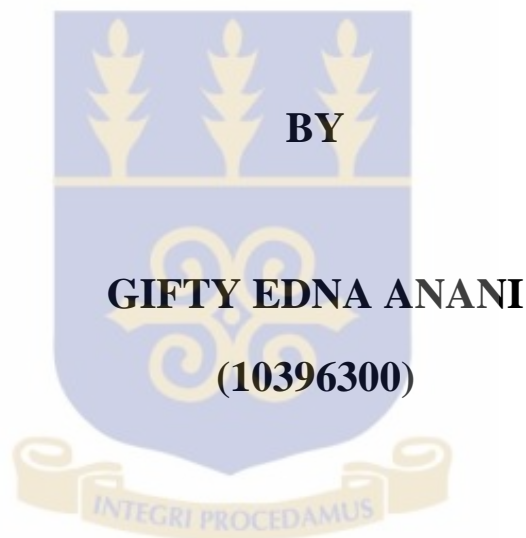


UNIVERSITY OF GHANA

LEGON

**THE IMPACT OF INDUCTIVE TEACHING AND
LEARNING OF GRAMMAR IN SELECTED BASIC
SCHOOLS IN ACCRA**



**THIS THESIS IS SUBMITTED TO THE
UNIVERSITY OF GHANA, LEGON IN PARTIAL
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ABSTRACT

Literature on approaches to teaching grammar favours the inductive approach as a better strategy for building students' grammatical and communicative skill than the deductive approach. This present study, investigates whether students who are taught grammar through the inductive approach will do better than those who are taught through the deductive approach. The theoretical issues underpinning this current study involves the theory of action research and theories of second language acquisition like innateness, imitation, active construction and others. The design chosen for the study is the quasi experimental placed in a mixed method paradigm. Through this approach, data was collected to answer the research questions. The sample for the study was 99, comprising 27 JHS 2 English teachers and 72 JHS 2 students. To fulfill the aims of this research, questionnaire, and observation were the main instrument for the collection of the data. The data were analysed by the use of Statistical Package for Social Sciences. The findings indicate that those who were taken through inductive teaching showed better skills than those who were taken through the deductive method. Finally, it is recommended that teachers of English Language adopt the inductive teaching approach to teach grammar because it helps students to grasp the grammar rules easily.

DECLARATION

I do hereby declare this thesis is the result of my own research, prepared entirely by me under close supervision of Dr. John T. Agor and Prof. Nana Aba Amfo, both of the department of Linguistics, University of Ghana, Legon. However, I am solely responsible for any blemishes that this work may contain. Sources of information used in this work have duly acknowledged.

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GIFTY EDNA ANANI
CANDIDATE

.....

DATE

.....

DR. TETTEH AGOR
SUPERVISOR

.....

DATE



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PROF. NANA ABA AMFO
SUPERVISOR

.....

DATE

DEDICATION

To my family, my students and all my teachers.



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I have many thanks to express concerning this research. In the first place, my deepest thanks go to God for giving me the strength to make this dissertation possible.

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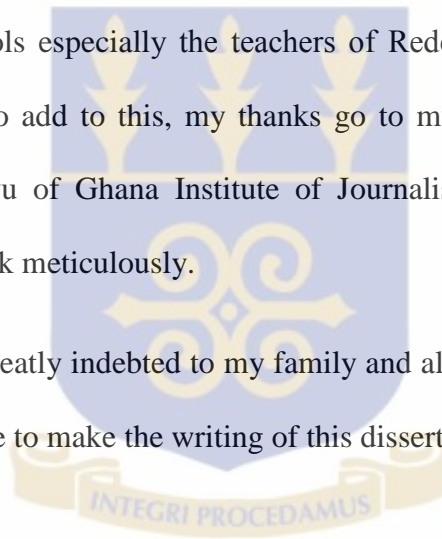


TABLE OF CONTENTS

Contents	Page
ABSTRACT.....	i
DECLARATION	ii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS.....	v
LISTS OF TABLES.....	ix
LISTS OF FIGURES	x
ABBREVIATIONS/ ACRONYMS.....	xi
CHAPTER ONE	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	4
1.3 Research Objectives.....	5
1.4 Research Questions	5
1.5 Hypothesis.....	6
1.6 Significance of the Study	6
1.7 Delimitations of the Study	6
1.8 Chapter Synopsis	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction.....	9
2.1 Theoretical Framework.....	9
2.2 Action Research	9
2.2.1 Theories of language acquisition.....	12
2.3 Review of Related Studies	13
2.4 Types of grammar	14
2.5 Methods of Grammar Teaching.....	15
2.5.1 Deductive and Inductive Teaching Approaches.....	18
2.6 Summary	24

