once again, the eye movements show the listeners using the available information as soon as it becomes available in identifying (or, in this case, predicting the identification of) the objects that speakers are referring to. In retrospect, results like these should not have been particularly surprising. Casual observations suggest that language processing is highly incremental, flexible, and integrative.

Scholars in the field of language acquisition have long known that competence and performance develop at different rates. In some cases, competence develops before performance. In others, the pattern is the reverse (Myron, 2003). Many studies have illustrated that children, for example, know more than they can say. If asked to point to a picture of an elephant, the child may be able to comply; but if one points to the elephant and asks the child what is it, the child may not be able to answer.

2.2.9 Explicit Grammar Instruction

The Explicit Grammar Instructional Strategy (EGIS) is a teacher-directed instruction which involves a sequence of supports that are highly structured and practice-oriented. Explicit instruction involves modelling, observation, imitation or practice and corrective feedback during the course of instruction. Explicit instruction process moves systematically from extensive teacher input and little student responsibility at the initial stage to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle. The effects of Explicit Instructional Strategy on students' achievement in and attitude to learning have been investigated in a number of studies with varying levels of success. For example, Loyer (2010) conducted separate studies to investigate the effects of Explicit Instructional Strategy on grammar and narrative writing respectively, and he reported that the strategy has a significant effect on students' achievement and attitude in these aspects of the English language.

2.2.9.1 Direct Explicit Grammar Instruction

Direct Explicit Instruction involves teachers telling the students the concept or skill to be learned and then lead them through instructional activities designed to result on student's learning. It is based on behaviouristic learning principles (for example, getting students' attention, reinforcing correct responses, providing corrective feedback, practising correct responses). It also involves higher use of academic learning time (time on task), while teacher structured lessons, following a

clear, sequential approach, with teacher in control of the content, activities, and lesson pacing. It may usually be used to teach new skills or concepts (often deductive methods), academically focused, with teacher stating the goals for the lesson and the teacher monitors students' understanding and provides feedback.

According to Roseshine (2005), there are four components in Direct Explicit instruction

- clearly articulated goals
- teacher-directed instruction
- careful monitoring of similar goals with other approaches to teaching (for instance, constructivist, holistic, or student centered). These goals include teaching students to enjoy and be competent at reading and writing, to understand what they read and to apply their skills in meaningful ways.

According to Hall (1987), Direct Explicit Grammar Instruction model involves:

- Setting objectives and announcing them to the students
- Mentioning the grammatical concept to be taught
- Stating the input involved, modelling or generating sample sentences
- Guided practice
- Independent practice
- Feedback
- Plenary to discuss rules generated

2.2.9.2 Indirect Explicit Grammar Instruction

Indirect Explicit Instruction involves limited teacher direction, with emphasis on students co-creating their learning with the teacher as a facilitator of their learning. The strategy may use social instructional approaches (learning with other students) or students working independently. It is often based on constructivist principles where students create meaning through active engagement and investigation. It promotes:

- (a) the student point-of-view
- (b) teacher-student or student-student interaction
- (c) questioning to promote student's thought
- (d) nurturing of student's reflection rather than emphasis on a single correct answer. It tends to use more inductive methods (leading students to discover concepts)

According to Harding & Taylor (2005), the model involved in Indirect Explicit Grammar Instruction involves:

- Lead in (Explain what to do)
- Providing input(Sample structure)
- Consciousness –raising task (Sensitise learners to underlying principle)
- Checking and Summarizing (Feedback)
- Practice (Independent practice)
- Plenary

2.3 Empirical Review of Literature

2.3.1 Direct Explicit Instruction and students' Achievement in English Grammar and Composition.

According to Ellis, (1993: 82) in his research on Direct Explicit Instruction when noticing a structure, learners are supposed “to store a trace, which will help them to process the structure more fully at a subsequent time.” Rutherford, Sharwood and Smith (1988) also pointed to the fact that if students are made aware of the target language rules, their language acquisition will be facilitated. In their research, the positive correlation between the comprehension rules and the oral and written production of the task group is therefore supported.

Rutherford, Sharwood and Smith (1988) also pointed out that the high correlation coefficient between the grammar rule knowledge and grammatical production suggests the superior role of consciousness-raising tasks (in comparison with the traditional way of presenting rule–teacher-fronted instruction). The high level of input (noticing, interacting, associating and group work) inherent in the tasks may have created a good condition for the working memory (that is, short-term memory) to be translated into the long-term memory, which probably leads to the high performance of the group in question as mentioned.

The belief that grammar is the basis for other kinds of skills to grow might be reconsidered (Thombury, 2005). A study on the effect of Direct Explicit Instruction on grammar teaching confirms a positive correlation between the grammatical knowledge and grammatical production (Celce-Murcia’s ideas (1991). She stated that “grammar is a tool or resource to be used in the comprehension and creation of oral and written discourse rather than something to be learned as an end in itself” (21).For, in this case, learning grammar may help boost acquisition.

2.3.2 Indirect Explicit Grammar Instruction and Students' Achievement in English Grammar and Composition

Indirect explicit grammar instruction as operationalised through consciousness-raising tasks can be used to teach grammar effectively, namely during the presentation stage; teachers are advised to use consciousness-raising tasks. This suggests that although concept telling (that is, teacher-fronted instruction) may be effective, it would not provide long-term effect on the production of the targeted structures as effectively as what would be found with consciousness-raising tasks or concept checking.

Ellis (2003), in his research, opined that although consciousness-raising tasks would require more work and effort from teachers in terms of task preparation and cost (that is, handouts photocopying, and the like.) what would be acquired from this method is worth giving attention to. Ellis (2006), in his research, was of the opinion that, in addition to the common characteristics of the tasks, teachers need to pay much attention to the logic and organisation of the tasks to suit a variety of learners. In other words, tasks should be well-designed and carefully organised so that even less competent students can be confident to join in performing the tasks together with the competent ones.

According to Hinkle (2008), in his research, since students have been familiar with the concept-telling method (in teaching grammar), they should be prepared to get accustomed to those factors of the new aspects such as individual work, team-working and critical thinking operation. Most importantly, they should not expect the right answer from the outset. Through out the tasks, they are required to provide answers, which they do not have enough courage to offer if they are much afraid of 'losing face'. Thus, it is important to prepare students' state of mind before engaging them into the tasks.

Fotos and Ellis (2007) in their research opined that teacher's rule summary after pairs'/groups' discussion is worth considering because consolidation will provide a good chance to arouse students' noticing the structures in the input through the tasks. This will give learners opportunities to double-check their self-discovered rules and make the grammar rules more engraved in their memory.

The proficiency level should be a factor that teachers have to take into consideration when using this way of teaching. Teachers may adjust the requirements to suit students' level of proficiency. That is, for instance, instead of asking students to use English while performing the tasks, teachers may let them use both English and

their first language as suggested by Ellis, (1997). This suggests that teachers should be alert in organising group work. The students' various levels in groups may result in good effects because of individual contribution and mutual assistance between less able and able students. Students of lesser proficiency could be more confident by the help of their friends or find little difficulty in asking their friends for help. In contrast, good students might have compatible conditions to review the grammar structures by helping their friends. If not, less competent students may become demotivated if they are put into one group or vice versa.

2.2.3 Modified Conventional Strategy and Students' Achievement in English grammar and composition

This is the oldest method of teaching used in most Nigerian schools. It is a traditional 'talk-chalk strategy'. The teacher "gives out" the facts to the students and the students in turn listen and digest the knowledge (Fakeye, 2002).

There are reasons listed by Adesoji, (2004) which make teachers refuse to change their conventional teaching style:

- (a) Lack of infrastructural facilities
- (b) Overloaded curriculum s
- (c) Lack of training programmes/workshops and
- (d) Lack of skill in handling difficult concepts identified by Olagunju, 2002.

2.3.4 Gender and students' achievement in English Grammar and Composition

Gender issue has become an issue of concern in the past few years. As schools and educational institutions are becoming more structured, sex differences in education and students' learning outcome have received more attention of researchers. Stephen and Sandra (2006) described gender as the social and historical constructions of masculine and feminine roles, behaviour and attributes.

Researchers have found that gender plays a significant role in the learning outcomes of students. In the study carried out by Owen (2002) at Duke University Durham, using cooperative active learning in small, to large courses in programming courses from introductory to advanced levels in computer science, found that female students (most classes contain 25-35% women) made comments that rotating assigned groups gave them a chance to meet other students in the class that, they would not have approached otherwise, having made them comfortable in the classroom. In a related study, Chase and Edward (2002) noted that female students show positive attitude towards learning computer courses and manifest increased learning outcomes.

Ukwungu (2002) applied mental analytic techniques to 34 studies assessing the magnitude and direction of Integrated Science using the statistics. The result indicated that gender difference in performance in Integrated Science in Nigeria is small ($d=0.13$) and in favour of males. The value ($d=0.13$) translates to $r=0.06$ which implies that only 0.4% of the variance in performance of Integrated Science is accounted for by gender. However, the Binominal Effect Size Displace (BESD) shows that this proportion of variance accounted for by gender is equivalent to increasing success rate from 47% to 53%. A difference of 6% would provide an advantage over girls in a final or selection examination. Girls therefore need greater attention during Integrated Science classes.

Besides, Gaigher (2004) worked on the significant gender difference in learning outcomes in science courses; they observed that a significant difference exists and is in favour of the boys. However, Raimi and Adeoye (2002), Akinbobola (2004) and Alake (2007) discovered in their studies that there is no significant difference in the performance of boys and girls in science classes.

Odebode (2001) reported that girls performed better in verbal tests and obtained higher grades than boys, while boys excelled in Mathematics and all science related subjects. She observed that, girls are heroines and fearful, while the boys show greater courage and achievements. Throughout the world, women are higher in verbal ability than men, but are lower in Mathematics and spatial ability, while men are superior to women in problem-solving tasks and specific abilities related to problem solving (Asoegwu, 2008).

Researchers (Johnson, 2003; Ezenandu, 2011) examined the role of gender in academic achievement and arrived at different findings. In a comparative study of gender differences and performances in English, Johnson (2003) revealed that female students in Canada scored higher than male counterparts, while in Nigeria, females scored higher than males. Ezenandu (2011) found no significant effect of gender on students' attitude to and achievement in prose literature. In view of the disparity in the findings of these researchers on gender and students' achievement, there is the need for further research. This study will also examine the effects of gender on the achievement in and usage of students in English grammar.

2.3.5 Class Size and Students' Learning Outcomes in English Grammar and Composition

Class factors are very important in the teaching leaning/learning process, particularly when students' academic achievement is being considered. Classroom congestion and low utilisation rate of classrooms are common features of secondary schools in Nigeria. This situation has a negative impact on secondary school teachers' productivity, student learning input, and secondary school students' academic performance (Fabunmi, Brai-Abu and Adeniji 2007). These scholars are of the opinion that lower teacher–pupil ratio allows for more effective communication between the learner and the teacher.

Kolawole (1998) also observed that when teachers have large number of students to teach, they are forced to adopt a method that will suit them and not what may help the learners to learn. He notes further that teachers faced with large class situation only teach about essay writing rather than engaging students in actual writing. Even when students manage to write any essay, such essays are never marked. This is true when we consider the fact that when the class size is large and the teacher is willing to give feedback, several weeks could pass before he/she returns the scripts. This will put unnecessary strain on the teacher and reduce the level of inter-personal relationship between the teacher and the students.

Asikhia (2010) opined that the unconducive atmosphere of secondary schools' learning environment also contributes to the poor academic performance of students. In his opinion, the problem of too large population of students in a classroom does not create a good condition for learning and this can lead to poor academic performance of students. This view is shared by Aduwa-Ogiegbaen and Iyamu (2006) who also observe that most secondary schools are overcrowded and that teachers had little or no room to move around to give individual attention to students.

Adeyemi (2008) in his study of the influence of class size on the quality of output in secondary schools in Nigeria found that class-size is a critical factor in determining the quality of output from secondary schools in Nigeria. It reports in his study that students in schools having small class-sizes had better quality of output than students in schools having large class-sizes. This means that increased class-size tends to lower students' level of achievement. The findings of the study agree with that of Oderinde (2003) who reported that pupils in smaller class-sizes achieved better results than pupils in large class-sizes. Fabunmi, Brai-Abu and Adeniji (2007) also

investigated the extent to which class factors like class-size, student classroom-space and class utilisation rate determined the performance of secondary school students. Findings from the study reveal that class factors determine significantly secondary school students' academic performance.

Abioye (2010) also pointed out that an over-crowded class is one of the major factors affecting language learning. This is because a teacher has to content with a crowd of students whose expectations are high concerning how the teacher meets their individual learning needs, but whose level of motivation may be very low. In his opinion, a large class confronts the teacher with students who have varying degrees of background knowledge, different concepts of learning, motivation, interests, abilities, different language learning skills, different levels of competence, and different levels of learning speed. All these factors will make it difficult for the teacher to provide for the individual learning needs and aspirations of each student. When the class is large, it may be difficult for the teacher to effectively control the class.

Although the studies reviewed above show that the lower the class size or teacher-pupil ratio, the higher the students' achievement, Fabunmi, Brai-Abu and Adeniji (2007) believed that the relationship between class size and academic performance remains a major controversy and a subject of further research. This is because some other scholars (Machado and Vera-Hernandez, 2008 and Ibrahim, 1992) in their separate studies find little or no effect of class size on students' academic achievement.

Machado and Vera-Hernandez (2008) opined that class size could have either positive or negative effects on students' academic achievement. To them a small class size presents the teacher an opportunity to interact closely with the students, individualise instruction and ensure better classroom management. Large classes in this regard might be prone to disruption occasioned by frequent disturbances from students and subsequent punishment by teachers. On the other hand, large classes may be beneficial to students because it gives room for tougher competition among the students. A competitive class assists in bringing out the best in individual learner. A large class also makes it possible for a student to learn from his/her peers. This is true when we consider the fact that when a student asks a question, other students will benefit from the explanation given by the teacher. This no doubt facilitates learning.

All the aforementioned stress the fact that researches on the influence of class size on academic achievement is still inconclusive. To this end, this study will also

seek to determine the moderating effects of class size on students' achievement in English Grammar and Composition when reactive focus-on-form strategy is used.

2.4 Appraisal of Literature

It has been shown in the reviewed literature that English Grammar and Composition as important aspects tested in English language examinations at both internal and external examinations are not well taught in schools because of the dominance of teacher-centred strategies. Literature search has shown that among effective strategies that had been experimented with in the teaching of English grammar are sentence combining, form focused instruction, direct instructional strategy and error treatment among others. Most of these strategies did not expose students to conscious and explicit teaching of grammatical rules to guide their usage of the language in oral and written communication. The review of literature has shown that one of the most important factors affecting the teaching and learning process is learners' prior knowledge or what the learners have already learned.

The reviewed literature has also shown that explicit grammar instructional strategies have been shown to be effective in teaching of English grammar. However, there is dearth of empirical literature on the effect of its two modes namely, direct and indirect explicit grammar instructional strategies on students' achievement in English grammar and composition combined.

Similarly, the effect of gender on students' learning outcomes in English grammar and composition has been examined in different studies, but these studies have produced conflicting results. Findings of some studies showed that female students performed better than their male counterparts while others revealed that there was no significant difference between the attitude and achievement of both males and females in language learning. In other studies, males were reported to have performed better than females especially in language learning tasks. Therefore, the actual effect of gender on students' achievement in English grammar and composition remain inconclusive.

From the reviewed literature, it is clear that the actual influence of class size on language learning is still a subject of continuous debate. This is in view of the conflicting findings reported on it by scholars. Apart from the inconsistencies observed in the earlier research reports, it has been pointed out earlier in the study that the prevalent large class situation in Nigerian schools has hindered teachers from

giving feedback on students' essays promptly and appropriately. It is in an attempt to fill these gaps in literature that the study determined the effect of Direct and Indirect Explicit grammar instructional strategies on students achievement in English grammar and composition and the moderator effect of class size and gender.

UNIVERSITY OF IBADAN LIBRARY

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study adopted the pretest- posttest, control group, quasi-experimental design. It determined the effect of Direct and Indirect Explicit grammar instructional strategies, on students' achievement in English grammar and composition.

Schematically, the design is represented thus:

0 ₁	X ₁	0 ₂	---	E ₁
0 ₃	X ₂	0 ₄	--	E ₂
0 ₅	X	0 ₆	---	Control

0₁, 0₃, 0₅, represent the pre-test for both experimental and control group respectively, 0₂, 0₄, 0₆ represent the post-test for the experimental and control groups respectively.

