

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**IMPROVING PERFORMANCE OF ENGLISH LANGUAGE TEACHERS  
THROUGH  
IN-SERVICE TRAINING ON USING INDUCTIVE APPROACH TO TEACH  
GRAMMAR AT GBURIMANI JUNIOR HIGH SCHOOL  
IN TOLON DISTRICT**

**KASSIM SOMO HAMZA**

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DISTRICT**

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OF EDUCATION DEGREE IN TRAINING AND DEVELOPMENT**



**DECLARATION**

**Student**

I hereby declare that this term paper is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere:

Candidate's Signature:..... Date:.....

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I hereby declare that the preparation and presentation of the term paper was supervised in accordance with the guidelines on supervision of term paper laid down by the University for Development Studies.

Principal Supervisor's Signature:..... Date:.....

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## **ABSTRACT**

The purpose of this study was to train English language teachers on the use of inductive approach to teach grammar at Gburimani D/A junior high school in the Tolon District. The aim of the literature review was to review existing literature on how English language teachers can use inductive approach to teach grammar. In order to attain the purpose and objectives of the study, action research method was used in collecting and analysing the data. Purposive sampling technique was used to select the ten English language teachers. The Statistical Package for Social Sciences (SPSS) and Excel 2007 were used to assist in the data analysis. The findings were that: teachers do introduce students to lots of examples to identify rules themselves and apply them, mother tongue influences the learning of English Grammar negatively, pupils dislike and have negative attitude towards studying grammar and instructional materials make learning real and permanent. Teachers understand that inductive teaching is a bottom-up approach that gives learners greater responsibility for their own learning and teachers carefully selected materials that illustrated the use of the target language within a context. Some recommendations made included: The Ghana Education Service should work with schools to roll out the training and development of all English language teachers on the use of inductive approach to teaching grammar and The Ghana Education Service must also supply all schools adequate grammar books to aid teaching and learning of grammar lessons.



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## **DEDICATION**

Special dedication to my mother, my wife and daughter without whose patience and tolerance this work wouldn't have been a success.



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## CHAPTER ONE

### INTRODUCTION AND BACKGROUND

#### 1.0 Introduction

English language is a global language that can be used for communication with native-speakers and non-native-speakers the world over, especially in the education sector, students need it for their studies in order to search information and obtain knowledge; therefore, institutions throughout the world need to include English language as one of their entry requirements. To Rany and Abidin (2017), English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. English is often used as the medium of instruction in higher education (Murray & Christison, 2010). Therefore, it is very important that we learn the nitty-gritty of it.

This chapter one presents and discusses the background of the study, statement of the problem, objectives, research questions, significance of the study, the scope, organisation of the study and conclusion.

#### 1.1 Background of the Study

Ghana was colonised by Great Britain. This makes Ghana an Anglophone African country and a member of the Commonwealth of Nations. This is why the study of the English language is fundamentally considered as a strategic priority for Ghana's educational development. As a result, English language has become the official language for Ghana. According to Ministry of Education (2012), the status of English language and the roles it plays in national life are well known. As the official language, it is language



of government and administration. It is the language of commerce, the learned professions and the media. As an international language, it is the most widely used on the internet. Beyond the lowest levels of education in Ghana, that is, from primary four, English is the medium of instruction. This means that success in education at all levels depends, largely, on the individual's proficiency in the English language. It is for these and other reasons that English language is a major subject of study in Ghanaian schools. All schools in Ghana use the national English language syllabus. The aims of the syllabus are to assist the pupil to:

- I. Develop the basic language skills of listening, speaking, reading and writing.
- II. Attain high proficiency in English to help him/her in the study of other subjects and the study of English at higher levels
- III. Cultivate the habit and interest in reading
- IV. Communicate effectively in English (Ministry of Education, 2014).

English language, as taught in the Ghanaian schools, is divided into aspects/sections (listening and speaking, reading, writing and grammar). This research focuses on the grammar aspect, specifically how to teach it better. This was chosen because it is largely seen as the core of language. Crystal (2000) explained how grammar aids understanding in communication. Consequently, Crystal (2000) stated that without grammar there is no communication. Freeman, (2001) asserts that grammar knowledge is very important; it enables students to communicate accurately, meaningfully, and appropriately. Without grammar, language does not exist (Nassaji & Fotos, 2011). All of these studies go to prove that grammar is very vital in communication and must be studied. One of the most heated topics in the field of language teaching has been the role of grammar so the ways



of teaching it have varied significantly (Takala, 2016). At the basic and second cycle levels, the study of the English language is based on the rightly prescribed national teaching syllabus. However, to cover these efficiently will depend largely on the teacher's ability and proficiency in lesson delivery to help students. Language plays a crucial role in learning, and if the learner is handicapped in the language of instruction, then learning may not take place at all, as the instructor or teacher and the learner will not be communicating (Malekela, 2003).

The knowledge or mastery of grammar is a strong pillar in language learning that Richards and Renandya (2002) said that its learning is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. The climax of this research is to seek an approach that has the potential to aid the practical grammar use of English language learners and facilitate their language acquisition and growth. It is believed that contextualised grammar instruction, as a means to improve communicative skills, significantly enhances English language learners' ability to internalise the information that they are encountering in class (Manyak, 2008).

In South Africa, Jordaan (2011) states that the linguistic diversity in South Africa creates an ideal context to provide learners with the educational opportunities that promote high levels of linguistic proficiency in their home and additional languages. While it is true that English is dominant in South Africa, both in the public domain and in education, the effects of language-in-education practices are not straightforward. There is a complex interaction of factors causing poor learning and achievement in the English language. It is



also important to note that choice of English as the medium of instruction by learners in the ex-model-C schools is not as problematic as in rural and township schools.

In Nigeria, Aduwa and Iyamu, (2006:2) claim that there is an observable poor performance of Nigeria students in the English language and observable fall in standard of education in Nigeria. The poor performance of Nigerian graduates is particularly evident in two areas; poor mastery of the English language and lack of requisite technical skill. Shortcomings are particularly observed in oral and written communication, and applied technical skills. The actual problem may have its roots at the secondary school level. For it is at the secondary school level that the potential undergraduate is given adequate foundation in the use of English. A mastery of written and spoken language is highly desirable, yet it's teaching and learning is beset by a myriad of problems at the secondary school level (Aduwa & Iyamu, 2006:2).

In Gambia, Njie (2013:1) states that English is a major subject and an official language of the Gambia, yet most Gambia students failed the subject annually. The reasons why these students fail this subject according to English experts include the lack of reading and writing of the English language and poor attention given to the subject and the notion students have about the English language as a subject.

## **1.2 Statement of the Problem**

There has been a steady decline in English language performance by students in the majority of our educational institutions and many people have testified to that. For instance, an article in the Daily Graphic issued on Monday, September 25, 2006, written by Africanus Owusu- Ansah reported that the Ghana Association of Teachers of English



(GATE) has attributed the decline in the standard of education to students' poor understanding of the English language. The association said that since English was the medium of instruction in schools, the success or failure of the educational system depended, to a large extent, on the effective teaching, learning and the use of English as a language. In another report in the Daily Graphic of September 4, 2006 by Benjamin Glover, he also affirmed that Mr. Matthew M. Doh, the then National Secretary of GATE, who was speaking at the 9th Annual National Conference of the association, lamented the fact that a good number of students leave school unable to communicate fluently in English, write anything intelligible in English and are totally handicapped when it comes to using English for any purpose.

As stated earlier, this research focuses on the grammar aspect, specifically how to teach it better. Research has shown that grammar is an essential tool when it comes to communication because without grammar, meaning, which is the essence of communication, is impeded (Anani, 2015). This was chosen because it is largely seen as the core of language, as Nassaji and Fotos (2011:1) put it "Without grammar, language does not exist." Grammar is an essential component that should be learnt in order to master a language. If one uses incorrect grammatical pattern in constructing a sentence, that sentence is likely to give a different meaning from what it is intended. Therefore, Thornbury (2002) calls grammar "sentence-making machine". However, teachers of Gburimani JHS often complain that they have been teaching grammar everyday but the pupils don't seem to get it. Therefore, the researcher questioned the approach the teachers use to teach the grammar. This research tried to help the teachers in their methodology.



Even though grammar is used as instruction in all subjects or courses in Ghanaian schools, the appropriate use of grammar in writing or speech is still a problem to most students. As a teacher at the Gburimani JHS, the researcher has personally observed and encountered many pupils struggle when attempting to produce efficient English in real life situations. The researcher always believed that proficiency in grammar is very crucial in providing a strong foundation for language acquisition and has therefore found out that the students needed guidance in order to learn and use the grammar knowledge both in speech and in writing. Realising that the problem existed was a great accomplishment for the researcher. Because having identified a problem provides a lead to finding the solution. However, the greatest challenge was finding an appropriate solution that could help serve the needs of students. However, the researcher also wondered how the teachers could be helped to teach the grammar so that it could become relatively easy for the pupils' language development and proficiency.

The obsolete traditional grammar methodology that most English language learning instructors and programmes have been following for years has resulted in disregarding other language skills that impact the growth of English language learning students' language such as writing and practical speaking abilities (Huang,2010). This has not helped very much the students' fluent use of the English language. To Khan (2007), if we avoid the traditional perspective of grammar rule teaching and rather teach learners how to use grammar in real life discourse it will be helpful for them.

Based on personal experiences and research-based evidence, the need to further explore other teaching approaches in order to upgrade the quality of grammar instruction for students is critical.





### **1.3 Objectives of the Study**

The main objective of this research was to train English language teachers on the use of inductive approach to teach grammar at Gburimani D/A junior high school in the Tolon District.

Specifically, this research sought to:

1. Find out how grammar was being taught by the English language teachers at the school.
2. Identify the general factors contributing to pupils poor grammar skills in the school.
3. Find out the adequacy and appropriateness of TLMs use in teaching grammar in the school.
4. Train English language teachers on inductive approach to teaching grammar.

### **1.4 Research Questions**

The research questions that were explored in this study are:

1. How is grammar being taught by the English language teachers?
2. What are the general factors contributing to pupils' poor grammar skills?
3. How adequate and appropriate are the TLMs used in teaching grammar?
4. How can English language teachers be trained on inductive approach to teaching grammar?