CHAPTER THREE	25
RESEARCH METHOD.....	25
3.0 Introduction.....	25
3.1 Method	25
3.1.1 Mixed Method	25
3.2 Research Design.....	28
3.2.1 Quasi - Experimental Design.	28
3.2.2 Intervention Processes	29
3.2.2.1Pre – intervention (pre - test).....	29
3.2.2.2 Intervention process (Treatment stage)	30
3.2.2.3 Post-Intervention	31
3.3 Population	31
3.3.1 Sample	32
3.3.2 Sampling.....	32
3.4 Data Collection Instrument	35
3.4.1 Questionnaire.....	36
3.4.2 Observation	36
3.5 Data Collection Procedure	38
3.5.1 Pre – Intervention	40
3.5.2 Intervention Experimental group lesson on subject verb agreement/ concord.....	43
3.5.3 Post intervention:.....	48
3.6 Methods used for data analysis	49
3.7 Ethical Consideration.....	50
3.8 Limitation of the Study	50
3.9 Summary	51
CHAPTER FOUR.....	52
ANALYSES AND DISCUSSIONS	52
4.0 Introduction.....	52
4.1 Background Characteristics of Respondents	53
4.2 Some Difficult Grammar Topics to Teach.....	53
4.3 Handling of Difficult Topics.....	54
4.4 Use of TLM.....	55

4.5 Inductive Approach to Teaching Grammar	56
4.6 Information Source on the Inductive Approach to Teaching Grammar	56
4.7 For how long have you been Teaching English Language	57
4.8 How often do you teach grammar?	58
4.9 Approaches used in Teaching Grammar	59
4.10 Cross Tabulation of Programme by Qualification	60
4.11 Analysis of Variance (ANOVA)	61
4.12 Findings on Experiment Conducted	66
4.13 Analysis of Qualitative data (<i>Report on Observation</i>)	67
4.13.1 First class Observation	67
4.13.2 Second class observation	68
4.13.3 Third Observation	68
4.13.4 Fourth observation	69
CHAPTER FIVE	71
MAJOR FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS	71
5.0 Introduction	71
5.1 Summary of major Findings	71
5.1.1 Findings on Class Observation	71
5.2 Findings from Questionnaire	72
5.2.1 Findings on Qualification	72
5.2.2 Findings on Teachers' Working Experience	73
5.2.3 Findings on Approaches Teachers Used to Teach Grammar	73
5.2.4 Findings on In-Service Training	74
5.3 Educational importance of Inductive Teaching of Grammar	74
5.4 Recommendations	75
5.4.1 Recommendation for Students	76
5.4.2 Recommendation for English Teachers at the JHS Level	76
5.4.3 Recommendation for the Ministry of Education	77
5.4.4 Recommendations for writers	78
5.5 Conclusion	78

BIBLIOGRAPHY/ REFERENCES	81
APPENDICES	92
Appendix A1: Questionnaire for Jhs2 English Teachers	92
Appendix A2: Questionnaire for Jhs2 English Teachers	94
Appendix: B1 Pre-Test for Experimental Groupa Class.....	96
Appendix: B2 Pre-Test for Experimental Group A Class	97
Appendix: B3 Pre-Test for Experimental Group A Class	98
Appendix: B4 Pre-Test for Experimental Group A Class	99
Appendix: C1 Pre- Test for Control Group B Class	100
Appendix: C2 Pre- Test for Control Group B Class	101
Appendix: C3 Pre- Test for Control Group B Class	102
Appendix: C4 Pre- Test for Control Group B Class	103
Appendix D1 Post-Test for Experimental Group A Class.....	104
Appendix D2post-Test for Experimental Group A Class	105
Appendix D3 Post-Test for Experimental Group A Class.....	106
Appendix D4 Post-Test for Experimental Group A Class.....	107
Appendix E1: Post Test for Control Group B Class	108
Appendix E2: Post Test for Control Group B Class	109
Appendix E3: Post Test for Control Group B Class	110
Appendix E4: Post Test for Control Group B Class	111
Appendix F: Lists of Jhs in La- Nkwantanang Municipality.....	112
Appendix h1 Picture of Students of' A' Class Writing Pre-Test Redco Jhs	115
Appendix H2 Picture of' A' Class Writing Post -Test	116
Appendix H3 Picture of' A' Classduring the Intervention Lessons	117
Appendix H4 A Picture of Students from Nkwantanang 5/6	118
Appendix H5 Redco ' B'	119
Appendix h6 Nkwantanang 1&2 jhs.....	120
Appendix h7 Redco m/a 2 jhs.....	121
Appendix H8 Picture of Nkwantanang 1&2	122
appendix I1 Lesson Notes for Experimental Group (Inductive Teaching).....	123
Appendix I2 Lesson Plan for Deductive Teaching (control).....	127