X₁ represents the treatment for Experimental Group E₁-Direct Explicit instructional strategy

X₂ represents the treatment for Experimental Group E₂- Indirect Explicit instructional strategy

X represents the treatment for Control Group C – Modified Conventional strategy

A 3 X 3 X 2 factorial matrix was adopted with instructional strategy as treatment at three levels; class size at three levels (large, medium and small) and gender at two levels (male and female). The factorial matrix of the study, is represented in table 3.1.

Table 3.1: Schematic Representation of the Matrix

Treatment/strategies	Gender	Class size		
		Large	Medium	Small
Direct Explicit instructional strategy E ₁	Male			
	Female			
Indirect Explicit instructional strategy E ₂	Male			
	Female			
Modified Conventional strategy	Male			
	Female			

3.2 Variables of the Study

- (1) **Independent Variable:** This is instructional strategy manipulated at three levels namely,
 - i. Direct Explicit grammar instructional strategy
 - ii. Indirect Explicit grammar instructional strategy
 - iii. Modified Conventional strategy
- (2) **Moderator Variables:** There are two moderating variables in the study.
 - i. Class size (Large, Medium and Small)
 - ii. Gender of students (male and female)
- (3) **Dependent Variables:** These are students' learning outcomes
 - i. Achievement in English Grammar
 - ii. Achievement in English Composition

3.3 Selection of participants.

A total of 274 Senior Secondary Two (SS II) students participated in the study. The subjects were drawn from nine intact classes. Purposive sampling technique was used to select nine secondary schools in Ibadan North, Ibadan North East and Ibadan North West local government areas of Oyo State. The selection of schools was based on the following criteria:

- The schools that are co-educational because gender is a critical variable in the study.

- Schools that have English language teachers with at least three years teaching experience.
- Schools with evidence that SSII students of the schools had not been exposed to the grammatical concepts to be taught in the study. The choice of SSII students was made because they had been exposed to the introductory aspects of grammar of English in junior secondary school and SS1 English language which act, as pre-requisite for the study of the chosen concepts. The students were likely to be more receptive to the teaching strategy as they were not under the pressure of preparing for external examination. The teaching of the concepts was also appropriate to the scheme of work at this stage of their spiral curriculum.
- Schools that demonstrate willingness to participate in the study

3.4 Research Instruments

Six instruments constructed by the researcher were used in this study to collect data.

- i. English Grammar Achievement Test (EGAT)
- ii. English Composition Test (ECT)
- iii. Teachers' Instructional Guide on Direct Explicit Grammar Instructional Strategy (TIGDES)
- iv. Teachers' Instructional Guide on Indirect Explicit Grammar Instructional Strategy (TIGIES)
- v. Teachers Instructional Guide on Modified Conventional Strategy (TIGMCS)
- vi. Evaluation sheet for Assessing Teachers' Performance on the use of the Strategies (ESAT)

3.4.1 English Grammar Achievement Test (EGAT)

The instrument is made up of two sections, namely sections A and B. Section A consists of the personal data of the subjects, including their gender, name of school and class. Section B comprises 20 multiple test items on English Grammar. Students were required to pick the option in line with their views on each item. All questions were in objective form with alternatives A to D. Students were 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. The table is in accordance with Bloom et al (1961) in which the six levels of Bloom taxonomy were covered. This is done in this

research to show the thinking skills that the research is based upon, and it was used as pretest and posttest in this study.

Table 3.2 Table of Specification of EGAT

Cognitive level content	Knowledge 15%	Comprehension 20	Application 15%	Analysis 10%	Synthesis 15%	Evaluation 10	Total 100%
Direct and indirect speech	2 (1,2)	1 (3,)					(3) 15%
Question tags	2 (4,5)		2 (6,7)				(4) 20%
Tenses		1 (8)		2 (9,10)			(3) 15%
Voice (active and passive voice)	2 (11,12)				2 (13,14)		(4) 20%
Mood (types of mood)	2 (15,16)					1 (17)	(3) 15%
Sentence combining devices	2 (18,19)		1(20)				(3) 15%
Total	10	2	3	2	2	1	20 (100) %

Source: Bloom et al (1961)

Validity of EGAT

This instrument was subjected to face and content validity by giving copies to experts in educational evaluation and language education with bias in English language education. These experts were asked to determine its suitability in terms of clarity, breadth and language. Only the 20 items that were found suitable were used.

Reliability of EGAT

The test was administered on sampled 50 SSII students in a school outside the ones to be used for the study using KR-20 and the reliability coefficient determined was 0.81.

3.4.2 English Composition Test (ECT)

The English Composition Test is made up of English written composition where students' usage of English grammar was tested. The instrument was used as both the pretest and posttest. The test measured students' usage of English grammar items taught in essay writing.

Validity of ECT

The face validity of ECT was determined by giving the items to four language educators with bias in English language to determine their suitability in terms of

language of presentation, clarity of ideas and class level, length and relevance or applicability to the study.

Reliability of ECT

The test was administered on sampled 50 SSII students in a school outside the ones to be used for the experiment. Inter-rater reliability was determined using Scott pie yielding a value of 0.84

3.4.3 Teachers' Instructional Guide on Direct Explicit Grammar Instruction Strategy. (TIGDES)

Step 1: Define/ Explain the Grammatical Concept

Step 2: State the rules guiding the use of the concept

Step 3: Generate sample sentences using the rules of guides.

Step 4: Students use teachers' model to generate their own sentences.

Step 5: Teacher provides correct feedback to students.

Step 6: Teacher recaps the rules to bring them into focus.

3.4.4 Teachers Instructional Guide on Indirect Explicit Grammar instruction Strategy (TIGIES)

Step 1: Teacher announces the objectives of the lesson to the students.

Step 2: Teacher provides several sentences to exemplify the concept being taught

Step 3: Through guiding questions, students are led to discover the underlying principles in the sample sentences given

Step 4: Students generate further sentences in accordance with the rules discovered.

Step 5: Teacher provides corrective feedback to students.

3.4.5. Teacher's Instructional Guide on Modified Conventional Strategy in English Grammar. (TIGMCS)

Step 1: Teacher defines the concept.

Step 2: She/he takes the students through the examples given in their reading text.

Step 3: She/ he sets them to do the exercises in their notebooks.

Step 4: Teacher goes round to mark their work.

Step 5: She/he does correction with them.

3.4.6 Evaluation Sheet for Assessing Teachers' Performance on the use of the Strategies (ESAT)

These are the guidelines for evaluating the performance of the trained research assistants on the effective implementation of the instructional guides. The research assistant that scored 60 marks and above in the mastery of any of these strategies was adjudged to have mastered the contents of the instructional guides.

Validity of ESAT

The instrument was given to researcher's supervisor and other experts in the Department of Teacher Education for their input. Corrections were made, and this was factored into the production of the final draft of ESAT.

Reliability of ESAT

The instrument was trial- tested to ensure its reliability. It was administered on teachers outside the sampled schools. Inter-rater reliability was determined using scott pie and a value of 0.82 was obtained. Details of ESAT are in the Appendices.

3.6 Procedure for the Study

The following time schedule was adopted in the study;

The first week for visitation to schools to be used for the treatment.

The next two (2) weeks for training of research assistants

One (1) week for scrutiny of research assistants to ensure that they are ready to do what they are supposed to do (During demonstration lesson).

One (1) week for pretest (Administration of EGAT and ECT)

Six (6) weeks for treatment using the trained research assistants on the listed strategies. These take place simultaneously in all the schools selected.

One (1) week Posttest (Administration of EGAT and ECT)

This makes a total of twelve (12) weeks.

3.6.1 Training of Research Assistants

Research assistants were taken through the lesson steps in the instructional guides on Direct, Indirect Explicit Grammar Instructional strategies and Modified Conventional strategy.

3.6.2 Administration of Pretest

All the students (SSII) in the experimental and control groups were exposed to pretests of English Grammar and Composition. The pre-test lasted one week.

3.6.3 Treatment Procedure

The treatments would be carried out on the experimental and control groups. During this period, students in the two experimental groups would be exposed to English Grammar instruction through Direct and Indirect Explicit Grammar Instructional strategies while the control group would be taught with modified conventional strategy. The aspect of English grammar concepts to be taught are Mood, Voice, Direct and Indirect speech, Question tags, Tenses and Sentence combining devices.

3.6.3.1 Direct Explicit Grammar Instructional Strategy

The steps followed were:

Step 1: Define/ Explain the Grammatical Concept

Step 2: State the rules guiding the use of the concept

Step 3: Generate sample sentences using the rules as guides.

Step 4: Students use teachers' model to generate their own sentences

Step 5: Teacher provides correct feedback

Step 6: Teacher recaps the rules to bring them into focus

3.6.3.2 Indirect Explicit instruction Strategy in English Grammar. The steps were:

Step 1: Teacher announces the objectives to the students.

Step 2: Teacher defines/ explains the grammatical concepts to be taught.

Step 3: Teacher provides several sentences to exemplify the concept being taught

Step 4: Through guiding questions, students are led to discover the underlying principles in the sample sentences given

Step 5: Students generate further sentences in accordance with the rules discovered.

Step 6: Teacher provides corrective feedback to students.

3.6.3.3 Modified Conventional Strategy

The steps followed were:

Step 1: Teacher defines the concept.

Step 2: She/he takes the students through the examples given in their reading text.

Step 3: She/ he sets them to do the exercises in their notebooks.

Step 4: Teacher goes round to mark their work.

Step 5: She/he does correction with them.

The students were taken through the four lessons of forty minutes duration each, and this lasted for six weeks.

3.6.4 Administration of Posttest

At the completion of the intervention programme, all the SSII students in experimental and control groups were exposed to posttests of English Grammar and Composition.

3.7 Procedure for Data Analysis

Data collected were analysed using descriptive statistics of frequency counts, mean and standard deviation. Also, inferential statistics of Analysis of Covariance (ANCOVA) was used to test all the hypotheses. In addition, estimated marginal means was computed to show differences in the mean scores of different groups. Scheffe post hoc test was used to determine the source of significant main effects, if any. Line graphs were also used to disentangle the significant interaction effects where they exist. All hypotheses were tested at 0.05 level of significance.

UNIVERSITY OF IBADAN LIBRARY

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1: Testing the Null Hypotheses

HO₁: There is no significant main effect of treatment on students' achievement in English grammar

Table 4.1: Summary of Analysis of Covariance on students 'achievement in English grammar

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2029.308	18	112.739	3.453	.000	.185
Intercept	6488.497	1	6488.497	198.715	.000	.421
PREGRAM	77.481	1	77.481	7.373	.125	.009
<u>Main Effect:</u>			77.481			
TRTGROUP	258.147	2	129.074	7.373	.000*	.028
CLASSSIZ	131.984	2	65.992	2.021	.134	.015
GENDER	26.748	1	26.748	.819	.366	.003
<u>2-way Interactions:</u>			26.748			
TRTGROUP*CLASSSIZ	481.906	4	120.477	3.690	.006*	.051
TRTGROUP*GENDER	179.526	2	89.763	2.749	.066	.020
CLASSSIZ*GENDER	6.900	2	3.450	.106	.900	.001
<u>3-way Interactions</u>			3.450			
TRTGROUP*CLASSSIZ*GEND	256.223	4	64.056	1.962	.101	.028
ER	8914.072	273	32.652			
Error	156393.000	292				
Total	10943.380	291				
Corrected Total						

*Significant at P<.05

Table 4.1 shows that treatment had significant main effect on students 'achievement in English grammar ($F_{(3,273)} = 7.373$; $p < 0.05$; $\eta^2 = 0.028$). Therefore, Ho_{1a} is rejected. Table 4.2 presents the magnitude of students 'achievement in English grammar across the group

Table 4.2: Estimated Marginal Means of students ‘achievement in English grammar among the Treatment Groups

Treatment	Mean	Std Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Direct Explicit	21.95	.222	21.39	22.37
Indirect Explicit	21.88	.213	21.36	22.55
Conventional	15.57	.235	13.09	19.05

Table 4.2 reveals that students exposed to Direct Explicit Strategy had the highest achievement mean score (21.95), followed by those exposed to Indirect Explicit (21.88), followed by those exposed to Conventional strategy score (15.57). Table 4.3 presents Scheffe/ post hoc analysis to reveal the source(s) of the significant effect.

Table 4.3: Scheffe/ Post Hoc Analysis of students ‘achievement in English grammar by Treatment Groups

Treatment Groups	Mean	Direct Explicit	Indirect Explicit	Conventional
Direct Explicit	21.95		*	*
Indirect Explicit	21.88			*
Conventional	15.57			

Table 4.3 shows that students exposed to English Grammar Instruction through Direct Explicit Grammar Instruction had the highest posttest achievement scores (\bar{x} =21.95) followed by those exposed to indirect Explicit grammar instruction (\bar{x} =21.88) and control group (\bar{x} =15.57)

HO_{1b}: There is no significant main effect of treatment on students' achievement in English composition.

Table 4.4: Summary of Analysis of Covariance on students 'achievement in English composition

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1790.728	18	99.485	4.887	.000	.244
Intercept	8140.776	1	8140.776	399.896	.000	.594
PREGRAM	3.212	1	3.212	.158	.692	.001
<u>Main Effect:</u>						
TRTGROUP	218.828	2	109.414	5.375	.005*	.038
CLASSSIZ	203.303	2	101.652	4.993	.007*	.035
GENDER	1.855E-02	1	1.855E-02	.001	.976	.000
<u>2-way Interactions:</u>						
TRTGROUP*CLASSSIZ	1377.981	4	344.495	16.922	.000*	.199
TRTGROUP*GENDER	4.171	2	2.086	.102	.903	.001
CLASSSIZ*GENDER	14.043	2	7.021	.345	.709	.003
<u>3-way Interactions</u>						
TRTGROUP*CLASSSIZ*GENDER	43.286	4	10.821	.532	.713	.008
Error	5557.529	273	20.357			
Total	50873.000	292				
Corrected Total	7348.257	291				

*Significant at P<.05

Table 4.4 reveals that there was a significant main effect of treatment on students' achievement in English composition. ($F_{(2,273)} = 5.375$. $P < 0.05$, $\eta^2 = .038$). Therefore, H_{01b} is rejected. Table 4.5 presents the magnitude of students 'achievement in English composition across the groups.

Table 4.5: Estimated Marginal Means of students' achievement in English composition across Treatment Groups

Treatment	Mean	Std Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Direct Explicit	19.93	.447	16.05	20.05
Indirect Explicit	16.47	.547	14.40	18.55
Conventional	12.57	.441	11.71	13.44

Table 4.5 reveals that those exposed to Direct Explicit Strategy had the highest achievement mean score in English composition (19.93), followed by those exposed to Indirect Explicit (16.47), while those exposed to conventional had the lowest achievement scores in English composition (11.71). The difference among the groups

is shown to be significant by the ANCOVA analysis. Table 4.6 presents Scheffe' post hoc analysis to reveal the source(s) of the significant effect.

Table 4.6: Scheffe' Post Hoc Analysis of the students' achievement in English composition across the Treatment Groups

Treatment Groups	Mean	Direct Explicit	Indirect Explicit	Conventional
Direct Explicit	19.93		*	*
Indirect Explicit	16.47			*
Conventional	12.57			

Table 4.6 shows that students exposed to English Grammar Instruction through Direct Explicit Grammar Instruction had the highest posttest achievement scores ($\bar{x}=19.93$) followed by those exposed to indirect Explicit grammar instruction ($\bar{x}=16.47$) and control group ($\bar{x}=12.57$).

Ho_{2a}: There is no significant main effect of class size on students' achievement in English grammar

Table 4.1 reveals that the class size has no significant main effect on students 'achievement in English grammar' ($F_{(2,273)} = 2.021$; $p > 0.05$; $\eta^2 = 0.015$). Therefore, Ho_{2a} is not rejected.

Ho_{2b}: There is no significant main effect of class size on students' achievement in English composition

Table 4.4 reveals that the class size had significant main effect on students' achievement in English composition ($F_{(2,273)} = 4.993$; $p > 0.05$; $\eta^2 = 0.035$). Therefore, Ho_{2b} is rejected. Table 4.7 presents the magnitude of students 'achievement in English composition across the class size groups.

Table 4.7: Estimated Marginal Means of students 'achievement in English composition across Class size Groups

Treatment	Mean	Std Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Small	12.08	.487	11.14	13.02
Medium	12.26	.508	11.26	13.26
Large	15.63	.453	11.74	16.52

Table 4.7 shows that students from the Large class size had the highest mean post achievement scores (\bar{x} =15.63) followed by medium class size (\bar{x} =12.26) and small class size (\bar{x} =12.08).

Ho_{3a} There is no significant main effect of gender on students' achievement in English grammar

Table 4.1 reveals that the gender of the students had no significant main effect on students' achievement in English grammar ($F_{(1,273)} = 0.819$; $p > 0.05$; $\eta^2 = 0.03$). Therefore, Ho_{3a} is not rejected.