### **1.5 Significance of the Study**

The findings of this study could contribute to existing knowledge on issues surrounding the teaching and learning of English grammar. The findings would be communicated to



the Ghana Education Service to be aware of the nature of teaching and learning English grammar in the schools. The results could also be communicated to English language teachers and experts on how to use inductive approach in teaching grammar. The study results might facilitate English Language pedagogy and also aid in students learning of English grammar, especially young learners, who cannot understand the abstract concept of grammar, to learn grammar unconsciously.

### **1.6 Scope of the Study**

In terms of geographical scope, the study took place in Gburimani D/A Junior High School in the Tolon district of the northern region of Ghana. In terms of time too, the study considered the trend spanning a period of the last three (3) years. A period of three (3) years was chosen because it is believed that three years is not too distant for respondents to forget what has been happening in the school. This covers all efforts made towards solving the problem. Apart from this, it would also be relatively easier to get enough participants who have the most recent information about developments in the school. Finally, there are many subjects studied in the Gburimani D/A JHS, but the researcher has chosen to tackle the English language, and specifically, grammar because of its universal nature.

### **1.7 Organisation of the Study**

This research work was organised in five chapters each of which contains major and minor headings or titles. Chapter one focuses on the background of the study, the statement of the problem, and the objective for undertaking the study. Research



questions, significance of the study, the scope of study and the organisation of the study are the other parts that make up chapter one. Chapter two on the other hand consists of a review of literature that is related to the subject matter of the study. In doing so, the study analysed the writings of other authors on the subject and their approaches. The study then attempted to compare the viewpoints of the various authors and draw the appropriate conclusions. The third chapter captured the methodology and the profile of the study area used in the study. Chapter four of the study focuses on the findings or results of this study as well as the analysis of the results. The final chapter, chapter five, covers the summary of the findings, conclusion and recommendations of the study. There are also supplementary pages that include references that were used for the study, and samples of the questionnaires that were used in the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The aim of this chapter was to review existing literature on how English language teachers can use inductive approach to teach grammar. The chapter also presents and discusses each of the following: causes of pupils' low performance in English, language learning theories, the inductive approach, techniques for teaching grammar, in-service training.

#### 2.1 What Is Grammar?

To Tim (2014), Grammar is a negotiated system of rules that governs a system of language. Also, Thornbury, (2004) describes grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey. Crystal (2004) postulated that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Generally, grammar involves rules that underpin the use of language which may appear to be easy or complex. Abu Jeld (2004:2) clarified grammar as the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalised and subconsciously learnt by native speakers. Summarising the above, the researcher can compose the following definition of grammar: that it is a basis for building language



which controls the composition of its morphology, vocabulary and its expressions to enable the individual to deliver a clearer message and understand and convey meaning correctly, whether in writing or orally.

Since English language is divided into aspects, the researcher chose grammar because, regardless of the country or the language, grammar is the foundation for communication — the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning (Bradshaw, 2013). In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed (Widodo, 2006).

### **2.1.1 The Role of Grammar in English Language**

According to Lin (2010) Grammar is the central heart of language, and is a tool to help learners' comprehension of the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules. Without grammatical structure, the use of language could easily become chaotic and might not be understandable (Brown, 2007). According to Lin (2008), the role of grammar is to help students discover the nature of language, i.e., language consists of predictable patterns that make what we say, read, hear, and write intelligible. Lin (2008: 3) further stated that without grammar, people



would have only individual words or sounds, pictures and body language to communicate meaning.

### **2.1.2 Causes of Pupils' Low Performance in English grammar**

There are many causes of poor performance in English language among basic school pupils in Ghana. Among others include the dominance of mother tongue. In Ghana, as in other African countries, the first language many children are exposed to, which they first practice to speak is the mother tongue. Sa'ad and Usman (2014), in a research conducted in Nigeria found that students are surrounded by different complex linguistic situation that force them to learn their first indigenous language at the home and the most basic part of school life. Sa'ad and Usman (2014) believe that this interferes with assimilation of the English language which they are required to have a good command over later. A national education policy in Ghana makes it compulsory in public basic schools to use the mother tongue to teach from kindergarten to primary three. This makes the pupils lack the foundation for English language which they carry forward to the ensuing levels of education. Fema, (2003) earlier on concluded that the major cause of the errors in English used by Nigerians was attributable to the interference of mother tongue with the English language. He felt that students often use their native language or mother tongue in all their interactions and English was only used within the four corners of the classrooms and ended there.

MolokoMphale and Mhlauli, (2014) found factors such as school leadership, teacher's quality, parental support and students as being the causes of pupils' poor academic performance in the junior secondary schools, particularly in Boswana. They explained



that school leaders, nowadays, perform numerous roles some of which have the potential of dividing their focus on pupils' academic performance. According to them the school leaders perform managerial, instructional, curriculum, counsellor, arbitrator and in some cases advisory roles in the community. They believe there is a link between school leadership and school performance in such a way that if the leadership is good, the school performance will be good. In support, Yusuf, (2012) was of the view that no schools can be greater than their leaders and that a school is as good as its leadership.

MolokoMphale and Mhlauli, (2014) are of the view that teacher effectiveness is measured by students' academic performance in both internal and external examination. Many people argue that students who fail the examinations are taught by ineffective teachers; on the other hand, the very effective teachers teach those who excel. Teachers need to do extra well to ensure their pupils do well. The researchers believe that if teachers attend to students' work during lessons, provide tutorials, mark students' homework and give feedback, as well as identify students with disability and give them the required attention, it will build students' competence and their academic performance improved.

Halsey, (2004) believed that if parents don't see the academic performance or achievement of their wards as the sole responsibility of teachers but do a bit of helping them do their home work, and also give them ample time to study at home, it will help the students. To Halsey, (2004) parental involvement in the activities of the school has a positive impact on students' academic achievement and the success of the school.

Also, language barrier can make students perform poorly. According to MolokoMphale and Mhlauli (2014) many students enter the classroom not fluent in the languages of



instruction. These languages are used for testing students' mastery of subject content and used in the examinations. The student might understand the concepts in his or her mother tongue but fails to express it in the language of examinations.

Inadequate qualified English language teachers also cause poor performance in English language in our schools, especially the rural ones. In some schools, teachers who were trained to teach other subjects rather than English language are forced to teach English language and some who even read it exhibit poor abilities in oral and written expression of it, (Sa'ad & Usman ,2014). Adedokun, (2011) found that poorly trained and untrained teachers (of English) were employed to teach and prepare secondary school students for the school certificate examinations in English language. This situation contributed immensely in poor performance in English language among secondary school students.

Inadequate infrastructural facilities and instructional media are regarded as another cause of poor performance in English language in our schools. In the view of Sa'ad and Usman (2014), Instructional materials and facilities are important part of the process of learning as they provide practice and feedback in learning. In our present day schools, particularly public ones students are in most cases sitting on the floor and windows during lessons. In some cases, students are studying under trees or in dilapidated classroom. In addition to that, even where there are enough classes, they are overcrowded and language laboratories are lacking.

Improper use of method of teaching also causes poor performance in English language among students (Abdullahi, 2003). It is obvious that successful teaching and learning takes place when right teaching methods are used by the teachers, (Sa'ad & Usman





,2014). This is where the need to use the inductive approach comes in. Teachers need to be aware of variety and need to use different approaches to teaching English grammar.

Sometimes teachers of English language do not consider the learners' age, the topic, the time and background of the learners in choosing the method to be used in teaching and this affects the level of learning of the students. Abdullahi (2003) was of the view that provision of enough instructional media/materials, qualified teachers as well as conducive classrooms will assist a lot in improving the performance of students in English language.

## **2.2 Language Learning Theories**

According to Noe (2010), learning is a relatively permanent change in human capabilities that is not a result of growth processes. These capabilities are related to specific learning outcomes, e.g. verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies. Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Schunk, 2012). The two perspectives show that learning encompasses a change in either behaviour or capabilities after one is engaged in learning.

Schunk (2012) defined theory as a scientifically acceptable set of principles offered to explain a phenomenon. To him the main function of theories is that it provides frameworks for interpreting environmental observations and serves as bridges between research and education. Research findings can be organised and systematically linked to theories. Without theories, people could view research findings as disorganised collections of data, because researchers and practitioners would have no overarching



frameworks to which the data could be linked. To Eldoumi (2012), theories of second language acquisition have varied in their vision of the type of English grammar instruction that leads to successful English language acquisition. It is no surprise that continued contradictions emerge repeatedly on whether grammar should be taught in an explicit manner, implicit manner, or even omitted when teaching English language learners. In order to set the stage to understand the various instructional systems implemented in teaching English language learners, one must understand the learning philosophies that these instructional systems have emerged from. Understanding learning theories can play a significant role in teachers' professional improvement and performance. It can assist teachers in designing and choosing structures and strategies that have been demonstrated to be effective in the past.

### **2.2.1 Behaviorist Theory**

The Behaviorist theory is based on behavioral habits and the assumption that repetition of behaviours and reinforcement will lead to mastery of the fixed knowledge that is received from the outside environment (Moore, 2011). It assumes that learning is a straightforward enterprise that can be achieved through imitation. Advocates of this philosophy view the world as a body of facts that are transmitted, in this case, through the teacher to students. Moreover, students are expected to demonstrate absorbance of these facts through replicating it in their behaviour. In this theory, learners are viewed as empty vessels that are filled with the knowledge that is received through the instructor, (Eldoumi, 2012).



### **2.2.2 Constructivist Theory**

In this theory, learning is believed to occur through discovery and experimenting with facts (Leonard, 2002). Constructivists advocate the notion that learners build knowledge of new things by relating it to their own experiences. Thus, this theory accounts for the prior knowledge of the learner and it differentiates between students' needs (Semple, 2000). In this theory, teachers are coaches or facilitators who guide the students to acquire knowledge. This theory is based on a student-centered method and focuses on the process, not the product, of learning (Leonard, 2002). According to Leonard (2002), the Constructivist theory stresses the role of the learner's brain and how it affects the learning process. Thus, it takes into consideration the mental role and learners' activation of prior knowledge.