LISTS OF TABLES

Table 1: Schools and number of teachers who answered the questionnaires ..	34
Table 2: Schools that participated in the observation session.....	35
Table 3: Schools where the intervention occurred.....	35
Table 4 Some difficult grammar topics to teach.....	53
Table 5 Handling of difficult topics.....	54
Table 6 Use of TLM	55
Table 7 Knowledge of inductive approach to teaching grammar	55
Table 8 Information source on the inductive approach to teaching grammar. .	56
Table 9 For how long have you been teaching English language.....	57
Table 10 Approaches used in teaching grammar	59
Table 11 Cross tabulation of programme by Highest qualification	60
Table 12 Training or workshop on teaching of grammar by organizers.....	61
Table 13 ANOVA	62
Table 14 Multiple Comparisons/Post hoc comparisons in Anova.....	64

LISTS OF FIGURES

Fig.1 Examples of mixed methods designs.....	26
Fig.2 Quasi-experiment.....	29
Fig. 3 How often do you teach grammar	58

ABBREVIATIONS/ ACRONYMS

ANOVA:	Analysis of variance
B.E.C.E:	Basic education certificate examination
CG:	Control group
CRDD:	Curriculum research and development division
DEGI:	Direct explicit grammar instruction
EFL:	English as a foreign language
G.E.S:	Ghana education service
IEGI:	Indirect explicit grammar instruction
JHS:	Junior high school
MINS:	Minutes
NGO:	Non-Governmental Organisation
POSTCON:	Post-control
POSTEXP:	Post experimental
PRECON:	Pre-control
PREEXP:	Pre-experimental
SP:	Subject plural
SPSS:	Statistical package for social sciences
Ss:	Singular subject
SV:	Subject verb
TLM:	Teaching learning material
TPR:	Total physical response
TR:	Teacher
UEW:	University of Education, Winneba
UG:	University of Ghana
VP:	verb, plural
VS:	Verb singular

WEAC: West African Examination council

CHAPTER ONE

1.0 Introduction

The aim of this research is to examine the impact of inductive teaching and learning of grammar in selected basic schools in Accra. This study would help teachers and teacher trainees to adopt an appropriate strategy to help teach grammar effectively in our basic schools.

This chapter begins with the introduction of the importance of English Language and the language problem in the basic schools. It also introduces and states the background of the study, statement of the problem, objectives of the study, hypothesis, significance and research questions and delimitation.

1.1 Background to the study

In Ghana, English language serves many roles: it is the medium of instruction in schools, the official language of government administration and the language of the Internet. Besides, it is also the language across the curriculum; that is, the language used to teach all subjects with the exception of Ghanaian languages. Thus success in educational attainment in Ghana depends largely on proficiency in English. One cannot proceed to the next level of education without a credit pass in the English language. From earlier studies on the English language, there appears to be a decline in standards and many researchers are attributing this perceived problem to many factors including methodology used by teachers, students own attitudes and environmental factors. This perceived problem has raised eyebrows and many researchers are trying to find a lasting solution to curb this problem. Agor, (2003:8) attests to the fact that the English Language appears to be indispensable to Ghanaians and

teachers of English and examiners have persistently raised concerns about the falling standard of English Language.

Armah (2004: 92) shares the same view, he states that ‘The standard of English in Ghana is deteriorating and there is the need for teachers help arrest the situation’. Apart from many researchers’ views on the decline, many questions are being asked on the decline of standards in the country. From the preliminary studies on the topic being discussed, this researcher observed that some students from the JHS are failing their B.E.C.E examinations because they cannot express themselves competently in writing. Chief examiners’ 2012 report attests to this problem. Earlier research has indicated that some students who finish basic school cannot write sentences without making grammatical errors. This is a big issue because in a multilingual country like Ghana, the English language is considered an effective tool in communication. Any blemishes in the language will impede the flow of communication (Dadzie & Bosiwah 2015: 46)

Crystal (2000:190) stated the same view of Dadzie and Bosiwah. He states that

The way a communication system works is known as its grammar and both sender and the recipient need to use grammar if they are to understand each other. If there is no grammar, there can be no communication.

The above statement underscores the importance of grammar teaching in the basic schools. This means that for good communication to take place, the message should get to its destination effectively without any barrier. In order to achieve effective communication, therefore, the message sent should not be full of grammatical errors such that comprehension is hindered.

Freeman, (2001:526) asserts that grammar knowledge is very important; it enables students to communicate accurately, meaningfully, and appropriately. From this assertion, one could see another importance of grammar, which is, helping students with the structure they need to carry their messages across. Foppoli (2011:1), shares the same view:

Grammar is the backbone of a language and without it any single thing you do may be flux. Grammar provides you with structure in order to organize your messages and ideas across. It is the railway through which your messages will be transported. In the same way, since a train cannot move without railway, one cannot convey his or her message effectively without the right structure of the language.