Ho_{3b} There is no significant main effect of gender on students' achievement in English composition.

Table 4.4 reveals that gender had no significant main effect on students' achievement in English composition ($F_{(1,273)} = 0.01$; $p > 0.05$; $\eta^2 = 0.00$). Therefore, Ho_{3b} is not rejected.

Ho_{4a} There is no significant interaction effect of treatment and class size on students' achievement in English Grammar.

Table 4.1 reveals that the interaction effect of treatment and class size on students' achievement in English Grammar is significant ($F_{(4,273)} = 3.090$; $p < 0.05$; $\eta^2 = 0.051$). Therefore, Ho_{4a} is rejected. Figure 4.1 presents line graph that disentangles the interaction effects.

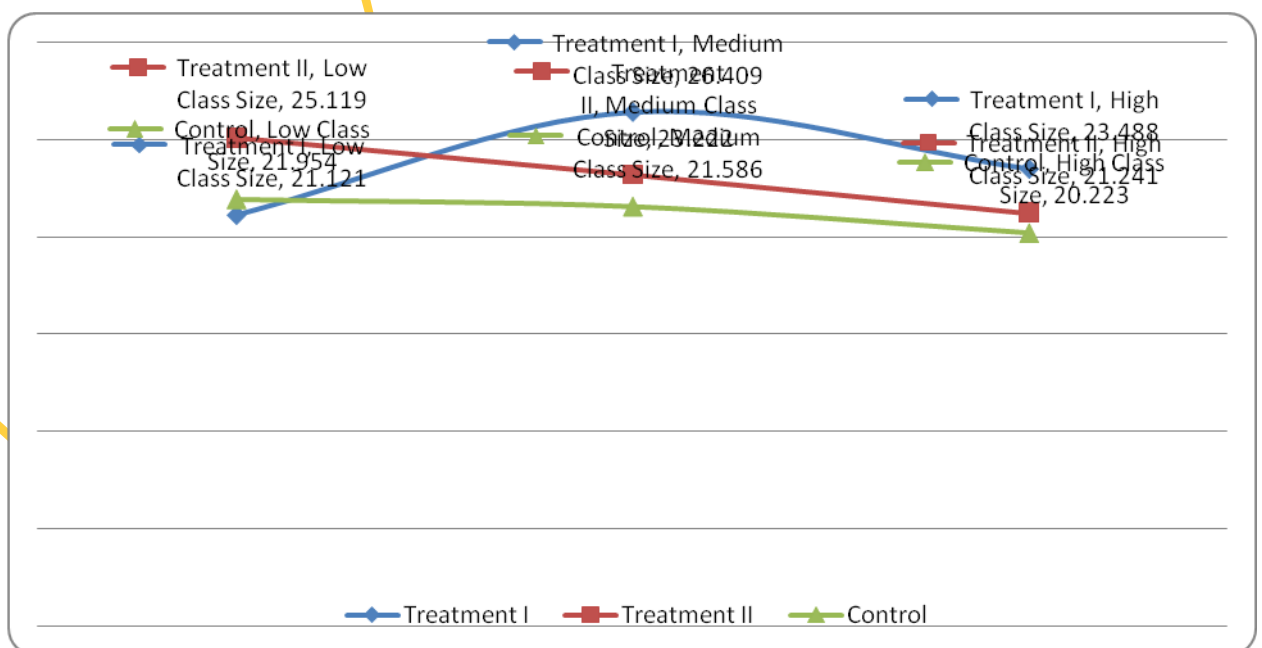


Figure 4.1: Line graph showing the interaction effects between Treatment and Class Size on students' achievement in English Grammar .

Figure 4.1 shows that students in Direct Explicit medium class size performed better in English Grammar achievement test than the Indirect explicit and Conventional strategies groups while students in the indirect explicit small class size did better in English grammar achievement than the control groups. Therefore, the interaction is disordinal.

Ho_{4b} There is no significant interaction effect of treatment and class size on students ‘achievement in English Composition.

Table 4.4 reveals that the interaction effect of treatment and class size on students ‘achievement in English composition was significant ($F_{(4,273)} = 3.690$; $p < 0.05$; $\eta^2 = 0.051$). Therefore, Ho_{4b} is rejected. Figure 4.2 presents line graph that disentangle the interaction effects.

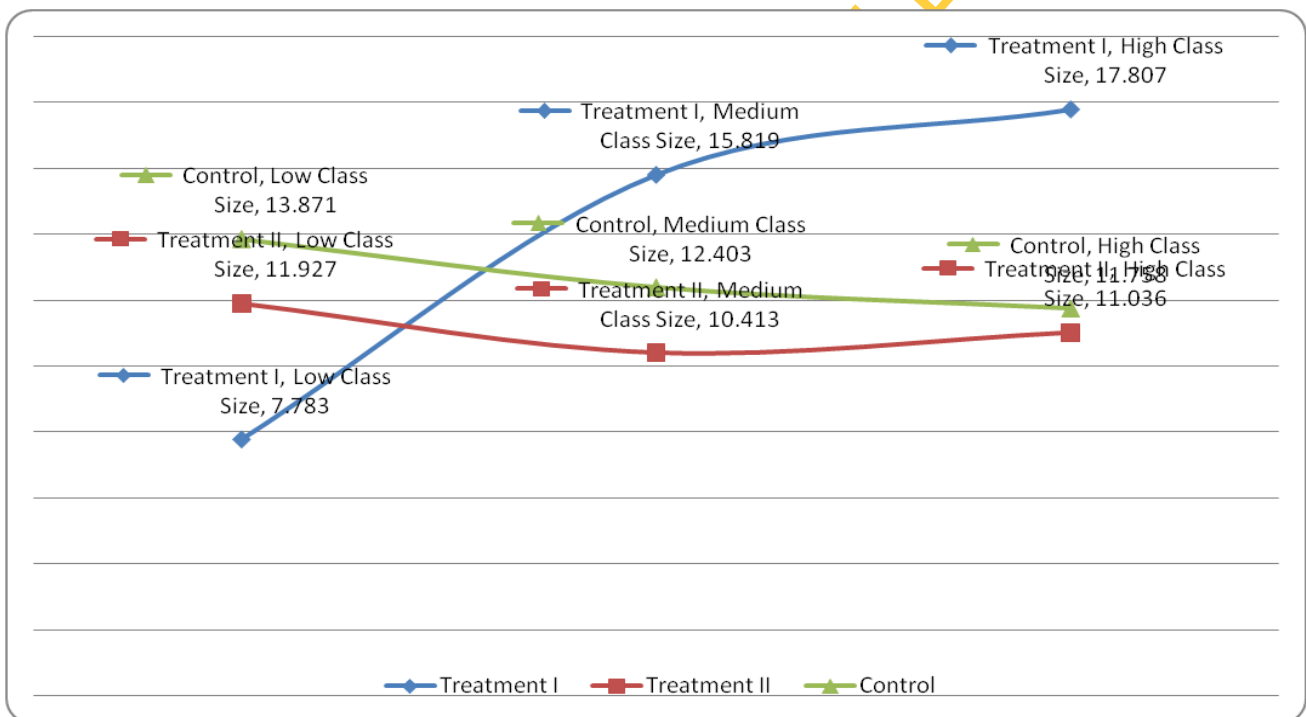


Figure 4.2: showing the interaction effect between Treatment and Class Size on students ‘achievement in English Composition.

Figure 4.2 shows that students in Direct Explicit Large class size performed better in English Grammar composition test than Indirect and Conventional strategies groups while students in the Indirect Explicit small Class size performed better in English composition achievement than the control groups. Therefore, the interaction is disordinal.

HO_{5a}: There is no significant interaction effect of treatment and gender on students' achievement in English grammar

Result from Table 4.1 shows that there was no significant 2- way interaction effect of treatment and gender on students' achievement in English grammar ($F_{(2,273)} = 2.749, P > 0.05, \eta^2 = .020$). On the basis of this finding, the null hypothesis Ho_{5a} was, therefore, not rejected.

HO_{5b}: There is no significant interaction effect of treatment and gender on students' achievement in English composition

Result from Table 4.4 shows that there was no significant 2- way interaction effect of treatment and gender on students' achievement in English composition ($F_{(2,273)} = 0.102, P > 0.05, \eta^2 = .001$). This shows that treatment did not interact with gender to have an effect on students' achievement in English composition. On the basis of this finding, the null hypothesis Ho_{5b} was, therefore, not rejected.

HO_{6a}: There is no significant interaction effect of class size and gender on students' achievement in English grammar

Table 4.1 revealed that there was no significant interaction effect between class size and gender on students' achievement in English grammar ($F_{(2,273)} = 0.106, P > 0.05, \eta^2 = .001$). Hence, the null hypothesis Ho_{6a} was not rejected.

HO_{6b}: There is no significant interaction effect of class size and gender on students' achievement in English composition

Table 4.4 revealed that there was no significant interaction effect between class size and gender on students' achievement in English composition ($F_{(2,273)} = 0.709, P > 0.05, \eta^2 = .003$). Hence, the hypothesis 6b was not rejected.

HO_{7a}: There is no significant interaction effect of treatment, class size and gender on students' achievement in English grammar

From Table 4.1, it was revealed that the 3- way interaction effect of treatment, class size and gender on subjects' achievement scores in English grammar was not significant ($F_{(4,273)} = 1.962; P > .05; \eta^2 = .028$). This shows that treatment, class size and gender do not interact to have an effect on students' achievement in English grammar. Hence, hypothesis 7a was not rejected.

HO_{7b}: There is no significant interaction effect of treatment, class size and gender on students' achievement in English composition

From Table 4.4, it was revealed that the 3- way interaction effect of treatment, class size and gender on subjects' achievement scores in English composition was not significant ($F_{(4,273)} = 0.532$; $P > .05$; , $\eta^2 = .008$). This shows that treatment, class size and gender do not interact to have an effect on students' achievement in English composition. Hence, hypothesis 7a was not rejected

4.2 Discussion

4.2.1 Main Effect of treatment on students' achievement in English grammar

Treatment had significant main effect on students' achievement in English grammar. Those exposed to Direct Explicit Instructional Strategy had the highest posttest achievement mean score, followed by those exposed to Indirect Explicit Grammar instructional strategy and then by those exposed to conventional strategy. In Direct Explicit Grammar Instructional Strategy, students work in collaboration with their teacher to generate correct and acceptable sentences. The Indirect Explicit Strategy offers a classroom environment that encourages modeling, observation and corrective feedbacks during instruction. These allow students the opportunity to participate actively and relate directly with their classmates which leads to improved performance. Similarly, the high level of students involvement in Indirect Explicit Instruction group encouraged interactions and active participation, through tasks, in classroom activities and this led to an improvement in students' achievement in English grammar. Rutherford, Sharwood and Smith (1988) have pointed to the fact that if students are made aware of the target language rules, their language acquisition will be facilitated. This finding also supports the submission of Rerrangya (2002), Thornbury (2005), Ellis (2008) and Amin (2009) that the teaching of grammar, using a wide range of models, had positive effects on improving secondary school students' writing. Further still, Amin (2009) conducted a research to determine the effectiveness of teaching grammar in context to reduce grammatical errors in students' writing. The result showed that students taught by teaching grammar in context make less grammatical errors in writing than those who are taught by teaching grammar through reading text. The result, however, disagrees with the findings of Olubodun (2014) that the strategy had no significant effect on continuing education students' achievement in English grammar.

Furthermore, Indirect Explicit Grammar Instructional Strategy was found to be more effective than the Modified Conventional strategy (control group), on students' achievement in English grammar. This result could be because the strategy is a learner-centred instructional strategy which provided learners with the opportunity to participate during the lesson. During treatment, the learners were fully involved. The high level of students' involvement enabled them to actively interact with the teacher which facilitates the learning process and provides corrective feedbacks. This supports the findings of similar studies (Ellis, 2008; Hinkle, 2008) on the effectiveness of learner-centred instruction.

The Modified Conventional Strategy was the least effective on students' achievement on English grammar. This confirms the submissions of Ojedokun (2010) and Komolafe and Yara (2010) that the dependence on and/or the continued use of conventional instructional strategies cannot encourage learners to think critically and apply their knowledge in solving real-life problems.

4.2.2. Main Effect of treatment on students' achievement in English composition

The findings of this study revealed that there was significant main effect of treatment on students' achievement in English composition. Direct explicit grammar instructional strategies was more facilitative of students' achievement in English composition than the Indirect and Conventional strategies. This result agrees with the findings of Richardson (2003) and Leow (2007) that the strategy had a significant effect on students' achievement in this aspect of English language. The result could be adduced to the fact that Direct Explicit Instruction gives room for learner participation in class activities. The strategy allows the learners to arrive at their own answers through learner-centred activities during classroom instruction thereby making their learning to be permanent and utilized in composition writing. However, this result disagrees with the findings of Muncie (2002) who reported that students did not need grammar instruction to aid them in composition writing.

4.2.3 Main effect of class size on students' achievement in English composition

The findings of the study on class size revealed that there was a significant main effect of class size on students' achievement in English composition. Students in the large class group had the highest mean score, followed by the students from the medium class group, and then students with the lowest mean score. The difference in

the achievement scores of the students in the three groups is statistically significant. This result could be so because students in large class actively interact as well as work together while the teacher facilitates the process and provides corrective feedbacks. In the classroom activities, students gain a lot from their peers which improves the students performance. Students may benefit from larger classes with stronger competition and a larger potential for interaction with other students. If a student asks such a question, more students will benefit from such question. The findings of this study are in line with Fabunmi Brai-Abu and Adeniji (2007); Adeyemi (2008) Abioye, (2010) and Ogunyemi (2014) that performance of students in essay writing can be influenced by class size. However, the findings of the study negate the findings of Aduwo-Ogiegbaen and Iyanu (2006) and Abioye (2010). These scholars in their separate studies discovered that class size had little or no effect on students academic achievement.

4.2.4 Interaction effect of treatment and class size on students' achievement in English Grammar

The interaction effect of treatment and class size on students' achievement in English grammar was significant. Students exposed to Direct Explicit Medium class size performed better in English Grammar achievement test than Indirect and Conventional strategies groups while students in the Indirect Explicit medium class size did better in English grammar achievement than the control groups. This result could be adduced to the fact that fairly manageable classes would receive timely and constant teacher feedback in English grammar classes, compared to their counterparts in the large class size. The findings of the study agree with that of Oderinde (2003) who reports that pupils in smaller and medium class-size with adequate strategy achieved better results than pupils in large class-sizes. Fabunmi, Brai-Abu and Adeniji (2007) also investigated the extent to which class factors like class-size, students classroom-space and metacognitive strategies determined the performance of secondary school students. Findings from the study reveal that average class size combined with student centred strategies determine significantly, secondary school students' academic performance.

Asikhia (2010) opines that unconducive atmosphere of secondary schools' learning environment with conventional strategies contributes to the poor academic performance of students. However, the findings of the study negate the submission of

Aduwa-Ogiegbaen and Iyanu (2006) who observe that most secondary schools are overcrowded and that teachers had little or no room to move round to give individual attention to students needed in student centred strategies.

4.2.5 Interaction effect of treatment and class size on students' achievement in English composition

The interaction effect of treatment and class size on students' achievement in English composition was significant. Students in the large class size where the Direct Explicit Grammar Instructional strategy was employed performed better in English composition in the posttest than their counterparts in the small and medium class size groups in English composition. This result could be as a result of the fact that students in Direct Explicit medium class size were able to interact as well as work together while the teacher facilitated the process and provided corrective feedbacks. This supports the findings of Oderinde (2003) who reported that pupils in small and Medium Class-size with adequate strategy achieve better results than pupils in large class-size. However, the findings of the study negate the finding of Vera-hernandez (2008) that class size has little or no effect on students' academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The findings of this study revealed the following:

1. Treatment had significant main effect on students' achievement in English grammar. Those exposed to Direct Explicit Strategy had the highest post achievement mean score, followed by those exposed to Indirect Explicit and Conventional Strategies. .
2. There was a significant main effect of treatment on students' achievement in English composition. Those exposed to Direct Explicit Strategy had the highest post achievement mean score in English composition followed by those exposed to Indirect Explicit Strategy while those exposed to conventional had the lowest achievement scores in English composition.
3. Class size had no significant main effect on students' achievement in English grammar.
4. Class size has significant main effect on students' achievement in English composition. Small class size group had the lowest mean score followed by the students from the Medium class group score while the students from the large class group had the highest mean score.
5. Gender of the students had no significant main effect on students' achievement in English grammar.
6. Gender had no significant main effect on students' achievement in English composition.
7. The interaction effect of treatment and class size on students' achievement in English Grammar was significant. Students in Direct Explicit Medium Class Size performed better in English Grammar achievement test than Indirect and Conventional Strategies groups while students in the indirect explicit small class size did better in English grammar achievement than the control groups.
8. The interaction effect of treatment and class size on students' achievement in English composition was significant. Students in the Direct Explicit Medium Class Size performed better in English composition test than students in the Indirect and Conventional Strategies groups while students in the indirect

explicit low class size performed better in English composition achievement than the control groups.