Having a solid understanding of how we teach, possessing the ability to articulate our instructional approach, and being aware of various learning theories may hold a lot of promise in boosting our teaching performance and may provide satisfying results. However, it is important that, as teachers, we choose the appropriate approach or method that suits our learners' needs (Eldoumi, 2012).

### **2.2.3 The Grammar -Translation Method**

According to the grammar-translation method the language is a synthesis of words arranged in sentences according to different rules of different languages. Students are expected to learn words and grammatical rules and construct sentences based on these, (Tamura, 2006).



The grammar-translation method emphasises reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorisation is the main learning strategy and students spend their class time talking about the language instead of talking in the language. English words, phrases, and sentences are taught by means of word-for-word translation in to mother tongue. With this method students or learners are only passive listeners, (Kumar, 2015).

Critiques of this method feel it is a teacher-centered model because what is learnt is determined by the teacher. Others say that this method pays little attention to the student's communicative competence. But teachers who utilise the Grammar-Translation Method see it to be relatively easy to apply since it makes few demands on teachers, which of course is what makes it popular.

#### **2.2.4 The Direct Method**

According to (Kumar, 2015), the direct method was introduced as a counter to the Grammar-Translation Method. It is a method in which a new word or expression is connected in the pupil's mind directly with what it stands for and not through the medium of vernacular. English is taught using English and not in the medium of the mother tongue. The pupils get many opportunities to listen to spoken English and that makes it easier for them to master the language.

It is easy to focus on everyday vocabulary with this method. Concrete vocabulary is taught using pictures and objects while abstract vocabulary is taught by association of ideas. Speech and listening comprehension skills are developed unlike in the Grammar-Translation Method that emphasises on reading and writing. Correct pronunciation and



grammar are also emphasised as concluded by the National and Kapodistrian University of Athens (2014).

Some critiques think this method requires teachers who are native speakers or who are highly proficient in the foreign language they teach, but in reality, it is not easy to meet these requirements.

### **2.3 Teaching-learning Materials (TLMs)**

It is pertinent to note that teaching-learning material is otherwise known as instructional media/materials. The term instruction according to Adekola (2008) is a deliberate arrangement of experience within the learning space, classroom, laboratory, workshop etc aimed at helping learners to achieve desirable change in behaviour or performance.

Instructional materials as the name suggests, are materials of visual, and audio-visual category that help to make concepts, abstracts and ideas concrete in the teaching/learning process. They are also materials which the teacher uses in supplementing his teachings. Instructional materials include materials used to facilitate learning for better results. Gbamanja (2001) described instructional material as any devices with instructional content or function that is used for teaching purposes including books, supplementary reading materials, audio visual and other sensory materials, script for audio and television instruction, sets of materials for construction and manipulation.

To Onyeozu (2007), instructional materials are resource materials which help to facilitate teaching and learning. The use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students. The term instructional media as described by



Adekola (2008) means all available human and material resources which appeal to the learners' sense of seeing, hearing, smelling, tasting, touching, or feeling and which assist to facilitate teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier.

### **2.3.1 Types of Teaching Learning Materials (TLMs)**

Instructional materials, according to Mustapha et al (2002) and Azikiwe (2007), are usually classified based on the characteristic they exhibit. Instructional material could be broadly classified into audio, visual and audio-visual materials.

Visual resources are materials and devices that appeal to the sense of sight, touch and smell. They consist of aids which include chalkboard, charts, pictures, film strips, slides, posters, books, specimen etc. Learning resources that fall under audio-visual aids appeal to the senses of sight, hearing and touch. They include line sound film, sound strip projector, television and video tape recorder. The audio aids are instructional materials that appeal to the sense of hearing and touch too. They include tapes and tape recorders, radio and language laboratories.

#### ***2.3.1.1 Print Material***

The print materials are some of the oldest materials in education. They are used to convey verbal information through print. They form the most widely used materials in education and they include textbooks, periodicals, encyclopaedia, newspaper, magazine, file record, minutes and so on. (Kemp & Smellie, 2009).



### **2.3.1.2 Realia**

These are real things or objects (as opposed to representation of models) as they are without alteration. They include coins, tools, artifact, plants and animals among others. Specimen exhibits and cut away objects are some of the classification used for realia which have great value in virtually every subject. The use of realia by teachers can capture students' interests and the students would become much more involved in the classroom learning. Realia provide students the opportunities for "hand on" interaction and experience. (Kemp & Smellie, 2009).

### **2.3.1.3 Audio Material**

Audio material offer a wide range of opportunities for group or individual use, they can be used to deliver instruction involving verbal information and also for guiding the learning of intellectual and motor skills. With the availability of small compact cassette recorders, audio medium can be produced by teachers. It can also be used to supplement other media like filmstrips and slides. They are also relevant for learning objectives related to the affective domain of learning. Audio recording can provide response drill in mathematics and language. (Kemp & Smellie, 2009 and Wittich & Schuller, 2003).

## **2.3.2 Instructional Material and the Teacher's Competence**

The incompetence of a teacher to improvise instructional materials has been said to be one of the factors responsible for poor performance of learners. Teacher's competency is an underlying characteristic of an individual that is usually related to effective or superior performance. These characteristics include self-concepts, values, knowledge, and skills



that can be assessed and differentiated. To be precise, teacher's competency is an appropriate prior knowledge, skills, attitudes and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task. But what does it mean to be competent? To be competent is the juxtaposition of knowledge and the application of that knowledge in a teaching practice. In other words, a competent individual is the one who effectively and efficiently accomplishes a task. A competent teacher selects, modifies and uses a wide range of instructional material (printed, visual and audio-visual) appropriate to the content area and the reading needs and level of each student. However, before a competent teacher selects his Instructional Materials, he considers the following which will serve as his criteria for selection.

#### **2.3.2.1 Availability**

The teacher should ensure that the instructional materials to be use are easily available for use before the date of use. It means that the materials should be in store and the teacher should look at it and test it before the day of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson.

#### **2.3.2.2 Accessibility**

It is the duty of the teacher to ensure that the materials to be used as instructional materials are not only available but also accessible to him. If they are already made materials they should be within reach of the teacher on the date and time of use.





### **2.3.2.3 Affordability**

The instructional materials to be used should not be expensive. The cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. There should be a budget for instructional material.

### **2.3.2.4 Suitability**

The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered. The materials should not portray any anti-social attitude. If the materials would need electric power then an alternative should be sought to avoid disappointment from Electricity.

### **2.3.2.5 Qualitative**

The instructional materials selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of "managing" with poor quality materials because he might not achieve the desired aim.

### **2.3.3 2 Instructional material and student's academic performance**

There have been several studies on instructional materials and academic achievement. For instance, (Isola, 2010), conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in



Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects.

In the same manner, Ikot (2008) adopted a quasi-experimental design using the population of 1995 students and the intact class sample size of 225 students. The findings showed that there was significant difference between the performance of students taught with filmstrip and those taught without filmstrip.

Also, Osokoya (2007) in a study to determine the effects of video-taped instruction on Secondary School students' achievement in History discovered that there was significant difference between the mean scores of students taught history with video-taped instructional packages and those taught with the conventional lecture method.

#### **2.4 The Inductive Approach**

In grammar teaching, modern approaches are labeled as inductive approach and traditional approaches are described as deductive approach (Sika, 2015).

An approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching (Richards & Rodgers, 2007). A lot of renowned educational researchers and scholars are concerned about the methodology in teaching English grammar. As such various instructional approaches to teaching grammar have been proposed.





One of these approaches is the inductive, an instructional approach in which learners are expected to elicit the rule from samples that present a particular structure and subconsciously learn it by recognising the reoccurring patterns as noted by Chalipa (2013). This discovery process contains many examples that do not reveal the topic because the students are expected to find it out themselves. Thornbury (2004) believes that the discovery process gives students the opportunity to practice more as it might lead to better learning results and remembrance of the rules. Therefore, providing them with multiple examples should help them find a repetitive pattern. In teaching grammar, the inductive approach starts with examples from which a rule is inferred. If the teachers apply inductive approach, they do not give the rule directly to the learners, they just give list of sentences and from the sentences they ask the learners to discover the rule by analysing the provided sentences. It is just like acquiring the first language, in which parents do not introduce the rules of the first language but because it is practiced everyday and continuously with many exposure then the grammatical rules of the first language are acquired naturally and effortlessly (Ana & Ratminingsih, 2012). Anani (2017) added that in an inductive approach, learners are provided with samples that include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. Anani further explained that in an inductive approach, it is also possible to use a context for grammar rules. Here, learners explore the grammar rules in a text or audio rather than isolated sentences. The teaching process begins with a text, audio or visual in a context. Secondly, learners work on the material to find the rules themselves. In the final stage, they give their own examples. Using the

inductive approach means that teachers give a lot of sample sentences containing the specific grammar material which the learners observe and identify a general principle.

#### **2.4.1 Steps Involved in Using the Inductive Approach**

Induction is a process that involves exposing the language learner to samples of language use, from which will emerge patterns and generalisations. The study suggests that inductive grammar teaching is highly beneficial in that it involves students in the process of knowledge construction, encouraging them to form hypotheses that are to be tested.

The characteristics of the inductive approach (input-rich grammar instruction) are as follows:

- I. In this method acquisition begins with input because input-rich instruction encourages students to induce meaning and provides learners with the opportunity to reflect upon the language they are learning to use.
- II. Students' attention is drawn to a form within a communicative context, they are able to make and test hypotheses about grammar, and thereby raising their consciousness about the language they are learning (Paesani, 2005).
- III. 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 (i.e. deductive) grammar instruction.

Inductive teaching is a bottom-up approach that gives learners greater responsibility for their own learning. Grammatical rules are not given first, instead, carefully selected



materials illustrating the use of the target language within a context are supplied. Learners then observe the pattern which helps them discover the grammatical rules from such experiences of language in use. Students therefore discover, with varying degrees of guidance from the teacher, the target language and induce the rules themselves (Mallia, 2014). Harmer (2007) states that learners try to work out how it is put together.