From the above quotation, grammar is seen as a tool for effective communication. Communication suffers in the absence of the right use of grammar. There is clear evidence that shows that grammar cannot be ruled out in our schools, hence the need to teach it well to enable students to grasp all the grammatical skills. Although the role of teachers in the grammar classroom is very crucial, some teachers at basic level take grammar teaching for granted. Many see grammar teaching as the easiest subject to teach and teach it with the mind that students will understand easily. Besides, there should be best practices in teaching grammar to help students understand and apply the rules effectively in their day to day activities. As a tutor of the English language of a college of education, I had the chance to supervise teachers and teacher-trainees' lessons in their various classrooms and saw that most grammar structures are used for songs and some students sing without even noticing the grammar structures. The implication is that teachers need to adopt appropriate and effective strategies to teach grammar in the language classroom, but

adopting suitable methods for teaching the language structure at the basic level is a bother to many teachers. It appears many teachers are not trained to explore other methods apart from the traditional grammar memorization method. The researcher believes it is proper for educators to consider suitable methods for teaching grammar because strategies teachers adopt to teach their students really counts. Sackeyfio (1996:33) attests to this notion

Rotten teaching methods also play significant part in affecting the learner of English adversely. A teacher may sometimes dole out awful lessons without realizing just how lousy it is.

Against this background, one could easily see how methods teachers adopt in the teaching of grammar have great impact on students' learning of grammar in the basic school. In order to avoid grammatical errors in their oral and written works, there is the need for English teachers to help students to be proficient in grammar. Consequently, this study seeks to explore the effectiveness of the inductive method in teaching grammar at the basic school level and also find appropriate activities to help students grasp the correct structure.

1.2 Statement of the Problem

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. There is therefore the need for pupils at the JHS level to grasp grammatical competence as they advance to higher levels. In some of our basic schools now, some teachers find it difficult choosing appropriate strategies to teach grammar. Strategies that teachers are supposed to

use are clearly stated in the syllabus but some teachers still ignore and choose their own strategies that will be very simple and convenient. Thus, although students are taken through grammar lessons for three years at the JHS level, they still make a lot of grammatical errors in their writing and speech. West African Examinations Council (WAEC) Chief Examiner's reports, year after year, talk about the grammatical errors students make. Also, Curriculum Research and development Division (Ghana Education Service) (CRDD, 2002) report on students writing performance also states that many students speak and write with a lot of grammatical errors. Dealing with this grassroots problem will hopefully help address the problem of grammar teaching and learning.

1.3 Research Objectives

The objectives of the study are:

- i. to examine the strategies teachers use in teaching grammar in the language classroom
- ii. to assess the impact of inductive teaching and the challenges teachers face when using this strategy.
- iii. to develop inductive teaching activities to help teachers to teach grammar effectively.

1.4 Research Questions

- i. What are the strategies teachers use to teach grammar in the language classroom at the JHS level?
- ii. Do students taught inductively perform better than those taught deductively?

- iii. What are some of the inductive teaching activities that can help students of the JHS understand and apply grammar rules effectively?

1.5 Hypothesis

The hypothesis to be tested under this study is:

Students taught grammar inductively will perform better than those taught deductively.

1.6 Significance of the Study

It is believed that this study would be beneficial in many ways. This research seeks to contribute to the efforts being made to solve the ever increasing problem of subject verb – agreement and the students being used as the experimental group will benefit from the inductive teaching. The result of the study could serve as a source of knowledge for JHS English teachers and teacher trainees in the teaching of grammar. Besides, it is hoped that the work will help the curriculum research unit of Ghana Education Service (G.E.S) to incorporate a lot of inductive teaching activities that will improve the teaching and learning of grammar. Finally, It will also inspire other researchers to conduct a study on other aspects of English like, listening, speaking and writing to find suitable strategies to teach these aspects.

1.7 Delimitations of the Study

The research was conducted in selected basic schools in LA-Nkwantanang cluster of schools, Accra. Out of 94 schools, the study was

delimited to only 17 schools. 4 schools, for intervention and 27 teachers for the questionnaire administration. Also, all students and teachers in the municipality were not used. Only JHS 2 students from one school were used for the intervention lessons. In the schools, there are many subjects students do, but the researcher delimited her work to English Language. To add to this, there are many challenges faced by the teachers and the students in their day- to- day activities in the schools but the study was delimited to the challenges related to English Language and confined to only one aspect of English Language, Grammar. Even though, my findings can be useful to the non- participating schools, it will be impossible for me to generalize the findings to the rest of the JHS in Ghana so further research can be done.