9. There was no significant 2- way interaction effect of treatment and gender on students' achievement in English grammar.
10. There was no significant 2- way interaction effect of treatment and gender on students' achievement in English composition.
11. There was no significant interaction effect between class size and gender on students' achievement in English grammar.
12. There was no significant interaction effect between class size and gender on students' achievement in English composition.
13. The 3- way interaction effect of treatment, class size and gender on subjects' achievement scores in English grammar was not significant.
14. The 3- way interaction effect of treatment, class size and gender on subjects' achievement in English composition was not significant.

5.2 Conclusion

The results of the study have shown that both Direct and Indirect Explicit Grammar Instructional Strategies are more facilitative in enhancing students' achievement in grammar and composition than the modified conventional strategy. The main effect of class size was also significant on achievement in English grammar and composition. Similarly, the interaction effect of treatment and class size was significant on English grammar and composition. It could be concluded from this study that explicit teaching of English grammar is necessary for students to be grounded in the rudiments of the language and for them to write English composition of good quality. Further conclusion lies in the fact that class-size is a strong factor in effective English grammar and composition instruction.

5.3 Implications of Findings

From the study, a lot of pedagogical implications could be drawn.

First, when teaching English grammar and composition, teachers should actively engage students to work together during the teaching-learning sessions. There is also the need for learners to actively participate in the teaching-learning process through practice sessions and corrective feedback given by the teacher.

Second, explicit teaching of rudiments of English grammar equips the learner with the much needed language tool for writing good essays.

Third, when explicit teaching of grammatical concepts is followed by a session of essay writing it affords the learners the opportunity of putting into practice the knowledge of the grammatical concepts acquired.

5.4 Contributions of the Study to Knowledge

This study has contributed to knowledge in the following ways:

1. The study established the fact that the Direct and Indirect Explicit Grammar Instructional Strategies are effective in improving learners' achievement in English grammar and English composition.
2. The findings from this study would provide a strong justification for explicit teaching of grammatical concepts as a foundation for good essay writing among secondary school students.
3. The study had exposed English language teachers to the nitty-gritty of using the two modes of EGI in fostering grammar and composition instruction thereby shedding light on the area of professional development need of English Language teachers in secondary schools.
4. The study had contributed to the pool of research aimed at improving students' achievement in English grammar and composition.

5.5 Recommendations

Based on findings of this study, the following recommendations were made:

- 1 Direct and Indirect Explicit Strategies should be adopted as viable strategies for teaching and learning of rules and concepts in English grammar and English composition since they involve students' participation in their learning process.
- 2 Teachers of English language should be exposed to periodic in-service training programmes, seminars, workshops, and conferences for English language teachers to keep them abreast of innovative strategies such as Direct and Indirect Explicit Grammar Instructional Strategies
- 3 The Nigeria Union of Teachers (NUT) and Nigeria English Studies Association (NESAS) should organize regular conferences and seminar using

Direct and Indirect Explicit Grammar Instructional Strategies for English language teachers.

5.6 Limitations to the study

This study covered three Local Government Areas out of the five in Ibadan Metropolis. Besides, nine senior secondary schools were selected based on specified criteria. The study also covered six different concepts in English grammar and English composition. The study considered class size and gender as moderator variables out of so many other moderator variables such as parental involvement in education, self-esteem, self-efficacy, students' cognitive style, home background habit, school type, verbal ability, students' age and others. Despite these limitations, the findings of this study had provided useful insights into the teaching-learning of English grammar and composition in secondary schools.

5.7 Suggestions for Further Studies

For future research, the following could be considered:

The study could be replicated in other Local Government Areas in Oyo state. Other relevant moderator variables such as parental involvement in education, self-esteem, self-efficacy, students' cognitive style, home back ground, school-type, verbal ability and school location which could influence students' achievement in English grammar and English composition could be studied in future research. Further studies should also include more grammatical concepts that are germane to effective composition writing.

REFERENCES

- Abas, H.B. 2014. Causes of students; poor use of grammar in writing in selected senior secondary schools in Ibadan south-West local government area of Oyo State. Unpublished B.Ed project department of Teacher Education, University of Ibadan, Ibadan.
- Abioye, T. 2010. Managing language testing in Nigerian large classes: Process and prospects. *Journal of English Language Teaching Vol 3, 2: 82-87.*
- Adebiyi, A. A. 2006. Influence of attitude and motivation on senior secondary school students' achievement in English Comprehension M.Ed Project, Ibadan: University of Ibadan.
- Adeyemi, T.O 2008. The influence of class size on the quality of output in secondary schools in Ekiti State, Nigeria. *American Eurasian Journal of Scientific Research 3, 1:7-14.*
- Aduwa-Ogiegbaen, S. E. & Iyamu, E. O. 2006. Factors affecting the quality of English language teaching and learning in secondary schools in Nigeria. *College student Journal.*
- Akinbobola.A.O. (2006). Effects of Teaching Methods and Study Habits on Students' Achievement in Senior Secondary School Physics, using a pictorial Organizer. PhD thesis. University of Uyo.
- Akinbote, R.O. and Komolafe, A.T. 2010. Explicit grammar strategy and primary school pupils' achievement in written English in Ibadan, Nigeria. *European Journal of Social Sciences 14 (1): 61-73.*
- Akinoso, S.O. 2012. Effects of concrete-representational abstract and explicit instructional strategies on senior secondary school students' achievement in and attitude to mathematics. A Ph.D post-field report presented at the joint staff/higher degree students' seminar, Department of Teacher Education, University of Ibadan, Ibadan.
- Alake, E.M. 2007. Utilization of floor puzzle in improving NCE students' achievements in some integrated science concepts: proceeding of the 48th Annual Conference of STAN, 150-153.
- Alaneme, E.T. 2005. Nigeria: Mass Exam Failure-Dilemma of New Education Minister. Daily Champion Newspaper. Retrieved 25th May, 2010 from www.allafrica.com/stories/201005270581.html. on June 18th 2010
- Alkinson, R.L., Smith R.C. and Hilgard, ER 1990. Introduction to Psychology. Harcourt Bruce Jovanovich. 10th ed. P. 702.
- Amin, C. 2009. Communication skills and mechanics of English. Enugu. John Jacobs classic publishers.

- Anderson, P.S 2011. Language skills in elementary education, New York. Macmillan
- Aragoni, L. 2011. Teach how to write a summary Reading, writing, studying require it. Retrieved on 17th October, 2013 from www.you-ca-teach-writing.com.
- Asikhia, O. A. 2010. Students and teachers' perception of the causes of poor academic performance in Ogun state secondary schools: Implications for counseling and national development. *European Journal of Social Sciences* 13, 2: 229-242.
- Asoegwu, A.O.2008. Problems and Prospects of Gender and STM Education in Association Publishers
- Azzarito, L, 2003, .A Sense of Connection: Toward Social Constructivist Physical Education, *Sport, Education & Society*, 8(2), 179. Retrieved May 10, 2009, from Academic Search Premier database.
- Babajide, A. O. 1996. *Introductory English grammar and writing skills* Ibadan: (Chapter three) Enicrownfit Publishers.
- Baker, J., & Westrup, H. 2000. How to teach large classes with few resources. London: Continuum.
- Bami-Ogunbiyi, O. R 2008.The roles of instructional materials in the teaching of English language in selected secondary schools in Ibadan North Local Government of Oyo State.B.Ed Project, University of Ibadan.
- Betaman D.R and Zichonis, F.J. 1966.The effect of a study of transportation grammar on the writing of ninth and tenth grades. In NCTE research report
- Birk, A. 2007.An exploration of the role of grammatical feedback by peers on essay writing in the advanced English language learners' classroom. A. Dissertation, Hamline University, Minnesota.
- Blatchford, P.; Basset, P. & Brown, P. 2011. Examining the effect of class size on classroom engagement and teacher-pupil interaction: Differences in relation to pupil prior attainment and primary vs. secondary schools. *Learning and Instruction*, 21: 715-730.
- Bloom, J.I. 1961. Evaluation of assessment in achievement JCLI London.
- Bruner, Jerome S. 1966. Towards a theory of instruction. Cambridge MA: Harvard University Press. 49-53.
- Celce-Murcia, M. 1991. Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25, 459-480. Retrieved from http://www.hpu.edu/Libraries_HPU/Files/TESOL/TQD/VOL_25_3.pdf

Chase. J. and Edward G. O. 2002 "Combining Cooperative Learning and Peer
Chaudron. C. 1988. *Second Language Classrooms: Research on Teaching and Learning* Cambridge, UK: Cambridge University Press.

Chastain, K. 2009. *Developing second language skills: theory and practice*. 3rd edition
San Diego-Harcourt Purace Jovanovich.

Cho, Y. 2012. Teaching summary writing through direct instruction to improve text
comprehension for students in ESL/EFL classroom. An Unpublished Master's
Thesis, University of Wisconsin-River Falls. Retrieved online 23rd September,
2013 from www.minds.wisconsin.edu/bitstream/handle/1793/61052/Cho.pdf?

Chomsky, N. 1957. *Aspects of the Theory of Syntax*. Cambridge: MIT Press.

Crown, S. I. 2009. Using Explicit Instructional Strategies to Teach Narrative Writing.
Teachers as learners: improving outcomes for Maori and Pasifika students
through inquiry. Retrieved online from [http://nzcurriculum.tki.org.nz/Inquiry
on 17th December,2012](http://nzcurriculum.tki.org.nz/Inquiry_on_17th_December,2012).

Culler, J. 1983. *On Deconstruction: Theory and Criticism after Structuralism*.
London: Routledge,

Cumming , M. 1997. *The relation of formal grammar to composition*. In college
composition and communication 28, 32-45

Cunningham, S., & Moor, P. 2005. *New cutting edge* . Harlow: Longman. Ellis, R. 1997.
SLA Research and language teaching. Oxford: Oxford University Press.

Dallnan, M. 2007. *Teaching in language arts in the elementary school*. Dubuque
Iowa. Brown company publishers.

Davies H. 1969. Grammar and style in P.C. Wormuth (ed) *modern essays on writing
and style*. New York. Rinechart and Winston

Dewey, J. 1909/1997. *How we think*. New York: Houghton Mifflin

DiEnno, C. & Hilton. S. Fall, 2005. High School Students' Knowledge, Attitudes, and
Levels of Enjoyment of an Environmental Education Unit on Nonnative plants.
Journal of Environmental Education, 37 (1), 13-25. Retrieved May 10, 2009,
from Academic Search Premier database. Differentiated instruction. Electronic
version . Teaching Exceptional

Doughty, C. and Williams J. 1998. *Focus on form in classroom second language
acquisition*. Cambridge university press Cambridge, M.A.

Duke, N.K. 2001. Building Comprehension through explicit teaching of
comprehension strategies. Presentation to the Second Annual MRA/CIERA
Conference September 22, 2001. Michigan State University.

- Dutro, S. and Moran, C. 2003. Rethinking English language instruction: An architectural approach in English Learners: Reaching the Highest Level of English Literacy. Network, D.E.; International Reading Association.
- Ellis, J. 1993. Japanese students abroad relating language ability in class and in the community in thought currents in English-in-interactive. Vol. 66 pp. 45-82. December.
- Ellis, R 2006. Current issues in the teaching of grammar: An SLA perspective. *Tesol* there is no significant main effect of students' 40/1: 83-107
- Ellis, R 2008. Grammar in language teaching. In Hinkle, E and Fotos, S (eds). *New perspectives on grammar teaching in second language Classrooms.* (pp. 13-15) New York Rutledge.
- Ellis, R. 1997 *SLA Research and language teaching.* Oxford: Oxford University Press.
- Ellis, R. 2002. The place of grammar instruction in the second/foreign language curriculum. Eds. E. Hinkel & S. Fotos, *New perspectives on grammar teaching in second language classrooms.* Mahwah, N.J Erlbaum. 17-34
- Ellis, R. 2003. *Task-based language learning and teaching.* Oxford: Oxford University Press.
- Ellis, R. 2006. Current issues in the teaching of grammar. *TESOL Quarterly*, 40, 83- 107, [dx.doi.org/10.2307/40264512](https://doi.org/10.2307/40264512)
- Ellis, R. 2008. Grammar in language teaching. In E. Hinkle, & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 13-15). New York: Routledge.
- Ellis, R. 2008. Methodological options in grammar teaching materials. In E. Hinkle, & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 155-176). New York: Routledge.
- Essex, C 1996. Teaching creative writing in elementary school. Eric digest
- Evans, E. 2007. *Analyzing the grammar of English* (3rded). Washington, D.C.; Georgetown University Press.
- Ezenandu, P.E. 2011. Effect of Literature circles and scaffolding strategies on senior secondary school students' attitude to and achievement in prose literature in English. A Ph.D thesis. University of Ibadan.
- Fabunmi, M.; Brai-Abu, P. & Adeniji, I.A. 2007. Class factors as determinants of secondary school students' academic performance in Oyo state, Nigeria. *Kamla-Raj Journal of Social Science* 14, 3: 243-247.

- Fakeye, D.O. 1991, Differential effect of deductive and inductive approaches on students achievement in written Test in English grammar in two senior secondary schools in Ibadan M.Ed. Project, Department of Teacher Education University of Ibadan.
- Fakeye, B. 2010. Influence of class size on English language classroom interaction in Ibadan South West Local Government Area, Oyo State. Unpublished M.Ed project Department of Teacher Education, University of Ibadan.
- Fakeye, D.O. 2001. Relative effects of instructional and rhetorical strategies on senior secondary school students' achievement in essay writing in Ibadan. PhD Thesis, University of Ibadan.
- Fakeye, D.O. 2008. ESL students' cognitive and English comprehension achievement in South Western Nigeria. *Nigerian Journal of Counselling and Applied Psychology*, Vol. 4 No. 1
- Farrokhi, F. & Gholami, J. 2007. Reactive and preemptive language related episodes and uptake in an EFL class. *Asian EFL Journal* 9(4). Retrieved August 1, 2007 from www.asian-efl-journal.com.
- Federal Ministry of Education. 1985. Senior secondary education curriculum. Lagos. NERDC Vol. 2, vii
- Federal Republic of Nigeria 2013 . National policy on education. NERDC Press, Ikeja.
- Fisher, L. William S. and Roth J. 1981. Qualitative and quantitative differences in learning associated with multiple-choice testing. *Journal of Research Science Teaching* 18, 5: 449-464.
- Fotos S. and Ellis R. 2007. Gardner, A.C. 2007. Attitudes and Motivation. *Annual Review of Applied Linguistic*, 9, 135-148.
- Fotos, S. 1994. Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly* 28 (2), 323-351. Retrieved from <http://www.jstor.org/stable/3587436>. <http://dx.doi.org/10.2307/3587436>
- Frodensen, S. and Eyring, D. 2000. The effect of formal grammar study. *Still peripheral TESOL Quarterly* 27:722-725.
- Gadwan, K. and Griggs S. 1995. The dropouts: implications for counsellors. *The school counsellor*. 33, pp. 9-17.
- Gaigher, E. 2004. Effects of structured problem solving strategy on and conceptual
- Gallagher, K. 2006. *Teaching adolescent inters*. Portland, Maine; Stenhouse publishers

Gardner, S. 2008. Changing approaches to teaching grammar Retrieved on 6 March, 2011, <http://www.elted.net/issues/volume11/6%20>

Glassersted, E. 1989 Constructivism in education Oxford, England: Pergamon Press.

Graebbaum, S. 1982. What is grammar and why teach It? Unpublished manuscript.

Greenbanum, S., & Nelson, G. 2002. An introduction to English grammar. (2nd ed.), Malaysia

Greimas, A.J.. 1985. "The Love Life of the Hoppopotamus: A Seminar with A. J. Greimas". *On Signs*. Ed. Marshall Blonsky. London: Blackwell,

Gudwa K. and Griggs S. 1995. The dropouts: implications for consellors. *The school counselor*, 33, pp. 9-17.

Halliday, M.A. 1994. An introduction to functional grammar. London. Amold.

Harding, K., & Taylor, L. 2005. International express. Oxford: Oxford University Press.

Harmer, J. 2007. The practice of English language teaching (4th ed.). England: In Harmer, J. 2007. How to teach English. Oxford: Pearson Longman.

Hinkle, E. 2008. Teaching grammar in writing classes. In E. Hinkle, & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 181-198). New York: Routledge. <http://dx.doi.org/10.2307/3586980>

Ibrahim, A.B. 1992. The A-level examination qualitative and quantitative data in the context of a performance monitoring system. PhD Thesis, University of Newcastle, U.K.