The steps can also be as the following:

- I. give students a set of English language data about an area of English grammar.
- II. ask students to generalise a grammatical rule from the set of data
- III. ask students to test the grammatical rule against new English language data, and
- IV. ask students to revise the grammatical rule to accommodate the new data (Zhou, 2008).

#### ***2.4.1 Advantages and disadvantages of the inductive approach to teaching grammar***

Widodo, (2006) outlined the following as merits and demerits of the inductive approach;

##### **Merits**

- I. . Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
- II. Learners' greater degree of cognitive depth is "exploited."
- III. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
- IV. The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.



- V. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

### **Demerits**

- I. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
- II. The concepts given may lead the learners to have the wrong concepts of the rule taught.
- III. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both). Some may prefer simply to be told the rule.

According to Chalipa (2013), the inductive approach has the following merits:

- I. Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- II. Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- III. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- IV. Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.



- V. Inductive Learning helps students deepen their understanding of content and develop their inference and evidence-gathering skills (Silver, Dewing, & Perini, 2012).

Chalipa, (2013) also proposed the following as demerits of the inductive approach;

- I. The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- II. Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- III. It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- IV. However carefully organised the data is, many language areas such as aspect and modality resist easy rule formulation.
- V. An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.



### **2.5 Concept and meaning of In-Service Education and Training (INSET)**

Both Ghana's new education act (Act 778) of 2008 and its Education Sector Plan (ESP 2010–2020) emphasise the need for INSET. The act established the National Teaching Council (NTC) with responsibility for setting and ensuring professional standards and a

code of practice for professional development, registration and licensing of teachers. In addition, the ESP (2010–2020) captures the importance of continuous professional development for teachers and makes management of INSET obligatory for stakeholders at the community, school, district and national levels (Junaid & Maka, In Service Teacher Education in Su- Saharan Africa, 2015).

Teachers who come out of the training institutions do not necessarily have the excellent competence to teach. Beside this perception, new ways of doing things keep emerging as a result of periodic scientific discovery and research. For this reason, there will always be the need for them to be trained on the job in order to become abreast of the specifications of the job. In-service training can also be called work-based learning or on-the-job training. The on-the-job training or in-service training ensures lifelong learning as well as continuous professional development of the teacher.

According to Paudel (2014), in theory, in-service teacher training is training taken by a teacher after he has begun to teach. The training aims at enhancing the skills, knowledge and performance of the working teachers. Gnawali (2001) is also of the view that in-service teacher training is important for a teacher because the working conditions and the demands from the society are always changing for professionals like teachers. Thus, in-service training is necessary to meet the demand of time and demands of the society.

In relation to this, Bhan (2006) identifies the following as key objectives of in-service training for teachers: to upgrade the qualification of a teacher, to upgrade the professional competence of serving teachers, to prepare teachers for new roles, to provide knowledge and skills relating to emerging curricular change, to make teachers aware of critical areas and issues and to overcome gaps and deficiencies of pre-service education





In-service training can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning, (Osamwonyi, 2016). In-service training is concerned with educational activities and courses which are designed for teachers who are already teaching to upgrade the professional skills and knowledge they obtained from their initial training from the training institutions (colleges and universities). In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher.

Villegas-Reimers (2003) sees in-service education as those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively (Villegas-Reimers, 2003).

### **2.5.1 Types of in-service training**

Adentwi (2000), suggests that in-service training programmes for teachers in English speaking African countries are of four main types:

- I. In-service training programme for unqualified teachers.
- II. In-service training programme for upgrading. This was designed to move pupil-teachers who have been given some form of training to higher grades.



III. In-service training for new roles. It is intended for already qualified teachers to retrain to serve as trainer of trainers (ToT) or given specialised areas of training in areas of school life.

IV. Curriculum related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms.

Clearly, from the foregoing it can be inferred that, in-service education and training can be seen as training that is conducted at any time after an individual has been employed as a full time teacher.

### **2.5.2 In-Service Training Methods**

Mentoring is one of the types of in-service training in which there is a mentor and a mentee. It was postulated by Ptolomey (2008) that mentoring is passing on of skills from a mentor to a mentee and further considered it as a guidance process which also has an element of building a relationship. There is always someone who has more experience in a job, the mentor, and another person who has less experience, the mentee, who follows the mentor in order to gain more experience. The universities take this serious in the form of senior and junior lecturer or teaching assistants. The colleges of education have also introduced the in-in-out programme for teacher trainees to spend their last years of training in a school outside the college under a professional teacher to help them put into practice the theories they learnt.

Apprenticeship is the other form of on-the-job training. Apprenticeship is a work-study training method with both on-the-job and classroom training. The on-the-job training



involves assisting a certified tradesperson at the work site. The OJT portion of the apprenticeship follows the guidelines for effective OJT by including modeling, practice, feedback, and evaluation. The trainer (who is usually a more experienced, licensed employee) demonstrates each step of the process, emphasising safety issues and key steps. The senior employee provides the apprentice with the opportunity to perform the process until all are satisfied that the apprentice can perform it properly and safely (Noe, 2010).

A major advantage of apprenticeship programmes is that learners can earn pay while they learn. This is important because programmes can last several years. Learners' wages usually increase automatically as their skills improve. Apprenticeships also usually result in full-time employment for trainees when the programme is completed. From the company's perspective, apprenticeship programs meet specific business training needs and help attract talented employees.

Job instructional technique also adds to the above. According to Raheja (2015) it is a step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us to deliver step-by-step instruction as well as gives a clue as to know when the learner has learned.



Job Rotation is another training method which involves the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people (Raheja, 2015). However, rotation must be logical.

Another method worth mentioning is understudy, a method in which a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a firm). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties (Raheja, 2015).

### **2.5.3 Benefits of In-Service Training**

To Nakpodia (2008), in-service training enables teachers obtain higher academic and professional qualifications in order to improve their positions in the school system. It also helps the teachers acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction. Furthermore, it enables the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century. Akinyemi (2008) suggested that, if the African teacher is to cope adequately with the movement task that lies ahead of him, he has to be well trained for his job, he must be willing to share new information and skills with his fellow teacher, seek more knowledge and above all, be flexible and willing to experiment and not be afraid of failure. Generally, on-the-job training offers something for everyone: employers gain a cost-effective way to meet their specialised labour needs, workers gain an opportunity to receive free education—



with a paycheck—to advance their careers, and training providers gain a strategy to help individuals boost their skills and build relationships with employers (Kobes, 2013).

#### **2.5.4 Challenges of In-Service Training**

In implementing any training programme difficulties are bound to be encountered. In-service training is no exception. Some of the problems faced during the implementation of in-service training include, according to Banda (2015), the following:

- I. Difficulties in monitoring & creating clusters caused by geographical location of schools. Most schools in remote parts are not easily reached. Not enough capacities developed at local levels to effectively monitor and submit quality reports.
- II. Low commitment of school managers on professional development of teachers. Most heads do not have the skills on long-term school development. Hence most activities are on the ad hoc basis. In this case they are unable to proportionally distribute and utilise resources available to them.
- III. Paradigm shift. There is the need for both teachers and managers to change their way of looking at workshops as income generating activities to that of being avenues to continually improve on their learning.
- IV. Negative attitudes of some teachers.
- V. Insufficient skills of teachers and facilitators for good critiquing.
- VI. Inadequate material and information necessary for teachers to use as tool to improve their competencies.



Banda (2015), having identified these threatening challenges of in-service training, suggested that teachers and managers who are seen to be doing well should be rewarded by being given chances to go for external trainings. They could also be used as models during the stakeholders' workshops as this has the potential of spurring others to strive to excel.

In a related development, according to Junaid and Maka (2015), the first issue facing the countries is the large number of their basic education teachers, both certified and uncertified, who need INSET training on a continuous basis. The significant expansion of basic education influenced by high-profile international policies such as EFA and MDGs has escalated the demand for teachers, leading to mass recruitment of unqualified teachers in the study countries. This, coupled with the fact that effective in-service training requires well-equipped facilities, high-quality training materials and well-paid tutors, makes the provision of INSET on anything but a limited basis well beyond the means of many of the sampled countries.

The prevailing mixture of certified and uncertified teachers in the education systems of developing countries such as Ghana calls for differentiated training programmes based on the established training needs of different cohorts of teachers. Available research tells us that the in-service needs of teachers vary according to teaching experience, qualification and location, and also change over time. This means teachers' professional experiences, mode of certification and location need to be utilised in the preparation of differentiated training programmes. Where these differences are ignored in the development of training programmes, national reforms have enjoyed little support and ownership from teachers, resulting into poor outcomes or outright failure.



The purpose and objectives of the INSET systems therefore need to be re-examined and refocused on the actual training needs of teachers and their career aspirations by engaging teachers and their organisations in the processes of planning, self-evaluation and external evaluation of training programmes.

### **2.5.5 Conclusion**

The aim of this chapter was to review existing literature on how English language teachers can use inductive approach to teach grammar. The chapter has also presented and discussed each of the following; causes of pupils' low performance in English, language learning theories, the inductive approach, techniques for teaching grammar, in-service training.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter three presents and discusses the profile of the study area, the research design, and population of the study, sampling and sampling technique, data collection instrument, data collection procedure, pre-intervention, intervention, post intervention, data analysis as well as ethical considerations.

#### 3.1 Profile of the Study Area

Gburimani is one of the numerous villages in the Tolon district of the northern region with an estimated population of about one thousand three hundred people, according to the 2010 population census. It has only one Junior High School serving the community and the students are not doing well lately, especially in English language. The 2014-2016 BECE results analysed by the academics committee of the school confirmed this.

Those who are illiterates out number that of the literates in the community. Despite this phenomenon, it has produced a district chief executive for the years spanning from 2001 to 2009. The current Member of Parliament is a native of the village. This explains why the people have become aware of the importance of formal education.

The school has ten teaching staff. Nine of them are professionally trained. All the teachers are males. The current student population is one hundred and fifty-eight. One hundred and seventeen are males while the rest of the forty-one are females. The school was built to serve Gburimani and three other surrounding villages. The school is located





at the centre of the village and sharing boundary with the market to the west and surrounded by homes to the other sides.