1.8 Chapter Synopsis

This study is organized in five chapters: Chapter one, contains general introduction, background of the study, statement of the problem, objectives of the study, research questions, hypothesis, significance of the research and delimitations.

Chapter two, deals with theoretical framework governing the study, action research and various theories of second language acquisition. Also, related literature on definitions of grammar, types of grammar, methods of language teaching, deductive and inductive teaching of grammar were discussed.

Chapter three, reports about the research design, (Quasi-experimental design). It looks at Pre- intervention, intervention and post-intervention techniques. Also, the chapter discusses both quantitative and qualitative

research. Besides, population, data collection instrument, data collection procedure, methods of analysis, ethical consideration and limitation were examined. Chapter Four, presents Analysis and discussion of the data while Chapter five, presents a summary of findings, recommendations and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is the foundation of the research project, on which the rationale for investigating the problem and for the chosen methodology is based. In summary, the literature review is a crucial part of the thesis, demonstrating that you have mastered a relevant area of knowledge, and as a result possess a critically informed mind, and have identified a gap in theory or practice worthy of study. (Burton & Steane, 2004).

This chapter presents the theories of action research, theories of Language acquisition and existing literature related to the current study.

2.1 Theoretical Framework

This section focuses on various theories that have been used to support the current study.

2.2 Action Research

The term Action Research first appeared in the works of Kurt Lewin in 1934, who is rightly seen as the ‘father’ of Action Research. Lewin (1951) defines action research as a process, “which gives credence to the development of powers of reflective thought, discussion, decision and action by ordinary people participating in collective research on ‘private troubles’ they have in common”. “If you want it done right, you may as well do it yourself”, is the aphorism that seems to direct the tenets of Action Research. Action research is “learning by doing.” - A group of people identify a problem, do something to

resolve it, see how successful their efforts are, and if not satisfied, try again or review the strategy.

Several attributes separate action research from other types of research. The Primary one is its focus on turning the people involved into researchers. People learn best, and are more willing to apply what they have learned when they do it themselves. Its social dimension is that the research takes place in real-world situations, and aims to solve real problems. Finally, the initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges his or her bias to the other participants.

Gerald Susman (1983) gives a somewhat more elaborate listing. He distinguishes five phases involved within each research cycle. Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in the light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

Winter (1989) outlines some principles of action research which include reflexive critique (where people reflect on issues and processes and make explicit their interpretations) biases, assumptions and concerns upon which judgments are made, dialectical critique, collaborative resource, risk, plural structure and theory, practice, and reformation.

The major tenet of Action Research is captured in a study done by Johnson, (2011). According to Mills (2000) cited in Johnson, (2011). There are four steps involved in the process of conducting Action Research and this includes the following:

- a) identifying an area of focus,
- b) collecting data,
- c) analyzing and interpreting the data,
- d) developing an action plan.

Brighton and Moon (2007 cited in Johnson, 2011) also included more steps in the action research process to provide a clear-cut picture of the research development for the individual conducting the investigation. Their steps included the following:

- a) identifying the area of focus,
- b) writing the action plan to guide the inquiry process,
- c) collecting data to address the identified question,
- d) organizing the data,
- e) analyzing and interpreting the data,
- f) sharing the findings.

This theory is relevant to the current study because this methodology will be employed by the researcher. To adequately investigate the right methodology of teaching that will produce desired results in grammar, it is essential that the researcher be part of the study to bring out the clear picture of the issue to be studied. Hence, the researcher will take active part in identifying the area of focus, collect data, analyze and interpret the data and develop an action plan to rectify the problem.

2.2.1 Theories of language acquisition

There are several theories that have been propounded on how language is acquired by humans. These are explicated below.

Reinforcement theory: This theory asserts that children learn to speak like adults because they are praised and rewarded for their appropriate use of the language. This theory stems from well-known Learning by Operant Conditioning theories stemming from the works of B.F. Skinner. Although the Reinforcement theory is inadequate to explain how children get the rules of the grammar of the language since children are impervious to corrections and the corrections of parents are mostly not accurate, the theory also provides good explanations for how children get to repeat correct grammar expressions as and when they are rewarded on its appropriate usage. (Hurley1996.)

Active Construction of a Grammar theory: This holds the view that children form the rules of grammar themselves. It holds that the ability to develop the rules is innate but the actual rules are derived from what they hear from others; this is their input for data analysis. Children listen to speeches around them and analyze them based on what already exists. When they are able to match what they hear to the rules that are innate, they use them in subsequent utterances.