Igboko, O and Ibeneme O.T. 2006: Effect of some cognitive constructivism instructional approaches on students achievement and retention in the study of introductory technology in Nigeria, *Journal of STAN* Vol. 41 No1 and 2.

Irmsher, W.F. 1979. Teaching expository writing. New York. Holt, Rinehard of Wisistong

Irmsher, W.P. 1979. Teaching expository writing New York, Holt, Richard and Winston.

Jacob, N.D. 2002 The relationship between field independence, problem solving ability science achievement and intelligence system, 27, 515=535.

James, F. 1998. oral and written composition. *English journal*, 64, 72.

Janine, J. 2010. Essay games to teach writing skill to children. <http://www/planhel/psmile101.com/article.cfm>. retrieved 1/24/2010

- Jibown, A.V. 2008. English language needs SS students as perceived by some Teachers and examiners, 6th annual conference of NATRSI/ELTT. 21-25 October, FUT, Akure
- Johnson, N.O. 2003. A communicative skill suite: speaking, writing and graphics. English language teaching journal. Vol 51/4. pp25-34.
- Johnson, S.M.2006: The workplace matters: teacher quality, retention and effectiveness, national education association retrieved August 8, 2007 from <http://www.nea.org/research/bestpractices/index.html>.
- Joint Admissions and Matriculation Board. 2014. Brochure for the unified tertiary matriculation examination.
- Jonopolous, R. 1992. Grammar and usage. In J.M. Jensen, D. Lapp and R. Squire (eds), Handbook of research on teaching the English language arts. New York. Macmillan.
- Kato Y and Kamii C. 2001. Piaget constructivism and childhood education in Japan. Prospects, XXX1(2) 161-173.
- Kolawole, C.O.O 1998. Linguistic inputs and three methods of presentation as determinants of students' achievement in senior secondary school essay writing in Ibadan. An Unpublished Ph.D. thesis, University of Ibadan.
- Kolawole, C.O.O. 1998. Linguistic inputs and three methods of presentation as determinant of students' achievement in senior secondary school essay writing in Ibadan. PhD Thesis, University of Ibadan
- Komolafe, A. T. 2010. Effect of explicit and sentence combining strategies on primary school pupils' learning outcomes in English composition in Akinyele Local Government Oyo State. Unpublished Ph.D Thesis, Department of Teacher Education, University of Ibadan.
- Komolafe, A. T. and Yara, P.O. 2010. Sentence combining strategy and primary school pupils achievement in written English in Ibadan, Nigeria. European journal of scientific research 40(4) pp. 531-539.
- Kornfeld, M. 2010. The effects of class size on student academic achievement in rural area. PhD Thesis, University of Vermont
- Krashen, S.D. 1994. *Bilingual education and second language acquisition theory*. Los Angeles: California State University Press.
- Larsen-Freeman, D. 2003. Teaching language: from grammar to grammaring. Heinle: Newbury house.
- Leow, R.P 2007. Input in the in classroom: an attentional perspective on receptive practice. In R.M. Dekeyser (eds) Practice in a second language; perspectives

- From applied linguistics and cognitive psychology (pp 21-50). Cambridge. Cambridge University Press.
- Lindbland, M 2010. Objectives for writing an essay. Database based on word net. demand media. West Coast.
- Long, M. H. 2000. Focus on form in task-based language teaching. In R.D. Lambert & E. Shohamy (Eds) *Language policy and pedagogy: Essays in honour of A. Ronald Walton (179-192)*. Philadelphia: Benjamins.
- Lorenz, J. and Met, C. 1988. Metalinguistic knowledge, language and aptitude and language proficiency. *Language teaching research* 1(2) 93-121.
- Luce, T.S. and Tessier, E.S. 1993. Task-based teaching effectiveness on students achievement in learning grammar cambridge. Cambridge University Press.
- MacCabe, C. 2003. "Competence and Performance: the Body and Language in *Finnegans Wake*". *James Joyce and the Revolution of the Word*. Second Edition. London: Palgrave Macmillan.
- Machado, M. P. & Vera-Hernandez, M. 2008. Does class size affect the academic performance of first year college students? Retrieved March 30, 2011 from www.editorialexpress.com
- Matthew, S. 2003 SVO Languages and the OV/VO typology. *Journal of linguistics* 27: 443-482.
- Meyer, B.J.F. and Freedle, R.O. 1984. Effects of discourse type on recall, *American Educational Research Journal*. 21(1)pp 121-143.
- Meyer, C. and Jones, T.B. 1993. Promoting active learning: Strategies for the college classroom. San Francisco: Jossey-Bass, 1993.
- Mishra, M. 2006. The correlates of academic achievement of high school students. *studies in English language and literature* 4, 1-11.
- Moris, C 2009. Essay writing skills through games. Voices September-October issue. ATTEFL, U.K.
- Muller, D. Sharma, M. & Reimann, P. 2008. Raising cognitive load with linear multimedia to promote conceptual change. *Science Education*. 92(2), 278-296. Retrieved May 10, 2009, from Academic Search Premier database.
- Muncie, J. 2002. Finding a place for grammar in EFL composition classes. *English Language Teaching Journal* 56(2).
- Myles, J. 2002. Second language writing and research: The writing process and error analysis in student texts. *The Electronic Journal for English as a Second Language* vol 6 No 2.

- Nassaji, H. & Fotos, S. 2004. Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, 24:126-145.
- Nassaji, H. & Swain, M. 2000. A Vygotskian perspective on corrective feedback: The effect of random versus negotiated help on the learning of English articles. *Language Awareness*, 9: 34-51.
- Nenleib J. 1977. The Relation of formal government to composition in college composition and communication, 28
- Newby D.A. 2003. Cognitive of communicative, theory of pedagogical grammar. Habilitations schrift Kari-Francens Universities Ggz
- Norris, J & Ortega, L. 2000. Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50: 417-428
- Obi-Okoye, A.F. 2004. Advanced English composition: The writing process approach. Onitsha. Ganja books.
- Obi-Okoye, A.F. 2008. The use of error in teaching English Composition in ESL. JESSL no 3 pp. 22-23.
- Odebode, S.O. 2001. Re-examining gender balance education in Agricultural Science, Technology and Mathematics in Nigeria. An overview. Ibadan, Nigeria.
- Oderinde, B.B. 2003. Examinations and students' performance. *Vanguard*, Vol. 19 No 5167.
- Ogunyemi, K.O. 2014. Two models of reactive focus-on-form strategies as determinants of senior secondary school students' learning outcomes in English Essay writing. A post field seminar paper presented at the joint staff/Higher Degree students seminar series, Department of Teacher Education, University of Ibadan.
- Ojedokun R. I. 2010. Literature circle, semantic mapping and senior secondary school students' learning outcomes in summary writing in English language. Unpublished Ph.D Thesis, University of Ibadan.
- Oji, F.O. 2013, Effects of semantic units and students' achievement in English vocabulary in Okitipupa Local Government, Ondo State. Unpublished M.Ed project, Department of Teacher Education, University of Ibadan.
- Okotie, V.T.B. 2010. Teaching continuous writing in Nigerian Secondary Schools: strategies, problems and suggestions for improvement. *knowledge Review*, vol 21.4 December
- Olaboopo, A.O. 1999. Effects of error treatment model-based and skill based instructional strategies on students attitude, motivation and achievement in English composition in Senior Secondary Schools in Ibadan. An unpublished Ph.D Thesis. University of Ibadan.

- Olalekan, A.S. 2007. A survey of methods of teaching grammar in selected secondary schools in Ibadan south west local government of Oyo State. M.Ed. project. Department of teacher education, University of Ibadan.
- Olubodun, O.A. 2014. Effects of three grammar units on academic achievement on extra mural students in English language examinations. A Ph.D seminar paper presented at the department of adult Education, University of Ibadan.
- Osborn, J. 1989. Attitude towards science: a review of the literature and its implications. *International Journal of Science Education*, 25(9) 1049-1079.
- Owen L.A. Robert C.D. Jeho-Forbes and Susan H.P. 2002. "Active learning in assessing gender factor in some secondary mathematics textbooks in Nigeria. *Zimbabwe of Educational Research* 8.1:45-53.
- Oxford 2008. *Advanced learners' dictionary of current English*.
- Oyetunde, T.O. 2003. Effective English teaching in secondary schools: some basic considerations and strategies. Jos. conference of educational improvement
- Pashazadeh, A & Marefat, H. 2010. The long-term effect of selective written grammar feedback on EFL learners' acquisition of articles. *Pazhuhesh-Zabana-ye Khareji*, 56: 49-67.
- Pearson. Loyer, R. 2010. Exactly how many languages are there in the world? Retrieved 28 March 2011, from <http://blog.appliedlanguage.com/exactly-how-many-languages-are-there-in-the-world>
- Perin, D 2007. Best practices in teaching writing to adolescents. In S. graham C.A MacAther, and J. Fitzgerald (eds), *best practices in writing instruction*. Pp 202-221. New York. The Guilford press.
- Pithers, R.T., & Soden, R. 2000. Critical thinking in education: A review. *Educational Research*, 42(3), 237-249. Richardson, V. (2003). Constructivist pedagogy. *Teachers college record* 105(9), 1623-1640.
- Polio, C., Fleck, C. & Leder, N. 1998. "If only I had more time": ESL learners' changes in linguistic accuracy on essay revisions. *Journal of Second Language Writing*, 7: 43-68.
- Poole, A. 2005 Focus on form instruction: Foundations, applications, and criticisms. *The Reading Matrix* 5 (1) 47-57.
- Raimi S.A. and Adeoye, F.A. 2002. Gender differences among college students as determinant of performance in integrated science. *African journal of educational research* 8.1:2.
- Renandya, R. 2002. Grammar and the teaching of writing: limits and possibilities. Urbana. IL. *National council of Teachers of English*.

- Richardson, V. 2003. Constructivist Pedagogy. *Teachers college record*, 105(9), 1623-1640. Retrieved May 10, 2009, doi:10:1046/j.1467-9620.2003.00303.x
- Riffaterre, C. 1979. "Generating Lautréamont's Text". *Textual Strategies: Perspectives in Poststructuralist Criticism*. Ed. Josué V. Harari. Ithaca: Cornell University Press,
- Rog, L.J. 2009. Marvelous mini lesson for teaching beginning writing, K-3, Network delivered; international reading association.
- Roseshine, B. 2005. Teaching function in M. with handbook of research on teaching 3rded pp. 376-391 New York: Macmillan.
- Routman, R. 2004. Writing essentials: routing expectations and results while simplifying teaching. Portsmouth, N.H: Heinemann.
- Rutherford, J., Sharword C. and Smith, C.B. (1988). Successful techniques in grammar instruction ERIC clearing house on reading and communication. Bloomington, IN, UXSA.
- Sanders, J. 2007. Multimodal interacies: An introduction. In literacies, the arts and multimodalling. Urbana, IL: National council of Teachers of English.
- Santos, D. 1988. The role of grammar in a secondary school curriculum. Research in the teaching of English 10:5-21.
- Scarcella, R. 2003. Accelerating academic English: A focus on the English learner. Oakland, CA: Regents of the University of California.
- Scholes, R. Comely, N.R. 1981. The practice of writing. New York. St. Martins Press.
- Shammen, N. and Shan M. 2004. Language attitude in multilingual primary school in Fiji. *language culture and curriculum* 17, 2, 1-13.
- Shields, S. 1975. Functionalism, Darwinism and the psychology of women, *American psychologist* 30 (7) pp. 739-744. Pennsylvania state university. Retrieved on line 20th, February, 2014 from Psych. La.psu.edu/shields/home/resources/shields 1975.pdf.
- Stathis, R. and Gotsch, P. 2008. ESL/ELD teacher attitudes toward and perception of grammar institution. A preliminary view: teacher writing centre.
- Stephen G. and Sandra A. 2006. Use of gender for educational purposes": The role of direct instruction strategy on education of some Mathematical skills on students with learning difficulties. *Journal of learning difficulties review issue* (5), 41-47.
- Swain, M. 1998. Focus on form through conscious reflection Cambridge University Press. United Kingdom.

- Tanne, S. 2010. Sociolinguistic: goals, approaches, problems. London- M.T. Batsford ltd.
- Tatarinceva, A. 2009. Influence of the gender factor on a student's cognitive style and achievements in language learning. "Mūsdienų izglītības problēmas" Retrieved online on 22nd October, 2012 from http://www.tsi.lv/Research/Conference/MIP_2009/12.pdf
- Teschner, R. and Evans 2007. Analyzing the grammar of English (3rded). Washington DC Georgetown University Press.
- Thombouy, S. 1999. How to teach grammar. Harlow: Longman
- Thomson, B. 1995. Sex difference in reading attainment. Educational researcher, Vol. 18, pp. 16-23.
- Thombury, S. 2005. Perspectives on second language acquisition (pp. 172-188). Lowe & Brydone: Longman. Uncovering grammar
- Ukwungu, J.O. 2002. Gender difference study of performance in integrated science. understanding of physics. A study in disadvantages South Africa Schools. Ph.D. Thesis University of Pretoria, <http://uped.up.ac.za/thesis/available/etd-@2022006-160908>. Retrieved on January, 10, 2008.
- Wang, Q. 2008. A generic model for guiding the integration of ICT into teaching and learning. Innovations in Education & Teaching International, 45(4), 411-419.
- West African Examinations Council 2009. WAEC chief examiners' report for the West African Senior School Certificate Examination (WASSCE). WAEC press.
- West African Examinations Council 2010. WAEC chief examiners' report for the West African Senior School Certificate Examination (WASSCE). WAEC press.
- West African Examinations Council 2011. WAEC chief examiners report for the West African Senior School Certificate Examination (WASSCE). WAEC Press.
- West African Examination Council 2013. WAEC Chief Examiners' Report for the West African Senior School Certificate Examination (WASSCE). WAEC Press.
- West African Examinations Council 2012. WAEC chief examiners' report for the West African Senior School Certificate Examination (WASSCE). WAEC press.
- Wyse, D. 2001. Grammar for writing? A critic review of empirical evidence. British journal of educational studies, 49(4), 411-427.
- Wyse, D. 2001. Grammar for writing? A critic review of empirical evidence. British journal of educational studies, 49 (4), 411-427.

Yara, P.O. 2009. Students' attitude towards mathematics and academic achievement in some selected Secondary Schools in Southwestern Nigeria. *European Journal of Scientific Research*, 11(3), 364-369.

UNIVERSITY OF IBADAN LIBRARY

APPENDIX I
UNIVERSITY OF IBADAN
DEPARTMENT OF TEACHER 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:

Sex:

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

1. Direct: My father said , “Honesty is the best policy”
Indirect: My father honesty is the best policy
(a) Says (b) said (c) says that (d) said that
2. 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
3. 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
4. Kunle doesn’t know my name he?
(a) did (b) didn’t (c) doesn’t (d) does
5. They are going to Lagos now, they?
(a) aren’t (b) haven’t (c) hasn’t (d) has
6. You don’t have to attend the wedding, you?
(a) have (b) should (c) will (d) do
7. They should have done it they?
(a) Shouldn’t (b) must (c) should (d) Isn’t
8. It is time we the value of time.
(a) realize (b) realized (c) will realized (d) must realized
9. I wish I kill a tiger.
(a) must (b) can (c) could (d) have

10. If I money, I would lend you. (a) have (b) has (c) hasn't (d) had
11. I Working in the college for the past five years.
(a) had been (b) have been (c) has been (d) is working
12. I Jos last year.
(a) visit (b) visiting (c) visited (d) will visit
13. His father three years ago.
(a) died (b) die (c) dead (d) will die
14. The jug was by Amaka.
(a) break (b) breaking (c) broke (d) broken
15. My textbook had been by somebody.
(a) turn (b) turned (c) tore (d) tored
16. He loved by everybody.
(a) is (b) are (c) were (d) was
17. A picture was painted by Amadi.
(a) been (b) being (c) will (d) would be
18. I offered to help her She refused my help.
(a) and (b) but (c) for (d) as
19. He is neither my friend my relative.
(a) or (b) and (c) with (d) nor
20. He looked Smiled at me.
(a) and (b) but (c) or (d) for

SECTION B: CLOZE TEST

Complete the following sentences. Note that you might have to use other tenses (active/passive voice) than required in the basic rules.

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 other 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

UNIVERSITY OF IBADAN LIBRARY

APPENDIX II
ENGLISH COMPOSITION TEST

Time Allowed: 50 mins.

Instruction: Write an essay of about 450 words on the following.

- i. Corporal punishment should be introduced in schools

Marking Guide

The marking guide is based on the standard used by the West African Examinations Council and National Examinations Council.