### **3.2 Research Design**

A research design refers to the specific techniques and approaches applied in a research study to answer research hypotheses and or research questions (Privitera, 2014). The research is based on the action research design. According to Frances and Christopher (2017), action research aims at improving teaching and learning plus systematic study of the action and its consequences. A research design gives an overall view of the method chosen and the reason for that choice. It also includes the data collection methods, instruments used for the data collection, and how data collected are analysed (Saunders, Lewis, & Thornhill, 2009). The approach to this study was a combination of qualitative and quantitative research methods. This was based on the belief that the inherent biases of one method are counterbalanced by the strengths of the other to support the validity of the research findings and the recommendations (Gray, 2009).

According to Dick and Swepson (2013) action research is a research paradigm which allows you to develop knowledge or understanding as part of practice. It allows research to be done in situations where other research methods may be difficult to use. Action research allows for systematic understanding to arise from activities which are oriented towards change. It has a capacity to respond to the demands of the informants and the situation in a way which most other paradigms cannot (Dick & Swepson, 2013).

Richard (2000) explains that action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action



research is to assist the “actor” in improving and/or refining his or her actions. Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings. According to Richard (2000) action research can help to achieve the following: professionalise teaching, enhance the motivation and efficacy of a weary faculty, meet the needs of an increasingly diverse student body and achieve success with “standards-based” reforms.

According to McCallister (2017), a closer look at action research cycle or process shows that; the process first starts with identifying a problem, then devising a plan and implement the plan. This is the part of the process where the action is taking place. After the plan has been implemented, it is then followed by the observation of the process to find out if it is working or not working. After situation has been observed, the entire process of action research is reflected upon. Perhaps the whole process will start over again; and that is action research (McCallister, 2017).

### **3.3 Population**

In this study the target population comprised ten English language teachers from five Junior High Schools in the Tolon West circuit. They were chosen because all their schools have problems of poor performance in English language. The problem was discussed first at a circuit inter-school sports festival and when the opportunity came to the researcher who went for further studies, he chose this topic to see how he could help



remedy the situation. A research population is generally a collection of individuals or objects that serves as the focus of a scientific query (Saunders, Lewis, & Thornhill, 2009).

White (2005) describes a population as all possible elements that can be included in the research. The population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. According to McMillan and Schumacher (2010:129), a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the study. This group is also referred to as the target population or universe.

According to Kazerooni (2001:2), the population consists of all the individuals in the world or in a municipality with the same characteristics as the sample to which the researcher would like to apply the conclusions of a study. Because it is unrealistic to perform research on all individuals in the municipality, the researcher will settle on a subset, or a sample, with defined inclusion and exclusion criteria. However, the results drawn from the investigation of the sample will be interpreted and applied directly only to the study population.

Krejcie and Morgan (1970) formula was used to determine the number of respondents. The decision to rely on the teachers of the school was fundamental in getting the required information because by virtue of working there, the researcher believed they could adequately answer the research questions that were posed for the study.



### 3.4 Sampling and Sampling Techniques

Ten English language teachers, (all males) from five different Junior High Schools in the Tolon district were selected. Purposive sampling technique was used to select the ten English language teachers. Purposive sampling technique is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristics, representative or typical attributes of the population (McMillan & Schumacher, 2006).

According to Johnson and Christensen (2007) a sample is a set of elements taken from a larger population according to certain rules. Amedahe (2002:93) defined sample as a carefully selected subset of the units that comprise the population. When we sample, we study the characteristics of a subset (called the sample) selected from a larger group (called the population) to understand the characteristics of a larger group. The researcher generalised the findings of the study.

A sample is a collection of some (or subset) of elements of population. The sample elements represent the population (Amin, 2005). A sample comprises the elements of the population considered for actual inclusion in the study. A sample can be viewed as a subject of measurements drawn from a population in which researchers are interested.

According to Mack et al (2011) purposeful sampling groups participants according to preselected criteria relevant to a particular research question. Sampling sizes which may or may not be fixed prior to data collection depend on the resources and time available, as well as the study's objectives. Purposive sampling is therefore most successful when data review and analysis are done in conjunction with data collection.



### 3.5 Data Collection Instruments

According to McCallister (2017) there are many methods to conducting action research. Some of the methods include: observing individuals or groups, using audio and video tape recording, using structured or semi-structured interviews, taking field notes, using or taking photography and distributing surveys or questionnaires.

In this study, questionnaires and observation were used as the data collection instruments. The two instruments or procedures were used to collect the data because it ensured the validity and reliability of the data and their interpretation (Zohrabi, 2013).

According to Godwin and Harry (2009), a questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents. A questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The questionnaire may be self-administered, posted or presented in an interview format. A questionnaire may include check lists, attitude scales, projective techniques, rating scales and a variety of other research methods. As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement.

Bird (2009) states that, the principal requirement of questionnaire format is that questions are sequenced in a logical order, allowing a smooth transition from one topic to the next. This will ensure that participants understand the purpose of the research and they will carefully answer questions to the end of the survey

Observation is the act of recognising and noting facts or occurrences. It can also be called the classic method of scientific enquiry (IEDE - UEW, 2006). For example, instead of



asking people to describe what food they like, the researcher can arrange to observe the food they eat. If there is need for technical information and questionnaire fails to bring out the exact answers, the observation is the only way out. Wilkinson and Birmingham (2003) are convinced that the clearest basic definition of observation as a research method is one that is characterised by a prolonged period of intense social interaction between the researcher and the subjects, in the milieu of the latter, during which time data, in the form of field notes, are unobtrusively and systematically collected. In clearer terms, observation implies gathering data by watching behaviour, events, or noting physical characteristics in their natural setting.

### **3.6 Data Collection Procedure**

The researcher asked for permission from the participants. After that the researcher made arrangements with the respondents who agreed on a common date and the procedures to be followed on that day. The researcher briefed participants about the observation and questionnaire to be used and what was expected of each of them. The meetings were organised in such a way that school programmes were not disrupted by this study.

As suggested by Neuman (2006), the researcher should introduce himself or herself and present credentials to the respondents at the genesis of the interview session or questionnaire administration. The researcher also should state the purpose of the study, the duration of the interview sessions as well as the rights and responsibilities with regards to participating (ethical considerations) in the study.

Questionnaires were distributed to all the participants by the researcher and all details were clarified. The questionnaires also contained further introductory paragraph to help



set the scene and guide participants towards answering the questions. Birds (2009) states that during the first contact, researchers should introduce themselves and present their credentials, explain the study and why it is being conducted, reveal why the person was selected for the study, indicate how long the interview or questionnaire will take to complete and the intended use of the results.

### **3.6.1 Pre-Intervention**

The researcher asked permission to conduct the study from the school head and the teachers. Participants were given informed consent forms to sign acknowledging their availability to take part in the studies. To get more information on the research problem, the researcher first collected data from participants using observations and questionnaires.

### **3.6.2 Intervention**

After the pre-intervention, the findings were discussed with the head teacher in a drive towards finding a solution (intervention on inductive approach to teaching grammar). This was to secure his support for the intervention programme (using the inductive approach to teach grammar) that was proposed. This culminated in organising in-service training for the teachers. This programme is explained more in practical terms in chapter four.



### 3.6.3 Data Analysis

With the data collected through the questionnaires, Drew, Hardman and Hosp (2008) explain that data analysis is a step in the research process where the investigator summarises data collected and prepares it in a format to determine what occurred. The researcher after administering the questionnaires compiled all the data which also included the profiles of the individuals surveyed. The researcher then used the manual method to process the data that has been compiled. This analysis involved organising the data into categories and identifying patterns (relationships) among the categories. Respondents' responses were summarised and presented through the use of tables.

The researcher after administering the questionnaires then compiled all the data which also included the profiles of the students who were surveyed. The Statistical Package for Social Sciences (SPSS) and Excel 2007 helped to analyse the field data. The data lent itself to all the available tools for analysing and interpreting the data. Descriptive statistical techniques such as frequency tables and graphs or charts were employed.

As opined by McMillan and Schumacher (2006) that quantitative data are summarised using simple descriptive statistics (e.g. frequencies, mean, mode, range and graphs). To eliminate the possibility of errors in data entry or coding, the data files were thoroughly checked after every computer entry. One of the reasons why the researcher sought to use the SPSS is that it is convenient for both novice and professionals or experienced researchers (MacMillan & Schumacher, 2006).





### **3.7 Ethical Considerations**

According to White (2005) ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

Maree (2010) highlights that, essential ethical aspect which is the issue of the confidentiality of the results and findings of the study and the protection of the participants' identities. This could include obtaining letters of consent, obtaining permission to be interviewed, undertaking to destroy audiotapes, and so on.

Responses of participants were under no circumstances ascribed a given participant. Names and school addresses of participants are not included in the report. The researcher strived to ensure the autonomy of the research participant and also strived to protect the participants from any kind of exploitation (White, 2005).

The researcher explained to participants that a given participant's response could be identified but not made public. Participants were assured that information that would embarrass them or endanger their friendships and jobs would not be revealed (Maree, 2010).

### **3.8 Conclusion**

This chapter presented and discussed the profile of the study area, the research design, and population of the study, sampling and sampling technique, data collection instrument, data collection procedure, pre-intervention, intervention, post intervention, data analysis and ethical considerations.



## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS

#### 4.0 Introduction

This chapter examines methods and procedure in data collection for the study under consideration and the statistical analysis of the data collected. It presents and discusses findings from the field. The first part discusses the background information of the respondents, the second part discusses findings on the views of teachers on causes of pupils low performance in grammar, the third part discusses findings on the challenges of in-service training and the last part of this chapter discusses findings on the use of the inductive approach to teaching English grammar. The chapter also presents the intervention, post intervention result, discussions of the findings and conclusion.

#### 4.1 Demographic Data

##### 4.1.1 What is the sex of the respondents?

**Table 1**

Response	Number of teachers	Total
Male	10	10
Female	0	0
Total	10	10

All sampled teachers were males. This indicates that in the area of this study male English language teachers dominate. But whether that has impact on student learning is



not really a matter for the researcher as his target is their approaches to teaching English grammar to impact their pupils.