Connectionist theories: This theory assumes that language learners learn new languages by forming neural connections in the brain. A child develops these connections by using a language or being exposed to a language. Through these connections, the child learns the meanings of words, associations between words, sound sequences and so on. All these theories are important to this research since they explain how language is acquired by language learners.

The focus of this research is to see whether inductive or deductive or an eclectic approach is the right way to help language learners acquire the rules of the English language. The theories above will facilitate the understanding of what basis children have in acquiring languages.

Social Interaction Theory: The social interaction theory is also another theory that explains that children acquire the rudiments of a language as a result of their interaction with parents, peers and significant other. The approach holds that children prompt their parents to supply them with the appropriate language experience they need. Although like Active Constructionists they also believe that children have the predispositions for a language, they emphasize more on the social interactions that children have and how this affects their language. They consider the children and the language environment as a dynamic system; children need their language environment to improve their social and communication skills.

2.3 Review of Related Studies

2.3.1 Definition of grammar

Shashirekha (2014) provides several definitions of grammar by researchers. Thompson and Wyatt say “grammar presents the facts of a language under certain categories and deals only with those which can be brought under general laws and stated in the form of general rules.” Sweet defines grammar as "the practical analysis of a language, its anatomy" and Chomsky, on the other hand, defines grammar as, "a system of rules that, in some explicit and well defined ways, assign structural descriptions to sentences". All these definitions then point to the fact that grammar deals with

the rules that govern the usage of a language. The various steps that dictate what is proper in a particular language is embodied in the grammar of that language, hence, grammar becomes of immense importance to the language since it becomes the 'guiding light' for proper usage of the language.

2.4 Types of grammar

Sams (2003) provides an explanation of the types of grammar. There are three types of grammar and these includes prescriptive, descriptive & pedagogical.

Prescriptive grammar: This refers to grammar that presents authoritative norms for a particular language and tends to deprecate non-standard constructions. It prescribes what we should say. Prescriptive grammars are usually based on the prestige dialects of a speech community and it often specifically condemns certain constructions which are common only among certain socioeconomic groups, such as the use of "ain't" and double negatives in English. Prescriptive grammar lays out rules about the structure of a language. Unlike descriptive grammar, prescriptive grammar deals with what the grammarian believes to be right or wrong, good or bad language use.

Some rules included in this type of grammar are:

- (1) never split infinitives,
- 2) never use double negatives,
- 3) never end a sentence with preposition,
- 4) never use 'me' after 'than'.

Descriptive grammar: This can be defined as grammar that explains what people actually say. It attempts to describe actual usage, avoiding prescriptive judgments. Descriptive grammars are bound to a particular speech community and attempt to provide rules for any utterances considered grammatically correct within that community. It looks at the way a language is actually being used by its speakers and then attempts to analyze it and formulate rules about the structure. In descriptive grammar, forms and structures that might not be used by the speakers of Standard English would be regarded as valid and included. It does not deal with what is good or bad language use and it is based on the way a language is and not how some think it should be.

Pedagogical grammar: Pedagogical grammar can be defined as a grammar designed to help language learners with the rules of language. It is not necessarily as comprehensive as descriptive grammar. This is also called teaching grammar or students' grammar. Pedagogical grammars are designed for teaching and learning purposes, and their rules are often simplifications of wide coverage and few exceptions, as well as being short and memorable. Examples of pedagogical rules include using 'a' before a consonant sound and 'an' before a vowel sound and the simple past tense in regular verbs is formed by adding – (ed) to the infinitive.

2.5 Methods of Grammar Teaching

Nosrati, Karimi, Malekian and Hariri (2013) surveyed several methods that have been employed to teach language and grammar in schools. These methods include:

1. Direct Method: With this method, teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided since they are taught inductively and emphasis is placed on good pronunciation. Speaking is taught before reading or writing.
2. Grammar Translation: This method instructs students in grammar and provides vocabulary with direct translation to memorize. This teaching of grammar examines the texts and develops awareness that language constitutes a system which can be analyzed. Exercises must be practiced to allow assimilation of grammar rules in the language.
3. Audio-lingual: This method is based on the behaviourist theory which professes that certain traits of living could be trained through a system of reinforcement. Grammar was taught as a principle of drills with no focus on teaching of vocabulary. Everything taught is memorized.
4. Suggestopedia: The underlying principle in this method is that a language can be acquired only when the learner is receptive and has no mental blocks. Hence, various methods are used to suggest to learners that the language is easy and in this way the mental blocks are removed.
5. Communicative Language Teaching: The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations he or she is likely to find him or herself. The content of the courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity and location.
6. Community Language Learning: In this method, attempts are made to build strong personal links between the teacher and student so that there are no

blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

7. Immersion: In this method, learning is done through the medium of the target language. The student is put in an environment where he or she is tutored in various subjects based on the target language as a medium of instruction. This is in a bid to get the student to familiarize him or herself with the target language.
8. Task-based language learning: Here the teaching is focused on the completion of a task which, in itself, is interesting to the learners. Learners use the language they already have to complete the tasks and there is little correction of errors.
9. Silent Way: This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. Students are not encouraged to use the mother tongue.
10. Total Physical Response (TPR): TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.
11. The Natural Approach: This approach, propounded by Krashen (2010), stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