Expression (20 marks)

The candidate is expected to make use of language that will show clearly his/her ideas. The choice of words and expressions must reflect the subject matter under discussion. A good blend in the use of long and short sentences will make for an effective flow of presentation.

Mechanical Accuracy

Errors to be penalised by marking include:

Grammatical errors to be considered include omission or wrong use of sentence elements such as noun, Verb, Preposition, article, adjective, adjunct and others

APPENDIX III

DIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 1

Topic	Objectives	Teacher's activities	Students' activities
Direct and Indirect Speech	<p>At the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i. define and explain the concept of direct and indirect speech. ii. generate sentences in line with the given rules 	<ul style="list-style-type: none"> i. Define and explain the grammatical concept. ii. State the rules guiding the use of the concept. iii. Generate sample sentences using the rules as guides. iv. Allow the students to use teacher's models to generate their own sentences v. Provide corrective feedback vi. Teacher recaps the rules to bring them into focus 	<ul style="list-style-type: none"> i. Listen to the teacher's explanations ii. Discuss the topic among themselves iii. Recall the rules of the topic iv. Do the work as directed by the teacher v. Take to teacher's corrections

DIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 2

Topic	Objectives	Teacher's activities	Students' activities
Question tags	<p>At the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> i. define and explain the concept of question tag ii. generate sentences in line with the given rules 	<ol style="list-style-type: none"> i. Define and explain the grammatical concept. ii. State the rules guiding the use of the concept. iii. Generate sample sentences using the rules as guides. iv. Allow the students to use teacher's models to generate their own sentences v. Provide corrective feedback vi. Teacher recaps the rules to bring them into focus 	<ol style="list-style-type: none"> i. Listen to the teacher's explanations ii. Discuss the topic among themselves iii. Recall the rules of the topic iv. Do the work as directed by the teacher v. Take to teacher's corrections

DIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 3

Topic	Objectives	Teacher's activities	Students' activities
Sentence combining devices (conjunction)	At the end of the lesson, students should be able to: i. define and explain the concept of sentence combining in English ii. generate sentences in line with the given rules	<ul style="list-style-type: none"> i. Define and explain the grammatical concept. ii. State the rules guiding the use of the concept. iii. Generate sample sentences using the rules as guides. iv. Allow the students to use teacher's models to generate their own sentences v. Provide corrective feedback vi. Teacher recaps the rules to bring them into focus 	<ul style="list-style-type: none"> i. Listen to the teacher's instructions ii. Discuss the topic among themselves iii. Recall the rules of the topic iv. Do the work as directed by the teacher Take to teacher's corrections

DIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 4

Topic	Objectives	Teacher's activities	Students' activities
Tenses	At the end of the lesson, students should be able to: iii. define and explain the concept of tense in English iv. generate sentences in line with the given rules	i. Define and explain the grammatical concept. ii. State the rules guiding the use of the concept. iii. Generate sample sentences using the rules as guides. iv. Allow the students to use teacher's models to generate their own sentences v. Provide corrective feedback vi. Teacher recaps the rules to bring them into focus	i. listen to the teacher's explanations ii. discuss the topic among themselves iii. recall the rules of the topic iv. do the work as directed by the teacher v. take to teacher's corrections

DIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 5

Topic	Objectives	Teacher's activities	Students' activities
Voice (changing active to passive voice)	At the end of the lesson, students should be able to: <ol style="list-style-type: none"> i. define and explain the concept of voice in English. ii. generate sentences in line with the given rules 	<ol style="list-style-type: none"> i. Define and explain the grammatical concept. ii. State the rules guiding the use of the concept. iii. Generate sample sentences using the rules as guides. iv. allow the students to use teacher's models to generate their own sentences v. provide corrective feedback vi. teacher recaps the rules to bring them into focus 	<ol style="list-style-type: none"> i. listen to the teacher's explanations ii. discuss the topic among themselves iii. recall the rules of the topic iv. do the work as directed by the teacher v. take to teacher's corrections

DIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 6

Topic	Objectives	Teacher's activities	Students' activities
Mood (subjunctive mood)	At the end of the lesson, students should be able to: (i) define and explain the concept of mood in English (ii) generate sentences in line with the given rules	<ol style="list-style-type: none"> i. Define and explain the grammatical concept. ii. State the rules guiding the use of the concept. iii. Generate sample sentences using the rules as guides. iv. Allow the students to use teacher's models to generate their own sentences v. Provide corrective feedback vi. Teacher recaps the rules to bring them into focus 	<ol style="list-style-type: none"> i. Listen to the teacher's instructions ii. Discuss the topic among themselves iii. Recall the rules of the topic iv. Do the work as directed by the teacher v. Take to teacher's corrections

WEEK 1

Lesson Note on Direct Explicit Grammar Instructional Strategy

- Subject:** English Language
Aspect: Structure
Topic: Direct and Indirect Speech
Sub Topic: Changing Direct to Indirect speech
Duration: 40 minutes
Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Parts of Speech” before.

Instructional Material: Portable chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of direct and indirect speech.
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Define and explain the grammatical concept

- Speech means a talk or a dialogue between two persons. There are two types of speech, namely:
 - i. Direct speech
 - ii. Indirect speech
- I. Direct Speech: It is used when we write or repeat the exact words of the speaker. These are usually preceded by a comma and put inside inverted commas, for instance.
 - i. I said, “I am travelling tomorrow”.
 - ii. Bukola said, “I am very happy about your success”
- II. Indirect speech: If we express the essence of main points of a person’s words with a few modifications, for instance.
 - i. She said that she will be travelling the following day.
 - ii. Bukola said that she was very happy about my success.

Step 2: State the rules guiding the use of the concept.

The rules underlying the change of direct to indirect speech are:

- i. Personal and possessive pronouns are converted to the third person pronouns

(a) Personal

Direct

Indirect

I	he/she
Me	him/her
We	they
Us	them

(b) Possessive:

My	his/her
Mine	His/hers
Ours	their
Ours	theirs
Yours	his/hers/theirs

N.B.: Third person personal pronouns will be retained

He	he
She	she
It	it
They	they
Them	them

Other forms of pronouns take the following changes

This	that
These	those
That/those	the
Myself	himself/herself
Ourselves	themselves

II. A present tense verb should be converted to past tense, for instance.

Come	came
Break	broke
Is/are	was/were
Has/have	had
Will	would
Shall	should

III. If a statement expresses fact that is universally true or an habitual action, the tense should be maintained when converting the statement to indirect speech, for instance.

Direct: "AIDS kills and mosquitoes cause malaria", says the doctor.

Indirect: The doctor said that AIDS kills and that mosquitoes cause malaria

IV. An imperative statement should be introduced by words like: he ordered, she commanded etc. when converting direct to indirect speech, for instance.

Direct: “Stop that car”, the police says

Indirect: The policeman ordered him to stop the car

V. Other forms of conversion are:

- | | |
|---------------|-------------------|
| i. Yesterday | the previous day |
| ii. Today | that day |
| iii. Tomorrow | the following day |
| iv. Now | then |
| v. Here | there |

Step 3: Generate sample sentences using the rules as guides.

i. Emeka said, “I am to study medicine”

Emeka said that he wanted to study medicine

ii. Eno said, “I like teaching”

Eno said that she liked teaching.

iii. “I am writing a letter to my brother” Bukola said to me.

Bukola told me that she was writing a letter to her brother

iv. Bukola said to Amina, “I loved you”

Bukola told Amina that she had loved her

Step 4: Allow the students to use the teacher’s model to generate their own sentences.

i. “I am waiting for my friend”, Emeka said to me.

Emeka told me that he had been waiting for his friend.

ii. My father said, “Honesty is the best policy”

My father said that honesty is the best policy.

iii. “Are you a medical students”? I asked Bukola

I asked Bukola whether she was a medical doctor.

Step 5: Teacher recaps the rules to bring them into focus.

- The teacher explains the rules of changing direct speech to indirect speech again so as to make the lesson clearer to the students.

WEEK 2

Lesson Note on Direct Explicit Grammar Instructional Strategy

Subject:	English Language
Aspect:	Structure
Topic:	Question Tags
Sub Topic:	Positive and Negative Tag questions
Duration:	40 minutes
Reference Book:	Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Sentences” before.

Instructional Material: Flannel graph

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of question tags.
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Define and explain the grammatical concept

- Question tag is also known as distinctive questions. The principle of question tags is premised on three important stages: the statement question and answer. Question tags usually follow statements, for instance.
 - i. You are coming to the play, aren't you?
 - ii. You aren't tired yet, are you?

Step 2: State the rules guiding the use of the concept.

- i. **Statement:** statement is an utterance of fact that is yet to be verified. A statement can either be positive or negative. Note that a negative statement contains the word “not” or its contracted form “n't” which often occur after auxiliary, for instance,
 - ii. You didn't knock before you enter (negative)
 - iii. Jude was absent from the meeting yesterday (positive)
- (i) **Question:** This is used to test the true validity of the statement. Question can also be either positive or negative. Question will be positive when the statement is negative, and negative when the statement is positive .for instance,
 - i. You didn't knock before you entered, did you?

- ii. Jude was absent from the meeting yesterday, wasn't he?
- i. Answer: The confirms the truthfulness of the statement. It can either be positive or negative, for instance,
 - ii. You didn't knock before you entered, did you? No, I didn't.
 - iii. Jude was absent from the meeting yesterday wasn't he? Yes, he was
- (ii) The Pronoun subject of the tag either repeats the subject of the statement or substitutes approximately for it, for instance,
 - i. Daddy will be coming for them, won't he?
 - ii. He will attend the interview tomorrow, won't he?
- (iii) When there is no auxiliary verb, which can be changed to positive or negative in the question, make use of the verb "do"
 - Note that a singular lexical verb should attract "does", for instance.
 - i. She sings beautifully, doesn't she?
 - A plural lexical verb should attract "do" for instanc,.
 - i. You think I am being difficult, don't you?
- (iv) When a sentence is made up of two or more clauses; the tag should be attracted by the most important clause (main clause) in the sentence for instance,
 - i. I said John saw Mary, didn't I?

However, imperative sentences should take positive tag, for instance,

- i. Give me a drink, will you?
- ii. Let's go fishing, shall we?

- (v) The negative of "must" in tag is "needn't" while "must" connotes compulsory, "needn't" means not compulsory, for instance,

- i. Joy: Must we finish cracking all the nuts before noon?

Ken: No, we needn't

Step 3: Generate sample sentences using the rules as guides.

- i. We play football every Saturday, didn't we?
- ii. The light shines so bright, doesn't it?
- iii. It was they who stole the baby, weren't they?
- iv. Must you say good morning to everyone on the street? No, I needn't

Step 4: Allow the students to use the teacher's model to generate their own sentences.

- i. You may come to see her tomorrow, will you?

- ii. The student had not brought the book, had he?
- iii. Olu sweeps his room daily, doesn't he?
- iv. The boat hasn't left, has it?

Step 5: Provide corrective feedbacks.

Step 6: Teacher recaps the rules to bring them into focus

- The teacher explains the rules of question tags to the students again.

WEEK 3

Lesson Note on Direct Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Sentence Combining Devices

Sub Topic: Conjunction

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught "Parts of speech" before.

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students would be able to:

- i. Define and explain the concept of sentence combining devices in English
- ii. Generate sentences in line with the given rules.

Presentation:

Step 1: Define and explain the grammatical concept

- Conjunction is a word which joins together sentences or words and clauses.

Examples are: and, but, or, that, for, still, else, because, and the like

- i. I like John and Olumide
- ii. She answered all questions and passed the exam.

Conjunctions are divided into four kinds, namely;

- i. Correlative conjunctions
- ii. Compound conjunctions
- iii. Co-ordinating conjunctions
- iv. Subordinating conjunction.

Step 2: State the rules guiding the use of the concept

I.

Correlative conjunctions: These are conjunctions which are used in pairs, for instance,

- a. Either – or
 - i. Olumide is either a typist or a teacher
- b. Neither – nor
 - i. She can speak neither English nor Igbo
- c. Both – and
 - i. He is both handsome and clever
- d. Through – yet
 - i. Though he tried to convince his wife, yet she was not happy with his words
- e. Not only – but also
 - i. He not only wrote the song but also sang it well
- f. Compound conjunction: These are group of words which are used at conjunctions. for instance.
- g. In order that
 - i. He applied for a job in order that he might help his father
- h. On condition that
 - i. I can lend you the money on condition that you return it in a month.
- i. Even if
 - i. Even if he comes to my house, I won't lend him the money
- j. So that
 - i. He saved some money so that he might use it in future.

II. Co-ordinating conjunctions: These are conjunctions which are used to join together clauses of equal rank, e.g. for instance,

- a. And
 - i. She spoke impressively at the meeting and won the appreciation of all.
- b. But
 - i. I offered to help her but she refused my help.
- c. For

- i. I must by heardfor there is stiff competition.

III. Subordinating conjunctions: Conjunctions which are used to join clauses of equal rank , for instance,

a. After

- i. He came after I had finished my work.

b. Because

- i. She was sad because she lost her job.

c. If

- i. If she helps me, I will be happy.

d. That

- i. We believe that Daramola is a genius.

e. Though

- i. Though he is your brother, you should not trouble him like that.

Step 3: Generate sample sentences using the rules as guides.

- i. John and Mary are students.
- ii. Men hat him but God loves him.
- iii. Not only was she late but she was also rude.
- iv. He either resigns or he vacates his official quarters.
- v. They ate the food although it was bad.
- vi. She neither loved him not liked to marry him.

Step 4: Allow the students to use teacher's models to generate their own sentences

- Correct the following sentences
 - i. Neither he is a fool nor a mad man.
 - ii. She is either a teacher or a student.
 - iii. I am as tall like him.
 - iv. I loved no other girl except Bukola.
 - v. She speaks English well fluently like her mother.

Step 5: Provide corrective feedback

- i. He is neither a fool nor a mad man.
- ii. She is either a teacher or a student.
- iii. I am as tall as him.
- iv. I loved no other girl than Bukola,
- v. She speaks English as her mother,

Step 6: Teacher recaps the rules to bring them into focus.

WEEK 4

Lesson Note on Direct Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Tenses

Sub Topic: Present and past tense

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” in English before.

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- iii. Define and explain the concept of Tenses in English
- iv. Generate sentences in line with the given rules.

Presentation:

Step 1: Define and explain the grammatical concept

- Tense is the term used in grammar to indicate the time of the action or event.
- In any language, tense is divided into three classes namely:
 - i. Present tense
 - ii. Past tense
 - iii. Future tense

Step 2: State the rule guiding the use of the concept.

1. Present tense: when a verb is used to show that an action takes place now, it is known as present tense.

Present tense has the following sub-division;

- i. Simple present tense
- ii. Present continuous tense
- iii. Present perfect tense

(a) The uses of present simple tense are:

- (i) To express habitual action:
 - a. Bukola gets up early in the morning.
 - b. To express general truths, for instance,
 - c. The earth moves round the world.

- d. Honesty is the best policy.
- (ii) To express planned activities, for instance,
 - a. The president visits America next Sunday.
- (iii) In exclamatory sentences beginning with “here” and there, for instance.
 - a. Here comes Amaka!
 - b. There the bus stops!
- (b) The use of present continuous tense:
 - (i) For an action going on at the time of speaking, for instance,
 - a. Bukola is cooking now
 - (ii) For a temporary action, for instance,
 - a. Lanre is acting in the film.
 - (iii) For a future planned action , for instance,
 - a. We are visiting Jos this week.
- (c) The use of present perfect tense are:
 - (i) For just completed actions, for instance,
 - a. My brother has just gone out.
 - (ii) To express past actions whose time is not specific, for instance,
 - a. I have never seen her before.
 - (iii) For past event whose result is still felt, for instance,
 - a. She has watered the garden.
(Her clothes are wet now)

Past tense: when a verb is used to show that an action was completed, for instance,

- i. He went to Abuja yesterday
- ii. It was hot yesterday

(a) The use of simple past tense are

- (i) For a past action with past time adverbs, for instance,
 - a. Bukola wrote a letter yesterday.
- (ii) For a past discontinued habit, for instance.
 - a. She usually sang songs in the evening
(she is not singing now)

(b) The use of past continuous tense:

- a. For an action going on at sometime in the past, for instance,
- b. I was sleeping in the afternoon.

- c. For a persistent habit in the past, for instance,
- d. He was always talking about his greatness.

(c) The use of past perfect are:

- (i) To express one of two past actions which had been completed earlier, for instance,
 - a. When I went to the airport, the plane had taken off.

Step 3: Generate sample sentences using the rules as guides.

- i. My father loves taking tea every morning
- ii. Here comes my wife!
- iii. The sun rises in the east.
- iv. We are sitting in the garden.
- v. Chika had currently been married.
- vi. He went to Abuja in 1990.
- vii. My uncle came in when I was reading the novel.
- viii. When they entered the classroom, the lecturer had started the lesson.