#### **4.1.2 Are you a professionally trained English language teacher?**

The researcher wanted to know whether the teachers sampled were trained specially to teach English language or they were trained in other areas but made to teach English language because of lack of English language teachers or other reasons. The responses showed below.

**Table 2**

Response	Number of teachers	Total
Yes	4	4
No	6	6
Total	10	10

From the table above, it is clear that only 40% of the teachers specialised or major in English language teaching, while 60% of the teachers are not trained specially to teach English. However, they all said they learnt English teaching methods as part of their training at the teacher training college.

#### **4.1.3 Do you like teaching English language?**

To find out whether the teachers had interest in the subjects they teach, here are their responses, in the table below.



**Table 3**

Response	Number of teachers	Total
Yes	4	4
No	6	6
Total	10	10

From the table, the results show that 40% of the respondents do like the subject they teach while

60% said they are just handling the subject because there is nobody to teach it. This means they do not have interest in teaching the English language. They are ready to give it up when someone is available to take it.

#### **4.1.4 Highest professional/academic qualification**

It is important to know the professional status of the respondents in this study. So when the question was post their responses were captured and tabulated below.

**Table 4**

Response	Number of teachers	Total
Degree	7	7
Diploma	3	3
Total	10	10

70% had their first degrees from various accredited universities and 30% had diplomas from colleges of education. This means that all the respondents were professionals.



#### 4.1.5 Years of experience of teachers

**Table 5**

Years in teaching	Freq	Total
Below 5 years	1	1
6 – 10 years	2	2
11 – 15 years	3	3
16 – 20 years	3	3
Above 20 years	1	1
Total	10	10

The data in table 5 shows that 10% of the teachers of English in the sample had taught the subject for less than five years, while only 2 teachers, representing 20% had taught the subject for more than 5 years. Majority of the teachers, 70% have taught English for more than 10 years. Despite this the students still perform abysmally in the English language.

#### 4.1.6 Have you attended any in-service training within the last five years?

The researcher wanted to know how the teachers update their knowledge through in-service training.

**Table 14**

Response	Number of teachers	Total
Yes	1	1
No	9	9
Total	10	10



From the table, only 10% attended in-service training while 90% did not in the last five years. The situation could give rise to knowledge gap and lack of modernisation.

#### 4.1.7 How grammar is being taught by the English language teachers at the school

The researcher wanted to know the approaches the respondents used in teaching the English grammar.

**Table 6**

Approaches used in Teaching Grammar	Frequency	Total
Explain the grammatical rule, give examples and allow students to apply it	3	3
Introduce students to a lot of examples for students to identify the rules themselves and apply them.	6	6
Explain grammatical rule, students memorise rules and allow students form enough sentences with rules.	1	1
Total	10	10

The researcher also considered the approaches used in teaching grammar and presents findings in table 6. On this table, it can be seen that more than 60% said they introduce students to a lot of examples for students to identify rules themselves and apply them. Also, 3 out of the 10 teachers (30%) said they explain the grammatical rule, give examples and allow students to apply it, while the rest (10%) said they explain grammatical rule, students memorise rules and allow students to form enough sentences with the rules.



#### 4.1.8 How often do you teach grammar?

Another important thing that the researcher wanted to find out was the number of times the teachers teach grammar in a week.

**Table 7**

No. of times a week	Frequency	Total
Once a week	7	7
Twice a week	1	1
Everyday	2	2
Total	10	10

Despite the fact that the teachers have acquired a lot of experience in the teaching of the English language over the years, the frequency with which they teach the subject is equally important to make any meaningful impact. The table above shows that majority of the teachers (70%) teach grammar only once a week. One teacher representing 10 percent teaches grammar twice a week, while two (2) teachers representing 20 percent teach grammar every day. Meanwhile the system requires that English language is taught thrice or more a week. So it was clearly seen that some teachers were lax.

#### 4.2 General factors contributing to pupils poor grammar skills in the school

##### **Influence of Mother Tongue**

The teachers were asked to state their opinion on the extent to which mother tongue influences learning of English Grammar.



#### 4.2.1 Influence of mother tongue on learning English Grammar

**Table 9:**

Level of influence	Frequency	Total
Very strong influence	7	7
Strong influence	2	2
Little influence	1	1
No influence	0	0
Total	10	10

Table 9 indicates that all the teachers (100%) opined that mother tongue influences the learning of English Grammar. Generally, all the teachers indicated that mother tongue has an influence in the learning of English Grammar, although they varied in the degree of influence. This explains why most of the teachers of English, including the researcher, have concerns about the poor performance of students in English Grammar. However, all the teachers indicated that they do not use mother tongue in their instruction. This, they explained was due to the fact that they wanted to ensure that students under their care develop competence in the use of English language as well as exhibit a mastery of English Grammar.

#### 4.2.2 Attitude of Students towards English Grammar

The researcher wanted to find out the attitude Junior High School students had towards English Grammar. As such the teachers were asked to state their opinion on what they





thought was the attitude of learners in their classes towards English Grammar. The following responses were obtained.

**Table 10**

<b>Response</b>	<b>Frequency</b>	<b>Total</b>
Positive	3	3
Negative	6	6
Not sure	1	1
Total	10	10

From table 10 it was brought to light that most of the teachers of English (60%) thought that students in their classes did not like English Grammar, due to many factors including its complexity and probably the teachers' approaches or teaching methods. Also, 30% of the teachers indicated that their students liked English grammar, explaining that they gave their students individual attention in the English Grammar.

From the teachers who indicated that their students disliked English Grammar, it was clear that negative attitude adversely affected the performance of students in the subject, resulting into poor grades in the examinations.



#### 4.2.3 The impact of instructional materials in teaching and learning of English grammar

Table 11

Question	Agree	Disagree	Total
Instructional materials make teaching and learning interesting	8	2	10
Instructional materials make learning faster	6	4	10
Instructional materials make learning real and permanent	10	0	10
Instructional materials promote retention	8	2	10

The table above shows that there is relationship between the use of instructional materials in teaching and learning of English. 100% of the respondents agree that instructional materials make learning real and permanent and 80% indicated that they make lessons interesting. The presentation also revealed that 60% of the respondents agree that they make learning faster and 80% of them of the opinion that instructional materials promote retention



#### 4.2.4 Students taught with instructional material will have clear understanding of the English grammar

Table 13

Response	Frequency	Total
Disagree	1	1
Strongly Disagree	1	1
Agree	2	2
Strongly Agree	6	6
Total	10	10

Source: Field Survey, 2017

Table 13 shows that 10% of the respondents chose disagree, 10.0% chose strongly disagree, 20% chose agree and 60% chose strongly agree. This indicates that majority of the respondents agree with the above question that students taught with instructional material will have vivid understanding of the English grammar.

#### 4.3 Inductive approach to teaching grammar

##### 4.3.1 Knowledge of inductive approach to teaching grammar

Table 15

Responses on inductive approach	Frequency	Percent
Did not indicate	1	10
Yes	4	40
No	5	50
Total	10	100



Respondents were also asked whether they have heard about the inductive approach to teaching grammar. From the table it can be seen that 4 out of the 10 teachers (40%) said they know about inductive approach to teaching grammar, while 50 percent said they do not know about it.

#### 4.3.2 Information source on the inductive approach to teaching grammar

The researcher was also interested in knowing the source of information regarding the inductive approach to teaching grammar.

Table 16

Source of inductive teaching	Frequency	Percent
Did not indicate	1	10
Colleague	4	40
Reference books	5	50
In-service training	0	0
Total	10	100.0

Table shows that as much as 10 percent did not indicate the source but 40 percent of the teachers admitted that their source of the information was from their colleagues. Also, 50 percent of the respondents said they had the information through reference books which, perhaps, may be the reason it is not used.



### 4.3.3 The inductive approach produces better results than the approaches I used earlier

When the question was asked the responses were tabulated.

Table 17

Response	Number of teachers	Total
Yes	8	8
No	2	2
Total	10	10

As many as 80% agree that the inductive approach produces better performing students than the other approaches. Only 20% disagree with this assertion.

Please rate the extent to which you agree or disagree with the following statements on a rating scale 1-to-5 where: 1 = strongly disagree, 2 = disagree, 3 = undecided/neutral, 4 = agree, 5= strongly agree.

### 4.3.4 Students learn better when taught inductively

Table 18

Response	Number of teachers	Total
1.Strongly disagree	0	0
2.Disagree	0	0
3.Undecided/Neutral	1	1
4.Agree	1	1
5.Strongly agree	8	8
Total	10	10



From the table it can be seen that as high as 90% are of the opinion that pupils learn better when they are taught grammar with the inductive approach. 10% is undecided and nobody disagrees.

#### 4.3.5 The inductive approach helps pupils understand easily

Table 19

Response	Number of teachers	Total
1.Strongly disagree	0	0
2.Disagree	0	0
3.Undecided/Neutral	1	1
4.Agree	1	1
5.Strongly agree	8	8
Total	10	10

It is clear from the table that pupils understand easily with the inductive approach because of the massive confirmation by the respondents with 90%.



#### 4.3.6 Teachers can pay attention to every student in the class

Table 20

Response	Number of teachers	Total
1.Strongly disagree	4	4
2.Disagree	6	6
3.Undecided/Neutral	0	0
4.Agree	0	0
5.Strongly agree	0	0
Total	10	10

From the table above, there is unanimity of agreement among the respondents to disagree 100% with the question. Their reason was that they have large class sizes and it is difficult to give individual attention to every student.

#### 4.3.7 Learners learn the material faster

Table 21

Response	Number of teachers	Total
1.Strongly disagree	0	0
2.Disagree	0	0
3.Undecided/Neutral	1	1
4.Agree	2	2
5.Strongly agree	7	7
Total	10	10



The overwhelming response in terms of agreement (90%) by the respondents indicates that learners can learn grammar items faster when their teachers use the inductive approach.