2.5.1 Deductive and Inductive Teaching Approaches

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, deductive principles are convenient for situations where grammar translation method is applied (Nunan, 1999). According to Thornbury's, three basic principles, a deductive lesson starts with presentation of the rules by the teacher. Secondly, the teacher gives examples by highlighting the grammar structures. Then students make practice with the rules and produce their own examples at the end of the lesson (Thornbury, 1999). Nunan (1999) identifies inductive approach as a process where learners discover the grammar rules themselves by examining the examples. 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 an audio rather than isolated sentences. Thornbury (1999) notes that in an inductive approach, learners are provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves.

A deductive approach is based on the top-down theory in which the presentation and explanation of grammar rules take precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures first. Next, they see the examples provided by their teacher and finally they begin to produce their own examples.

In contrast to this, an inductive approach is based on the bottom-up theory which accepts the view that language learners tend to focus on parts

rather than the whole. For this reason 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 (Thornbury, 1999). The deductive approach is more teacher centred while the inductive approach is more student centred.

Jiang (2012) did a study on the effect of integrating inductive and deductive approaches with multimedia assistance into acquisition of the subjunctive mood. This study was done with the aim of investigating whether both methods, when used, had some quality to increase efficiency in gaining understanding on some basic grammar points. The study was conducted among 70 students who were English major sophomores enrolled in an “English Grammar” course in, Ningbo, China. Their proficiency level was considered as medium level or less. They were drawn from two groups as they enrolled in the college and each took part in a pre-test and a post-test.. During the intervention, the students were taught the subjunctive mood of the verb ‘to be’ using in three part:

- a) subjunctive mood with *be* as main verb,
- b) subjunctive mood with *were* as main verb,
- c) subjunctive mood with meanings.

The three parts were taught using this rubric: the first part was taught with inductive approach with multimedia assistance (method 1), the second part, deductive approach with multimedia assistance (method 2), and the third part both inductive approach and deductive approach with multimedia assistance

(method 3). They were then given an evaluation test as their post-test to see if the intervention had had any effect. Jiang (2012) found out that students found method 3 very efficient and the test for method 3 recorded higher scores than the other two tests with their respective methods. However, students had some difficulties working with the inductive approach indicating a certain lack of self-learning skills among Chinese students. The limitations of this study however was that its sample size was not large enough to generalize its findings and the study focused on one aspect of English grammar. This research however seeks to fill in those gaps in the previous study.

Another study conducted by Dang and Nguyen (2013) sampled ninety-four eleven graders who were conveniently selected and randomly assigned into either the experimental group (EG) or the control group (CG). The study was to research on direct versus indirect explicit methods of enhancing English as a foreign language. (EFL) students' English grammar competence. Direct explicit grammar instruction (DEGI) referred to the use of the deductive approach while the Indirect Explicit Grammar Instruction (IEGI) also referred to the inductive approach. The study's aim was to explore the effects of indirect explicit grammar instruction on EFL learners' mastery of English tenses. A pre-test and post-test design was used to collect the data. Before and after the treatment, the following tests were administered: rule analysis, grammar, and speaking. A delayed written test was also given to both groups to assess students' retention of the structure acquired. A questionnaire was then provided to the EG to investigate their perception on the treatment. The researchers found out that participants in the experimental group, who were taken through the inductive approach for eight weeks as compared to the control group who were taught

through the deductive approach during the same period, significantly outperformed the control group in the analysis of grammar rules and oral proficiency, except for the usage of grammar structures in pre-defined contexts. This validates the cause and effect of grammar rules' acquisition and the use of them in receptive and productive stages. Also, the EG had favorable attitudes towards the instruction. The study however sampled a small size of participants hence cannot be accurately generalized to affect larger population sizes and even though the experimental group had positive reactions towards the IEGI, those reactions could be attributed to biases of the researcher who would want to make sure that the intervention of the IEGI is favorable to support the hypothesis of the research. The current study, however, addresses the issue of researcher bias by using the Action Research methodology and an increased sample size to address issues of small sample sizes.