Step 4: Allow the students to use teacher's models to generate their own sentences.

- Correct the following sentences
 - i. Lanre return from the college at six.
 - ii. The sun set in the west.
 - iii. My uncle arrived tomorrow.

Step 5: Provide corrective feedback

- i. Lanre returns from the college at six.
- ii. The sun sets in the west.
- iii. My uncle arrives tomorrow.

Step 6: Teacher recaps the rules to bring them into focus.

- The teacher explains the rules of tenses again for better understanding.

WEEK 5

Lesson Note on Direct Explicit Grammar Instructional Strategy

Subject:	English Language
Aspect:	Structure
Topic:	Voice
Sub Topic:	Changing Active to Passive voice
Duration:	40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” before.

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. Define and explain the concept of Voice in English
- ii. Generate sentences in line with the given rules.

Presentation:

Step 1: Define and explain the grammatical concept

- Voice is the form of verb which indicates whether a person or a thing does something or something has been done to a person or a thing

There are two kinds of voice, namely

- i. Active voice
- ii. Passive voice

Active Voice: when a verb form shows that the subject has done something. Active sentences, place emphasis on the people and/or things responsible for actions and conditions e.g.

- i. Bukola wrote a letter.
- ii. The Judge awarded the prize to Ibrahim.

Passive Voice: when a verb form shows that something has been done to the subject.

In other words in passive voice form, the subject of the sentence represents the sufferer or receiver of the action who takes emphasis, for instance.

- i. A letter was written by Bukola.
- ii. The prize was awarded to Ibrahim by the Judge.

Step 2: State the rules guiding the use of the concept.

- We can turn active voice into passive voice by using some guidelines. The basic rules of changing active voice to passive voice are.

- i. A sentence can be separated into subject, verb and object, for instance.
- ii. Bukola wrote a letter.

S V O

- i. The subject of the sentence must be turned into subject, for instance.

- ii. Bukola wrote a letter.

S V O

A letter was written by Bukola.

S V O

- iii. The “be” form must be used according to the tense of the verb, for instance.
 - i. A letter “was”
- iv. Past participle form of the verb must be used
 - i. A letter was “written”
- v. Preposition “by” must be added, for instance.
 - i. a letter was written “by”
- vi. In some of the sentences, the object of the verb is omitted because the attention is not paid on the fact of who does the action but to the action itself. In such cases, the agent of the action is either a well known person or unidentified. The passive form is commonly used only when we want to lay emphasis on the activity not the agent , for instance,
 - i. The police arrested the chief (active).
The chief was arrested (by the police) police.
 - ii. The B.B.C. broadcast the news.
The news was broadcast (by the B.B.C).

Step 3: Generate sample sentences using the rules as guides.

- i. Somebody has turn my textbook.
My textbook has been turn by somebody.
- ii. Emeka sings a song.
A song is sung by Emeka.
- iii. My sister is painting a picture.
A picture is being painted by my sister.
- iv. Emeka has posted the letter.
The letter has been posted by Emeka.
- v. Francis writes the guide.
The guide was written by Francis.

Step 4: Allow the students to use teacher’s models to generate their own sentences.

- The teacher asks the student to change the following sentences from active voice to passive voice
 - i. Bukola was cooking a nice meal.
 - ii. Dayo accepted the gift.

- iii. Somebody stole my textbook.
- iv. Joy broke the jug.

Step 5: Provide corrective feedback

- i. A nice meal was being cooked by Bukola.
- ii. The gift was accepted by Dayo.
- iii. My textbook was stolen by somebody.
- iv. The jug was broken by Joy.

Step 6: Teacher recaps the rules to bring them into focus.

WEEK 6

Lesson Note on Direct Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Mood

Sub Topic: Indicative, Imperative and Subjunctive Mood

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” before.

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. Define and explain the concept of Mood in English
- ii. Generate sentences in line with the given rules.

Presentation:

Step 1: Define and explain the grammatical concept.

- Mood is the mode or method by which a verb is used to express a particular action. In other words, mood refers to a way writers or speakers present their information. There are three kinds of mood in English, namely:

- i. Indicative mood
- ii. Imperative mood
- iii. Subjunctive mood

- I. Indicative mood: A verb is used to make a statement of fact, question or a piece of information e.g.
 - a. Mosquito transmits malaria.
 - b. She is ten years old.

II. Imperative mood: A verb which is used to express a command or an advice, for instance,

- a. Shut the door please.
- b. Come in.
- c. Subjunctive mood: A verb which is used to express a wish, hope, desire, intention or resolution in noun clause, for instance, If I come, I shall see you.
- d. The soup would taste better if it had more salt.

Step 2: State the rule guiding the use of the concept.

I. Indicative Mood: A verb is said to be in the indicative mood when it makes:

- i. Statement of facts: this is the most commonly used aspect of indicative mood since much writing is based on facts, for instance.
 - ii. Mosquito transmits malaria.
 - iii. Nigeria gained her independence in 1960.
- b. When it expresses an opinion, for instance,
 - i. I believe he is good.
 - ii. He is likely to be guilty.
- c. When it asks questions, for instance,
 - i. Is it true?
 - ii. Is she ten years old?

II. Imperative Mood:

- a. Imperative mood is used for:
 - i. Command, for instance.
 1. Get out of that, quick.
 2. Come in.
 - ii. Request, for instance,
 1. Shut the door please.
 2. Let us all work hard please.
 - iii. Persuasive or insistent imperative: thus is sometimes created by adding the verb “do” before the main verb, for instance.
 1. Do, open the door.
 2. Do, let’s go to the cinema.

III. Subjective mood: subjective mood is used:

- i. To indicate cause and effect, for instance,
- ii. If I come, I shall see you.
- iii. To present a possible result of a condition that we imagine could take place but it is not likely it will, for instance.
- iv. If I had the money, I would go to the university.
- v. For an imagined condition in the past which is not fulfilled and will never be realized in the future for instance.
- vi. I would have gone to the university if I had had the money.

Step 3: Generate sample sentences using the rules as guides.

- i. She is ten years old.
- ii. I believe he is good.
- iii. When did Nigeria gained her independence?
- iv. Sit down please.
- v. Let us go.
- vi. He would answer if he could.

Step 4: Allow the students to use teacher's models to generate their own sentences.

State the following sentences correctly.

- i. You should be reason.
- ii. Put it on the table, will you.
- iii. How beautiful.
- iv. Did she buy some books.
- v. I should be pleased if you come.

Step 5: Provide corrective feedback

- i. You should be reasonable.
- ii. Put it on the table, will you?
- iii. How beautiful!
- iv. Did she buy some books?
- v. I should be pleased if you came

Step 6: Teacher recaps the rules to bring them into focus.

APPENDIX IV

INDIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 1

Topic	Objectives	Teacher's activities	Students' activities
1. Direct and Indirect speech	<p>At the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i. define and explain the concept of direct and indirect speech. ii. generate sentences in line with the rules of the concept. 	<ul style="list-style-type: none"> i. Teachers announces the objectives to the students ii. Teacher provides several sentences to exemplify the concept being taught iii. Through guiding questions, students are to discover the underlying principles in the sample sentences given iv. Allow the students to generate further sentences in accordance with the rules discovered v. Teacher provides corrective feedback to students 	<ul style="list-style-type: none"> i. Look at sample sentences generated by the teacher ii. Respond to teacher's guiding questions to discover the rules iii. Generate further sentences in accordance with the rules discovered.

INDIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 2

Topic	Objectives	Teacher's activities	Students' activities
Question Tags	<p>At the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i. define and explain the concept of question tags ii. generate sentences in line with the rules of the concept 	<ul style="list-style-type: none"> i. Teachers announces the objectives to the students ii. Teacher provides several sentences to exemplify the concept being taught iii. Through guiding questions, students are to discover the underlying principles in the sample sentences given iv. Allow the students to generate further sentences in accordance with the rules discovered v. Teacher provides corrective feedback to students 	<ul style="list-style-type: none"> i. Look at sample sentences generated by the teacher ii. Respond to teacher's guiding questions to discover the rules iii. Generate further sentences in accordance with the rules discovered.

INDIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 3

Topic	Objectives	Teacher's activities	Students' activities
Sentence combining devices (conjunction)	<p>At the end of lesson, students should be able to:</p> <p>i. define and explain the concept of sentence combining in English</p> <p>ii. generate sentences in line with the rules of the concept.</p>	<p>i. Teachers announces the objectives to the students</p> <p>ii. Teacher provides several sentences to exemplify the concept being taught</p> <p>ii. Through guiding questions, students are to discover the underlying principles in the sample sentences given.</p> <p>iv. Allow the students to generate further sentences in accordance with the rules discovered</p> <p>v. Teacher provides corrective feedback to students</p>	<p>i. Look at sample sentences generated by the teacher</p> <p>ii. Respond to teacher's guiding questions to discover the rules</p> <p>iii. Generate further sentences in accordance with the rules discovered</p>

\

INDIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 4

Topic	Objectives	Teacher's activities	Students' activities
Tenses	<p>At the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i. define and explain the concept of tense in English. ii. generate sentences in line with the rules of the concept 	<ul style="list-style-type: none"> i. Teachers announces the objectives to the students ii. Teacher provides several sentences to exemplify the concept being taught iii. Through guiding questions, students are to discover the underlying principles in the sample sentences given iv. Allow the students to generate further sentences in accordance with the rules discovered v. Teacher provides corrective feedback to students 	<ul style="list-style-type: none"> i. Look at sample sentences generated by the teacher ii. Respond to teacher's guiding questions to discover the rules iii. Generate further sentences in accordance with the rules discovered

UNIVERSITY OF IBADAN LIBRARY

INDIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 5

Topic	Objectives	Teacher's activities	Students' activities
Voice (changing active to passive voice)	<p>At the end of the lesson, students would be able to:</p> <ul style="list-style-type: none"> i. define and explain the concept of voice in English. ii. generate sentences in line with the rules of the concept 	<ul style="list-style-type: none"> i. Teachers announces the objectives to the students ii. Teacher provides several sentences to exemplify the concept being taught iii. Through guiding questions, students are to discover the underlying principles in the sample sentences given iv. Allow the students to generate further sentences in accordance with the rules discovered v. Teacher provides corrective feedback to students corrective feedback to students 	<ul style="list-style-type: none"> i. Look at sample sentences generated by the teacher ii. Respond to teacher's guiding questions to discover the rules iii. Generate further sentences in accordance with the rules discovered

INDIRECT EXPLICIT GRAMMAR INSTRUCTIONAL GUIDE

WEEK 6

Topic	Objectives	Teacher's activities	Students' activities
Mood (subjunctive mood)	At the end of the lesson, students should be able to: <ol style="list-style-type: none"> i. define and explain the concept of mood in English ii. generate sentences in line with the given examples 	<ol style="list-style-type: none"> i. Teachers announces the objectives to the students ii. Teacher provides several sentences to exemplify the concept being taught iii. Through guiding questions, students are to discover the underlying principles in the sample sentences given iv. Allow the students to generate further sentences in accordance with the rules discovered v. Teacher provides corrective feedback to students 	<ol style="list-style-type: none"> i. Look at sample sentences generated by the teacher ii. Respond to teacher's guiding questions to discover the rules iii. Generate further sentences in accordance with the rules discovered

WEEK 1

Lesson Note on Indirect Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Direct and Indirect Speech

Sub Topic: Changing Direct to Indirect speech

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Parts of Speech”.

Instructional Material: Portable chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of direct and indirect speech.
- ii. generate sentences in line with the rules of the concept.

Presentation:

Step 1: Teacher announces the objectives to the students.

Step 2: Teacher provides several sentences to exemplify the concept being taught.

(i) Emeka said, “I am to study medicine”

Emeka said that he wanted to study medicine

(ii) Eno said, “I like teaching

Eno said that she liked teaching

(iii) “I am writing a letter to my brother”, Bukola said to me.

Bukola told me that she was writing a letter to her brother.

(iv) Bukola said to Amina, “I loved you”

Bukola told Amina that she had loved her

(v) “Stop that car”, the police says

The policeman ordered him to stop the car

(vi) “AIDS kills and mosquitoes cause malaria”, says the doctor.

The doctor said that AIDS kills and that mosquitoes cause malaria.

Step 3: Through guiding questions, students are to discover the underlying principles in the sample sentences given.

Questions:

- i. What do you notice about inverted commas in Direct and Indirect speech?
- ii. What happens to the verbs in Indirect Speech?

- iii. What about the commas in indirect speech?
- iv. Is there any additional word added to indirect speech?
- v. What other modifications do you notice?

Step 4: Allow the students to generate further sentences in accordance with the rules discovered”

- i. “I am waiting for my friend”, Emeka said to me.
- ii. My father said, “Honesty is the best policy”
- iii. “Are you a medical student”? I asked Bukola.
- i. Emeka told me that he had been waiting for his friend
- ii. My father said that honesty is the best policy
- iii. I asked Bukola whether she was a medical student

Step 5.Teacher provides corrective feedback to students.

WEEK 2

Lesson Note on Indirect Explicit Grammar Instructional Strategy

Subject:	English Language
Aspect:	Structure
Topic:	Question Tags
Sub Topic:	Positive and Negative Tag questions
Duration:	40 minutes
Reference Book:	Contemporary English Grammar by J.D. Murthy
Previous Knowledge:	Students have been taught “Sentences” before.
Instructional Material:	Flannel graph
Behavioural objective:	At the end of the lesson, students should be able to:

- i. define and explain the concept of question tags.
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher announces the objectives to the students.

Step 2: Teacher provides several sentences to exemplify the concept being thought.

- i. Daddy will be coming for them, won't he?
- ii. He will attend the interview tomorrow, won't he?
- iii. She sings beautifully, doesn't she?
- iv. You think I am being difficult, don't you?
- v. I said John saw Mary, didn't I?

- vi. The boat hasn't left, has it
- vii. Give me a drink, will you?

Step 3: Through guiding questions, students are to discover the underlying principles in the sample sentences given.

- i. When the sentence is positive, what happens to its tag question?
- ii. When the statement is negative, what happens to its tag question?
- iii. A statement with no auxiliary verb will take what form of tag question?
- iv. What form of tag question will a command statement take?

Step 4: Allow the students to generate further sentences in accordance with the rules discovered.

- i. You may come to see her tomorrow
- ii. The student had not brought the book
- iii. The light shines so bright
- i. You may come to see her tomorrow, will you?
- ii. The students had not brought the book, had he?
- iii. The light shines so bright, doesn't it?

Step 5: Teacher provides corrective feedback to students.

WEEK 3

Lesson Note on Indirect Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Sentence Combining Devices

Sub Topic: Conjunction

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught "Parts of speech"

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of sentence combining devices in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher announces the objectives to the students

Step 2: Teacher provides several sentences to exemplify the concept being taught

- i. Olumide is either a typist or a teacher.
- ii. He is both handsome and clever
- iii. Though he tried to convince his wife, yet she was not happy with his words
- iv. He not only wrote the song but also song it well
- v. He applied for a job in order that he might help his father
- vi. I offered to help her but she refused my help
- vii. She was sad because she lost her job
- viii. We believe that Daramola is a genius

Step 3: Through guiding questions, students are to discover the underlying principles in the sample sentences given.

- i. When “either or” is used what does it imply?
- ii. Neither or means what
- iii. When do we normally use “and”, but?
- iv. When do we normally use the word “though” in a sentence?

Step 4: Allow the students to generate further sentences in accordance with the rules discovered.

- Correct the following sentences
 - i. Neither he is a fool nor a mad man
 - ii. She is either a teacher nor a student
 - iii. I am as tall like him
 - iv. I loved no other girl except Bukola
 - v. She speaks English well like her mother
- i. He is neither a fool nor a mad man
- ii. She is either a teacher or a student
- iii. I am as tall as he
- iv. I loved no other girl than Bukola
- v. She speaks English as her mother

Step 5: Teacher provides corrective feedback to students.

WEEK 4

Lesson Note on Indirect Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Tenses

Sub Topic: Present tense and past tense

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” in English.

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of Tenses in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher announces the objectives to the students

Step 2 : Teacher provides several sentences to exemplify the concept being taught

- i. My father loves taking tea every morning
- ii. Here comes my wife!
- iii. The sun rises in the east
- iv. We are sitting in the garden
- v. He went to Abuja in 1990
- vi. My uncle came in when I was reading the novel
- vii. When they entered the classroom, the lecturer had started the lesson

Step 3: Through guiding questions, students are to discover the underlying principles in the sample sentences given.

- (i) What verb is to be used when an action is going on now?
- (ii) What is the verb to be used to show an action that was completed?

Step 4: Allow the students to generate further sentences in accordance with the rules discovered.