#### 4.3.8 Students are more motivated in learning

Table 22

Response	Number of teachers	Total
1.Strongly disagree	0	0
2.Disagree	0	0
3.Undecided/Neutral	0	0
4.Agree	3	3
5.Strongly agree	7	7
Total	10	10

In the quest to know whether the inductive approach bores student in the learning situation, the teachers responded inversely. They all agree that it rather motivates them to learn because of the fact that they are involved in the process by discovering the grammar pattern themselves.





#### 4.3.9 When teachers use the inductive approach, syllabus can be completed on time

Table 23

Response	Number of teachers	Total
1.Strongly disagree	1	1
2.Disagree	1	1
3.Undecided/Neutral	0	0
4.Agree	7	7
5.Strongly agree	1	1
Total	10	10

Responding to the question; whether teachers can finish their schemes of work in order to complete the syllabus on time, 20% disagree. 80% believe that the syllabus can be completed on time.

#### 4.3.10 With the inductive approach, teachers expend less effort to explain items to pupils

Table 24

Response	Number of teachers	Total
1.Strongly disagree	0	0
2.Disagree	0	0
3.Undecided/Neutral	1	1
4.Agree	1	1
5.Strongly agree	8	8
Total	10	10



90% of the teachers say they spend less effort trying to explain details to the pupils because it is pupil-centered. The teacher's role is to motivate or encourage them to focus on discovering the grammar rule themselves. The other 10% is not sure.

#### **4.4 ANALYSIS OF THE CLASSROOM OBSERVATION**

The classroom observation started when the teacher prepared learner teacher support materials to start the class. The teachers stated the lesson objectives at the beginning of the lesson, classroom was conducive for learning and the topic was suitable for the class since it was quoted from the teaching syllabus.

The teacher also reviewed pupils' relevant previous knowledge (RPK). The teacher also gave examples of sentences containing the grammar to be learnt for the day and also encouraged pupils to analyse the sentences in the lesson. The teacher also guided the pupils to see the rule in the sentences given.

The teachers asked pupils to test the grammatical rule against new English language data, also wrote some verbs/phrases on the chalkboard and helped pupils form sentences with them and also allowed pupils to practice by forming their own sentences. The teacher also summarised and emphasised the rule and main points before closing the lesson and also gave pupils exercise and homework.

#### **4.5 INTERVENTION**

This was the stage where teachers were trained on the use of the inductive approach to teach grammar at Gburimani D/A junior high school in the Tolon District. A day workshop of three hours (3hrs) was conducted by the researcher with English language



teachers. The following shows how the concepts and activities were carried out in the inductive approach to teach grammar with the teachers:

#### **4.5.1 Step one**

Teachers were taught to try as much as possible to expose their language learners to samples of language use, from which patterns and generalisations will emerge. Teachers were made to understand that inductive grammar teaching is highly beneficial in that it is pupil-centered and, therefore, involves pupils in the process of knowledge construction, encouraging them to form hypotheses that are to be tested.

#### **4.5.2 Step two**

Teachers were also trained on the characteristics of the inductive approach (input-rich grammar instruction) which include:

- Making sure that pupils' acquisitions begin with input because input-rich instruction encourages pupils to induce meaning and provides them with the opportunity to reflect upon the language they are learning to use.
- Making sure pupils attention is drawn to a form within a communicative context, making sure they are able to make and test hypotheses about grammar, thereby raising their consciousness about the language they are learning.
- Making sure that grammar instruction and practice involve interpreting and attending to input which will make pupils to understand and produce the targeted grammatical structure over time than subjects exposed to traditional approach.



### **4.5.3 Step three**

Teachers were made to understand that inductive teaching is a bottom-up approach that gives learners greater responsibility for their own learning. Teachers were made to know that grammatical rules are not given first, instead, they should carefully select materials that illustrate the use of the target language within a context. The teachers were told to ensure at this stage that pupils observe the pattern which helps them discover the grammatical rules from such experiences of language in use. Pupils are then led to discover, with varying degrees of guidance from the teacher, the target language and induce the rules themselves.

### **4.5.4 Step four**

Teachers were also taken through the following steps:

- Giving pupils a set of English language data about an area of English grammar.
- Asking pupils to generalise a grammatical rule from the set of data
- Asking pupils to test the grammatical rule against new English language data, and
- Asking pupils to revise the grammatical rule to accommodate the new data.

## **4.6 POST-INTERVENTION RESULTS**

Below are the post intervention results of the study after the teachers were trained on how to use inductive approach to teach grammar at Gburimani D/A junior high school in the Tolon District:



Teachers now tried to expose their language learners to samples of language use from which patterns and generalisations emerged. In one of the lessons taught, teachers encouraged pupils to induce meaning and provided them with the opportunity to reflect upon the language they are learning to use.

Teachers also made sure pupils attention was drawn to a form within a communicative context, to make and test hypotheses about grammar, thereby raising their consciousness about the language they are learning. Teachers also made sure grammar instruction and practice in the class involved interpreting and attending to input which made pupils to understand and produce the targeted grammatical structure over time.

Teachers after the training now understand that inductive teaching is a bottom-up approach that gives learners greater responsibility for their own learning. One of the Teachers in class carefully selected materials that illustrated the use of the target language within a context. The teacher made sure pupils observed the pattern which helped them discover the grammatical rules. The teachers also led pupils to discover the target language and induce the rules themselves.

The classroom observation after the training also show a significant improvement in how the pupils were given a set of English language data about an area of English grammar, how the pupils were assisted to generalise a grammatical rule from the set of data, how the teacher helped the pupils to test the grammatical rule against new English language data and how the teacher asked pupils to revise the grammatical rule to accommodate the new data.



## **4.7 DISCUSSIONS OF THE FINDINGS**

The following discussions are based on the objectives set to achieve in the study:

### **4.7.1 To find out how grammar is being taught by the English language teachers at the school.**

The study found that 60% of the teachers said they introduce students to a lot of examples for students to identify rules themselves and apply them. It was also found that the teachers have acquired a lot of experience in the teaching of the English language over the years, the frequency with which they teach the subject is equally important to make any meaningful impact. The study revealed that, majority of the teachers (70%) teaches grammar only once a week.

### **4.7.2 To identify the general factors contributing to pupils poor grammar skills in the school.**

The study found that all the teachers (100%) opined that mother tongue influences the learning of English Grammar. Generally, all the teachers indicated that mother tongue has an influence in the learning of English Grammar, although they varied in the degree of influence. This explains why most of the teachers of English, including the researcher, have concerns about the poor performance of students in English Grammar. However, all the teachers indicated that they do not use mother tongue in their instruction. This, they explained was due to the fact that they wanted to ensure that students under their care develop competence in the use of English language as well as exhibit a mastery of English Grammar.



It was also found that (60%) of the teachers thought that students do not like English Grammar, due to many factors including its complexity and probably the teachers' approaches or teaching methods. It was also found that negative attitude adversely affected the performance of students in the subject, resulting into poor grades in the examinations.

#### **4.7.3 To find out the adequacy and appropriateness of TLMs use in teaching grammar in the school.**

The study found that there is relationship between the use of instructional materials in teaching and learning of English. 100% of the teachers agreed that instructional materials make learning real and permanent and 80% indicated that they make lessons interesting. The presentation also revealed that 60% of the respondents agree that they make learning faster and 80% of them opined that instructional materials promote retention. It was also found that students taught with instructional material will have vivid understanding of the English grammar.

#### **4.7.4 To train English language teachers on inductive approach to teaching grammar.**

Teachers were trained on the use of inductive to teach grammar at Gburimani D/A junior high school in the Tolon District. A day workshop of three (3hrs) was conducted by the researcher with English language teachers covering some of the following: Teachers were taught to try as much as possible to expose their language learners to samples of language use, from which patterns and generalisations will emerge.



Teachers were made to understand that inductive grammar teaching is highly beneficial in that it involves pupils in the process of knowledge construction, encouraging them to form hypotheses that are to be tested. Teachers were also trained on the characteristics of the inductive approach (input-rich grammar instruction) which include: making sure that pupils acquisition begin with input because input-rich instruction encourages pupils to induce meaning and provides them with the opportunity to reflect upon the language they are learning to use, making sure pupils attention is drawn to a form within a communicative context, making sure they are able to make and test hypotheses about grammar, thereby raising their consciousness about the language they are learning, making sure that grammar instruction and practice involve interpreting and attending to input which will make pupils to understand and produce the targeted grammatical structure over time than subjects exposed to traditional.

#### **4.8 CONCLUSION**

This chapter has presented and discussed findings from the data collected. The chapter has also presented the data, interpretation and findings on each of the following: the background information of the respondents, the second part discussed findings on how grammar is being taught, the third part discussed findings on the causes of pupils' poor grammar skills and the last part of this chapter discuss findings on how the use of TLMs in teaching improves pupils learning. As well the chapter discussed the characteristics of the inductive approach. The chapter also presented and discussed the intervention, post intervention results and discussions of the findings.





## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the findings from respondents' points of views and what was observed at the pre-intervention stage and the intervention stage concerning the training of teachers on the use of inductive approach to teach grammar at Gburimani D/A junior high school in the Tolon District. This summary will be followed by the researcher's conclusions as well as recommendations.

#### 5.1 SUMMARY OF THE STUDY

There has been a steady decline in English language performance by students in the majority of our educational institutions and many people have testified to that. English language, as taught in the Ghanaian schools, is divided into aspects/sections (listening and speaking, reading, writing and grammar). Grammar is an essential component that should be learnt in order to master a language. If one uses incorrect grammatical pattern in constructing a sentence, that sentence is likely to give a different meaning from what it is intended. Therefore, Thornbury (2002) calls grammar "sentence-making machine". However, teachers of Gburimani JHS often complain that they have been teaching grammar everyday but the pupils don't seem to get it. Therefore, the researcher questioned the approach the teachers use to teach the grammar. This research tried to help the teachers in their methodology.



The main objective of this research was to train English language teachers on the use of inductive approach to teach grammar at Gburimani D/A junior high school in the Tolon District.

Specifically, this research sought to:

5. Find out how grammar is being taught by the English language teachers at the school.
6. Identify the general factors contributing to pupils poor grammar skills in the school.
7. Find out the adequacy and appropriateness of TLMs use in teaching grammar in the school.
8. Train English language teachers on inductive approach to teaching grammar.

The aim of the literature review was to review existing literature on how English language teachers can use inductive approach to teach grammar, causes of pupils' low performance in English, language learning theories, the inductive approach, techniques for teaching grammar and in-service training.

The researcher, in order to attain the purpose and objectives of the study used action research method in collecting and analysing of the data. Purposive sampling technique was used to select the ten English language teachers. The Statistical Package for Social Sciences (SPSS) and Excel 2007 were used to assist in the data analysis. Findings were derived from emerging themes out of data. Teachers used in the study had understanding of the purpose of the research. They were frank and honest in their responses. The main findings were:

Majority of the teachers (60%) said they introduce students to a lot of examples for students to identify rules themselves and apply them. The teachers have acquired a lot of



experience in the teaching of the English language over the years, the frequency with which they teach the subject is equally important to make any meaningful impact.

Mother tongue influences the learning of English Grammar. Teachers thought students do not like English Grammar, due to many factors including its complexity and probably the teachers' approaches or teaching methods. It was also found that negative attitude adversely affected the performance of students in the subject, resulting into poor grades in the examinations.

The study found that there is relationship between the use of instructional materials in teaching and learning of English. Teachers agreed that instructional materials make learning real and permanent.

The post intervention results revealed the following: teachers now tried to expose their language learners to samples of language use from which patterns and generalisations emerged. Teachers encouraged pupils to induce meaning and provided them with the opportunity to reflect upon the language they are learning to use. Teachers also made sure pupils attention was drawn to a form within a communicative context, to make and test hypotheses about grammar, thereby raising their consciousness about the language they are learning. Teachers also made sure grammar instruction and practice in the class involved interpreting and attending to input which made pupils to understand and produce the targeted grammatical structure over time.

Teachers after the training now understand that inductive teaching is a bottom-up approach that gives learners greater responsibility for their own learning. Teachers in class carefully selected materials that illustrated the use of the target language within a context. The teacher made sure pupils observed the pattern which helped them discover



the grammatical rules. The teachers also led pupils to discover the target language and induce the rules themselves.

## 5.2 CONCLUSION

There is the need to handle teaching and learning of grammar in such a way that students will be able to acquire the knowledge and use it effectively. Students do not need principles governing the Language but they need to apply whichever structures they learn. In addition to this, findings from the study indicated that students lack practice. Practicing grammar structures learnt is very important and helps one to grasp the structure easily. The Chinese adage, “I hear and I forget, I see and I remember, I do and I understand” explains it all. This aspect is very important and it should not be taken lightly because students hear a lot about the structures, they seem to forget all the rules, so for the child to understand grammar rules teachers are expected to take all students through a lot of activities to help them get first- hand experience and this will help them perform very well in the use of the grammar structures. The researcher thinks that when students are taken through activities like picture description, storytelling, enough writing of exercises, role plays and videos it will enable students acquire the grammatical knowledge they need to use in their day to day activities. The researcher is advocating for the use of inductive teaching because it is very useful when the language one is learning is not his or her mother tongue.



### 5.3 RECOMMENDATIONS

On the basis of these findings the researcher wishes to present the following recommendations:

The Ghana Education Service should work with schools to roll out the training and development of all English language teachers on the use of inductive approach to teaching grammar in the schools.

It is recommended that all English language teachers must be properly monitored by their district supervisor to ensure a complete implementation of the inductive approach to teaching grammar in the schools. Teachers should be encouraged by their heads to encourage their pupils to induce meaning and provide them with the opportunity to reflect upon the language they are learning

The same teachers must be encouraged to carefully select their learner teacher support materials that illustrate the use of the target language within a context and they must help their pupils observe the pattern which help them discover the grammatical rules.

English language teachers must also be encouraged by their school heads to at least teach their pupils three times grammar lessons in a week. All English language teachers must be asked not to use too much of the mother language when teaching grammar in the class.

All English language teachers should be encouraged to integrate activity based teaching strategies to arouse the interest of pupils in learning grammar. Appropriate instructional materials should always be used in class by the teachers. The Ghana Education Service must also supply all schools adequate grammar books to aid teaching and learning of grammar lessons.



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## APPENDICES

### APPENDIX A: QUESTIONNAIRE

This questionnaire is designed to collect information and your views/opinions as English language teacher regarding the **teaching of grammar**. The answers you provide in this questionnaire will be used for the research purposes only. Your name and affiliation will not appear in the final research report.

#### Part 1: Background Information of the Teacher

1. Name of the school: .....
2. Name of the teacher: .....





3. Gender: ( ) M, ( ) F.
4. How long have you been teaching? ..... years ..... months
5. How long have you been teaching in this school? ..... years  
..... months.
6. How long have you been an English language teacher? ..... years  
..... months
7. Are you a professionally trained English language teacher? ( ) Yes, ( ) No.
8. Highest academic qualification: .....
9. Teaching license: ( ) Yes ( ) No ( ) Not applicable
10. Please provide information of training that you attended in the last five years (e.g. Teaching Methods (TM), Multilingual Education (MLE), ICT in Education, etc.)

Title	Duration	Main focus of the training

**Part 2: Causes of students' poor performance**

11. What are the linguistic backgrounds of your students? (What are the mother tongues of your students?) .....
12. Do you speak the local language(s) of your students? ( )Yes ( )No

12.1. If yes, during lessons?

13. How many lessons do you teach in a (a) day..... (b).....week?

14. What is the number of pupils in the class?

15. Do you think highly populated class affects pupils' performance? ( ) Yes ( ) No

15.1. If yes give reasons (at least three).

.....  
.....

**Part 3: The Inductive Approach**

16. Have you heard about inductive approach to teaching grammar? Yes ( ) No ( )

17. What is the reason behind adopting the Inductive teaching approach in your school/class?

.....  
.....

17.1. How do you use this approach in class?

.....  
.....

18. How many minutes per lesson/period? (Please specify the scheduling arrangement)

.....  
.....

19. What language is used in the teaching and learning? ( ) English ( ) Local ( ) Mixed.

20. Please rate the effectiveness of the following instructional strategies in facilitating teaching and learning, on a rating scale 1-to-4.

1 = Very effective, 2 = Moderately effective, 3 = Slightly effective, 4 = Ineffective,



N/A = Not applicable

a. Explaining the rules of grammar before giving examples and exercises	1	2	3	4	N/A
b. Giving examples first for pupils to detect the rules themselves					
c. Encouraging students to participate					
d. Promoting group work and collaboration among students					
e. Giving timely feedback to students					
f. Others (please add)					

21. What are some of the challenges you face in using the inductive teaching approach?

.....

.....

22. Suggest ways to make the use of the inductive approach to teaching grammar effective?

.....

.....

**Part 4: Effectiveness of the inductive approach to teaching.**

23. Please rate the extent to which you agree or disagree with the following statements on a rating scale 1-to-5.

1 = strongly disagree, 2 = disagree, 3 = undecided/neutral, 4 = agree, 5 = strongly agree

Aspect	1	2	3	4	5
a. Students learn better when taught inductively.					
b. Teaching is easier when using the inductive teaching approach.					



c. The inductive approach helps pupils understand easily.					
d. Teachers can pay attention to every student in the class.					
e. learners learn the material faster					
f. Students are more motivated in learning.					
g. When teachers use the inductive approach, syllabus can be completed on time.					
h. With the inductive approach, teachers expend less effort to explain items to pupils.					

Thank you very much for sacrificing your precious time to answer the questionnaire.

**APPENDIX B: OBSERVATIONAL SHEET**

**CLASSROOM OBSERVATION CHECKLIST**

**Name of Observer** .....

**Class Observed** .....

**Subject** .....

**Topic** .....

**Signature** .....

**Date** .....

Please tick in the appropriate box (NI) = Needs Improvement (S) = Satisfactory

(G) = Good (VG) = Very Good







Item	NI	S	G	VG	Comments
<b>Lesson Organisation</b>					
Materials are prepared and ready to use.					
States lesson objectives at the beginning of class.					
Suitability of lesson for the learners					
Learning environment					
<b>Teaching Process and Performance</b>					
Reviews pupils' relevant previous knowledge.					
Gives pupils a set of English language data about an area of English grammar.					
Asks pupils to observe the examples critically					
Asks pupils to generalise a grammatical rule from the set of data.					
Asks pupils to test the grammatical rule against new English language data.					
Asks pupils to give their own examples that contain the grammar rule.					
Summarises and emphasises main points of the lesson.					
Gives pupils assignment/homework.					



**APPENDIX B: CLASSROOM OBSERVATION CHECKLIST**

**Name of Observer:**

**Class Observed :**

**Subject**

**Topic:** past perfect tense

**Signature :**

**Date :**

<b>Item</b>	<b>Comments</b>
<b>Materials are prepared and ready to use.</b>	Teacher brought the TLMs to class



<b>State.s lesson objectives at the beginning of class.</b>	Yes, as seen in the lesson plan
<b>Suitability of Topic for the learners.</b>	Topic was suitable for class because it was quoted from the teaching syllabus
<b>Learning environment.</b>	Conducive
<b>Reviews pupils' relevant previous knowledge (RPK).</b>	Yes, and linked to the day's lesson
<b>Gives pupils a set of English language data about an area of English grammar.</b>	teacher gave examples of sentences containing the grammar to be learnt for the day
<b>Asks pupils to observe the examples critically.</b>	Teacher encouraged pupils to analyse the sentences
<b>Asks pupils to generalise a grammatical rule from the set of data.</b>	Teacher guided pupils to see the rule in the sentences given
<b>Asks pupils to test the grammatical rule against new English language data.</b>	Teacher wrote some verbs/phrases on the chalkboard and helped pupils form sentences with them
<b>Asks pupils to give their own examples that contain the grammar rule.</b>	Teacher allowed pupils to practice by forming their own sentences
<b>Summarises and emphasises main points of the lesson.</b>	Teacher emphasised the rule before closing the lesson
<b>Gives pupils assignment/homework.</b>	Teacher gave pupils exercise and homework

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**TLMs used :** word and sentence cards, plus chalkboard illustrations

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