- Correct the following sentences
 - i. Lanre return from the college at six
 - ii. The sun set in the west

- iii. My uncle arrived tomorrow
- i. Lanre returns from the college at six
- ii. The sun sets in the west
- iii. My uncle arrives tomorrow

Step 5: Teacher provides corrective feedback to students.

WEEK 5

Lesson Note on Indirect Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Voice

Sub Topic: Changing Active to Passive voice

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” .

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of Voice in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher announces the objectives to the students.

Step 2: Teacher provides several sentences to exemplify the concept being taught

- i. Somebody has turn my textbook
My textbook has been turn by somebody
- ii. Emeka sings a song
A song is sung by Emeka
- iii. My sister is painting a picture
A picture is being painted by my sister
- iv. Emeka has posted the letter
The letter has been posted by Emeka

Step 3: Through guiding questions, students are to discover the underlying principles in the sample sentences given.

- i. What happens to the tense used in Active and passive voices?

- ii. What changes happen to subjects and objects of the active voice?
- iii. Which word or preposition is added to the passive voice?

Step 4: Allow the students to generate further sentences in accordance with the rules discovered.

- Change the following active sentences to passive voice
 - i. Bukola was cooking a nice meal
 - ii. Dayo accepted the gift
 - iii. Somebody stole my textbook
 - iv. Joy broke the jug
 - i. A nice meal was being cooked by Bukola
 - ii. The gift was accepted by Dayo
 - iii. My textbook was stolen by somebody
 - iv. The jug was broken by Joy

Step 5: Teacher provides corrective feedback to students.

WEEK 6

Lesson Note on Indirect Explicit Grammar Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Mood

Sub Topic: Indicative, Imperative and Subjunctive Mood

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” .

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of Mood in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher announces the objectives to the students.

Step 2: Teacher provides several sentences to exemplify the concept being taught.

- i. She is ten years old

- ii. I believe he is good
- iii. When did Nigeria gained her independence?
- iv. Sit down please
- v. Let us go
- vi. He would answer if he could

Step 3: Through guiding questions, students are to discover the underlying principles in the sample sentences.

- i. Is the first sentence a statement or question?
- ii. Which among the sentences is a comment?

Step 4: Allow the students to generate further sentences in accordance with the rules discovered.

Re-write the following sentences correctly

- i. You should be reason
- ii. Put it on the table, will you?
- iii. How beautiful
- iv. Did she buy some books
- v. I should be pleased if you come
- i. You should be reasonable
- ii. Put it on the table, will you?
- iii. How beautiful!
- iv. Did she buy some books?
- v. I should be pleased if you come

Step 5: Teacher provides corrective feedback to students

APPENDIX V

MODIFIED CONVENTIONAL INSTRUCTIONAL GUIDE

WEEK 1

Topic	Objectives	Teacher's activities	Students' activities
Direct and Indirect speech	At the end of the lesson, students would be able to: i. Define and explain the concept of direct and indirect speech. ii. Generate sentences in line with the given sentences	i. Teacher defines the concept ii. He/she takes the students through the examples given in their reading text iii. He/she sets them to do the exercises iv. He/she goes round to mark their work v. He does correction for them	i. Listen to the teacher's explanation ii. Do the work given by the teacher iii. Take to teacher's corrections

MODIFIED CONVENTIONAL INSTRUCTIONAL GUIDE

WEEK 2

Topic	Objectives	Teacher's activities	Students' activities
Question Tags	At the end of the lesson, students should be able to: i. define and explain the concept of question tags ii. generate sentences in line with the given examples	i. Teacher defines the concept ii. He/she takes the students through the examples given in their reading text iii. He/she sets them to do the exercise in their notes iv. He/she goes round to mark their work v. He does correction with them	i. Listen to the teacher's explanation ii. Do the work given by the teacher iii. Take to teacher's corrections

MODIFIED CONVENTIONAL INSTRUCTIONAL GUIDE

WEEK 3

Topic	Objectives	Teacher's activities	Students' activities
Sentence combining devices (conjunction)	At the end of the lesson, students should be able to: <ol style="list-style-type: none"> i. define and explain the concept of sentence combining in English ii. generate sentences in line with the given sentences. 	<ol style="list-style-type: none"> i. Teacher defines the concept ii. He/she takes the students through the examples given iii. He/she sets them to do the exercise in their notes iv. He/she goes round to mark their work v. He does correction for them 	<ol style="list-style-type: none"> i. Listen to the explanations ii. Do the work given by the teacher iii. Take to teacher's corrections

MODIFIED CONVENTIONAL INSTRUCTIONAL GUIDE

WEEK 4

Topic	Objectives	Teacher's activities	Students' activities
Tenses	At the end of the lesson, students should be able to: <ol style="list-style-type: none"> i. define and explain the concept of tense in English. ii. generate sentences in line with the given sentences 	<ol style="list-style-type: none"> i. Teacher defines the concept ii. He/she takes the students through the examples given iii. He/she sets them to do the exercises in their notes iv. He/she goes round to mark their work v. He does correction for them 	<ol style="list-style-type: none"> i. Listen to the teacher's explanation ii. Do the work given by the teacher iii. Take to teacher's corrections

MODIFIED CONVENTIONAL INSTRUCTIONAL GUIDE

WEEK 5

Topic	Objectives	Teacher's activities	Students' activities
Voice (changing active to passive voice)	At the end of the lesson, students should be able to: <ol style="list-style-type: none"> i. define and explain the concept of voice in English. ii. generate sentences in line with the given examples 	<ol style="list-style-type: none"> i. Teacher defines the concept ii. He/she takes the students through the examples given iii. He/she sets them to do the exercise in their notes iv. He/she goes round to mark their work v. He does correction for them 	<ol style="list-style-type: none"> i. Listen to the learner's explanations ii. Do the work given by the teacher iii. Take to teacher's corrections

MODIFIED CONVENTIONAL INSTRUCTIONAL GUIDE

WEEK 6

Topic	Objectives	Teacher's activities	Students' activities
Mood (subjunctive mood)	At the end of the lesson, students should be able to: <ol style="list-style-type: none"> (iii) define and explain the concept of mood in English (iv) generate sentences in line with the given sentences 	<ol style="list-style-type: none"> i. Teacher defines the concept ii. He/she takes the students through the examples given iii. He/she sets them to do the exercise in their notes iv. He/she goes round to mark their work v. He does correction for them 	<ol style="list-style-type: none"> i. Listen to the teacher's explanation ii. Do the work given by the teacher iii. Take to teacher's corrections

WEEK 1

Lesson Note on Modified Conventional Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Direct speech and Indirect Speech

Sub Topic: Changing Direct to Indirect speech

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Parts of Speech”.

Instructional Material: Portable chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. Define and explain the concept of direct and indirect speech.
- ii. Generate sentences in line with the rules of the concept.

Presentation:

Step 1: Teacher defines the concept.

Step 2: He/she takes the students through the examples given.

- Speech means a talk or a dialogue between two persons. There are two types of speech, namely:

i. Direct speech

ii. Indirect speech

(i) Direct speech: It is used when we write or repeat the exact words of a speaker. These words are usually preceded by a comma and put inside inverted commas, for instance,

(ii) She said, “I am travelling tomorrow”

(iii) Bukola said, “I am very happy about your success”

(i) Indirect speech: If we express the essence of main points of a person’s words with a few modifications, for instance,

(ii) She said that she will be travelling the following day

(iii) Bukola said that she was very happy about my success

Step 3: He/she sets them to do the exercises in their notes.

(i) “Stop that car”, the police says

(ii) Emeka said, “I am to study medicine”

(iii) Eno said, “I like teaching?”

(iv) "I am writing a letter to my brother", Bukola said to me.

(v) Bukola said to Amina, "I loved you"

Step 4: He/She goes round to mark their work.

Step 5: He does correction with them

- i. The policeman ordered him to stop the car.
- ii. Emeka said that he wanted to study medicine
- iii. Eno said that she liked teaching
- iv. Bukola told me that she was writing letter to her brother
- v. Bukola told Amina that she had loved her.

WEEK 2

Lesson Note on Modified Conventional Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Question Tags

Sub Topic: Positive and Negative Tag questions

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught "Sentences" .

Instructional Material: Flannel graph

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of question tags.
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher defines the concept.

Step 2: He/she takes the students through the examples given.

- Question tags is also known as distinctive question. The principle of question tags is premised on three important stages: the statement, question and answer.
- Question tags usually follow statements, for instance,
 - i. You are coming to the play, aren't you?
 - ii. You aren't tired yet, are you?
 - iii. You didn't knock before you entered, did you?
 - iv. Jude was absent from the meeting yesterday, wasn't he?

v. She sings beautifully, doesn't she?

vi. I said John saw Mary, didn't I?

vii. Give me a drink, will you?

Step 3: He/she sets them to do exercises in their notes.

i. We play football every Saturday

ii. The light shines so bright.

iii. It was they who stole the baby

iv. The boat hasn't left.

Step 4: He/she goes round to mark their work.

Step 5: He/she does correction with them

i. We play football every Saturday, don't we?

ii. The light shines so bright, doesn't it?

iii. It was they who stole the baby, weren't they?

iv. The boat hasn't left, has it?

WEEK 3

Lesson Note on Modified Conventional Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Sentence Combining Devices

Sub Topic: Conjunction

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught "Parts of speech".

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of sentence combining devices in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher defines the concept.

Step 2: He/she takes the students through the examples given

- Conjunction is a word which joins together sentences or words and clauses

Examples are: and, but, or, that, for, still, else, because etc. ,for instance,

I like John and Olumide

- i. She answered all questions and passed the exam.

Conjunctions are divided into four kinds, namely;

- i. Correlative conjunctions
- ii. Compound conjunctions
- iii. Co-ordinating conjunctions
- iv. Subordinating conjunctions

Step 3: He/she sets them to do the exercises in their notes.

Correct the following sentences

- i. Neither he is a fool nor a mad man
- ii. She is either a teacher nor a student
- iii. I am as tall like him
- iv. I loved no other girl except Bukola
- v. She speaks English well like her mother

Step 4: He/she goes round to mark their work

Step 5: He does correction for them

- i. He is neither a fool nor a mad man
- ii. She is either a teacher or a student
- iii. I am as tall as him
- iv. I loved no other girl than Bukola
- v. She speaks English as her mother

WEEK 4

Lesson Note on Modified Conventional Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Tenses

Sub Topic: Present tense and past tense

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” in English .

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students would be able to:

- i. define and explain the concept of Tenses in English

- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher defines the concept.

Step 2: He/she takes the students through the examples given

- Tense is the term used in grammar to indicate the time of the action or event.

In any language, tense is divided into three classes namely;

- i. Present tense
- ii. Past tense
- iii. Future tense

I. Present tense: when a verb is used to show that an action takes place now, it is known as present tense e.g.

- i. Bukola gets up early in the morning
- ii. The earth moves round the world
- iii. Bukola is cooking now
- iv. We are visiting Job this week

II. Past Tense: when a verb is used to show that an action was completed e.g.

- i. He went to Abuja yesterday
- ii. It was hot yesterday
- iii. I was sleeping in the afternoon
- iv. He was always talking about his greatness
- v. When I went to the airport, the plane had taken off

Step 3: He/she sets them to do the exercises in their notes.

- Correct the following sentences
 - i. Lanre return from the college at six
 - ii. The sun set in the west
 - iii. My uncle arrived tomorrow

Step 4: He/she goes round to mark their work

Step 5: He does correction with them.

- i. Lanre returns from the college at six
- ii. The sun sets in the west
- iii. My uncle arrives tomorrow

WEEK 5

Lesson Note on Modified Conventional Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Voice

Sub Topic: Changing Active to Passive voice

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” .

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of Voice in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher defines the concept.

Step 2: He/she takes the students through the examples given

- Voice is the form of verb which indicate whether a person or a thing does something or something has been done to a person or a thing.

There are two kinds of voice, namely:

- i. Active voice
- ii. Passive voice

Active voice: when a verb form shows that the subject has done something. Active sentences place emphasis on the people and/or things responsible for actions and conditions, for instance,

Bukola write a letter

- i. The Judge awarded the price to Ibrahim

Passive voice: when a verb form shows that something has been done to the subject.

In other words, in passive voice form, the subject of the sentence represents the sufferer or receiver of the action who takes emphasis, for instance,

- i. A letter was written by Bukola
- ii. The prize was awarded to Ibrahim by the Judge

Step 3: He/she sets them to do the exercises in their notes.

Change the following active sentences to passive voice

- i. Bukola was cooking a nice meal

- ii. Dayo accepted the gift
- iii. Somebody stole my textbook
- iv. Joy broke the jug

Step 4: He/she guides them to do correction.

- i. A nice meal was being cooked by Bukola
- ii. The gift was accepted by Dayo
- iii. The textbook was stole by somebody
- iv. The jug was broken by Joy

WEEK 6

Lesson Note on Modified Conventional Instructional Strategy

Subject: English Language

Aspect: Structure

Topic: Mood

Sub Topic: Type of Mood

Duration: 40 minutes

Reference Book: Contemporary English Grammar by J.D. Murthy

Previous Knowledge: Students have been taught “Verbs” before.

Instructional Material: Portable Chalkboard

Behavioural objective: At the end of the lesson, students should be able to:

- i. define and explain the concept of Mood in English
- ii. generate sentences in line with the given rules.

Presentation:

Step 1: Teacher defines the concept.

Step 2: He/she takes the students through the example given

- Mood is the mode or method by which a verb is used to express a particular action. In other words, mood refers to the way writers or speakers present their information. There are three kinds of mood in English, namely;

- i. Indicative mood
- ii. Imperative mood
- iii. Subjective mood

I. Indicative mood: a verb is used or make a statement of fact, question or a piece of information e.g.

- a. Mosquito transmits malaria
- b. She is ten years old
- c. Imperative mood: A verb which is used to express a command or an advice, for instance.
- d. Shut the door please
- e. Come in
- f. Subjunctive mood: A verb which is used to express a wish, hope, desire, intention or resolution in Noun clause, for instance.
- g. If I come, I shall see you
- h. The soup would taste better if it had more salt

Step 3: He/she sets them to do the exercises in their notes.

Re-write the following sentences correctly.

- i. You should be reason
- j. Put it on the table, will you
- k. How beautiful
- l. Did she bought some books?
- m. I should be pleased if you come

Step 4: He/she goes round to mark their work

Step 5: He does correction with them.

- i. You should be reasonable
- ii. Put it on the table, will you?
- iii. How beautiful?
- iv. Did she buy some books?
- v. I should be pleased if you come

APPENDIX VI

**ASSESSMENT SHEET FOR EVALUATING TEACHER’S PERFORMANCE
ON THE USE OF DIRECT EXPLICIT INSTRUCTION**

Section A

Name of the teacher

Name of the school:.....

Topic taught:.....

Subtopic:.....

Class taught:.....

Date:.....

S/N	Performance assessed	V.Good 5	Good 4	Average 3	Poor 2	V. poor 1
1	Define/ Explain the Concept.					
2	Statement of the rules.					
3	Generation of sample sentences.					
4	How do students use teacher’s model to generate their own sentences.					
5	Teacher provides correct feedback.					
6	Teacher recaps the rules to bring them into focus.					

APPENDIX VII

ASSESSMENT SHEET FOR EVALUATING TEACHER'S PERFORMANCE ON THE USE OF INDIRECT EXPLICIT INSTRUCTION

Section A

Name of the teacher

Name of the school:.....

Topic taught:.....

Subtopic:.....

Class taught:.....

Date:.....

S/N	Performance assessed	V.Good	Good	Average	Poor	V.Poor
		5	4	3	2	1
1	Teacher announces the objectives to the students.					
2	Teacher defines/ explains the grammatical concepts to be taught.					
3	Teacher provides several sentences to exemplify the concept being taught.					
4	Through guiding questions, students are led to discover the underlying principles in the sample sentences given.					
5	Students generate further sentences in accordance with the rules discovered.					
6	Teacher provides corrective feedback to students.					

APPENDIX VIII

FACULTY OF EDUCATION, DEPARTMENT OF TEACHER EDUCATION.
UNIVERSITY OF IBADAN, IBADAN. NIGERIA

ASSESSMENT SHEET FOR EVALUATING TEACHER'S PERFORMANCE ON THE USE OF MODIFIED CONVENTIONAL METHOD (ESAT)

Section A

Name of the teacher

Name of the school:.....

Topic taught:.....

Class taught:.....

Section B

S/N	Performance assessed	V. good 5	Good 4	Average 3	Poor 2	V.Poor 1
1	Teacher writes the topic on the chalkboard.					
2	She/he takes the students through the examples given in their reading text.					
3	She/ he sets them to do the exercises in their notebooks.					
4	Teacher goes round to mark their work.					
5	She/he does correction with them.					