Another study by Alzu'bi (2015) was also conducted to study the effectiveness of inductive and deductive methods in teaching English grammar. The study also attempted to see which of these two methods had a positive effect on the grammar achievement of university students and elementary school students in Jordan. 180 students were sampled for the study. Eighty were first year university English students and the rest were elementary stage students. The participants of the study consisted of four assigned sections. Firstly, at the university level, two colleges were randomly selected out of the eighteen faculties of Albalqa' Applied University. Two sections were randomly selected; one group was randomly assigned as the 1st experimental group (by using inductive method) and the second experimental group (by using deductive method). A similar process was adopted in the case of students at the

elementary stage. The relevant pre-tests were administered to the students of both groups at each stage (university and school) to make sure that the groups were equivalent at the time of starting the experiment. The researcher designed two grammar achievement tests as the instruments of this study. The instrument of each stage consists of two achievement tests (pre- test and post-test). The results showed a significant difference in favour of the inductive way of teaching. Hence, the inductive teaching approach was more efficient than the deductive teaching approach. The study however did not focus on broader aspects of syntax in grammar but was limited in this vein. The current study fills this gap by looking at a variety of grammar rules so as to offer a broader view on the best approach to be used to teach grammar in general.

Haight, and Cole (2007) also conducted a study to survey the effects of deductive and guided inductive instructional approaches on the learning of grammar in the elementary foreign language classroom. Their aim was to investigate the effectiveness of deductive and guided inductive approaches for teaching grammar in college French classrooms. Forty-seven second semester French students were taught eight grammatical structures: four with a deductive instructional approach and four with a guided inductive instructional approach. A quasi - experimental within-subjects design, featuring pre- and post - tests and eight immediate post treatment quizzes were used to assess the long- and short - term gains in grammatical knowledge for each condition. The participants were assigned to one of the four course sections through the college registrar system. All of the participants were native or near - native English speakers and non-native speakers of French. The research procedures for this investigation were integrated into the participants' daily classroom activities.

All four groups of experiment met four times a week. All four sections had the same multimedia curriculum, French in Action, a video-based programme for teaching French, in which students were exposed to native French speakers interacting in everyday authentic contexts. The results of this study support the notion that the guided inductive instructional approach has significantly positive effects on the long-term learning of grammatical structures when compared to the deductive approach. However, the findings from this study may not be generalised to other populations, due to its small sample size and controlled environment. Additionally, in terms of assessing language skills, this study focused only on the effects of the deductive and guided inductive instructional approaches on written grammar skills. Researchers did not collect data concerning the students' oral production of the targeted structures during regular class time. The current research will fill the gaps by increasing its sample size.

Another study conducted by Yeganeh, Ghoreyshi and Darabi (2013) also assessed the effect of explicit and implicit instruction on monolingual and bilingual EFL learners and acquisition of L2 grammar. The focus of their study was to investigate the role of implicit and explicit instructions on acquisition of two grammatical structures (negative and adverb placement) and also the effect of monolingualism and bilingualism on learning grammar. Adverb placement involves learners determining the correct position of the adverb in sentences, and use of negative adverbs, which are those adverbs that involve inversion with negative adverbials. Negative adverbs are more complex and less frequent in students oral and written languages than adverb placement. Thirty-eight (38) high intermediate learners, 10 monolingual and 28 bilinguals, participated in the

study. These learners were students who studied at Safir and Marefat Language Institutes in Kermanshah during the spring term of 2012. They were chosen from the population of high intermediate - level learners attending general English classes. A general English proficiency test, pre-test, post-test and delayed posttest were administered. Then the scores on the pre-test and post-tests were compared to determine the possible effects. The findings imply that in order to have efficient L2 classrooms, ELT teachers should pay more attention to the interactions between these two types of instructions and the complexity of the L2 structures. One limitation of the study, however, was that the sample size was very minimal hence results could not be generalized to other populations.

2.6 Summary

This chapter examined action research as a theoretical framework, theories of language acquisition and also reviewed definitions of grammar and types, methods of teaching grammar, and deductive and inductive approaches to teaching of grammar. In the next chapter, the methodology used in collecting data, research design, population, sampling, data collection procedure, intervention processes, method used for data analysis, ethical consideration and limitation would be discussed.

CHAPTER THREE

RESEARCH METHOD

3.0 Introduction

This chapter presents a detailed description of research design, including data collection instruments which involve the source of data which gives insight into the impact of inductive teaching and learning of grammar at the JHS 2 level. It also describes the population and sample, data collection procedures and how data collected were analyzed.

3.1 Method

Research Method, according to Hernández, (2011:47) is defined as a highly intellectual activity used in the investigation of nature and deals specifically with the manner in which data are collected, analyzed and interpreted. The research method determines the frame of explanations arising from the analysis of data and observations. From the above definition, one cannot do his or her study without research method. For the purpose of this study, the methodology that was deployed was the mixed method.

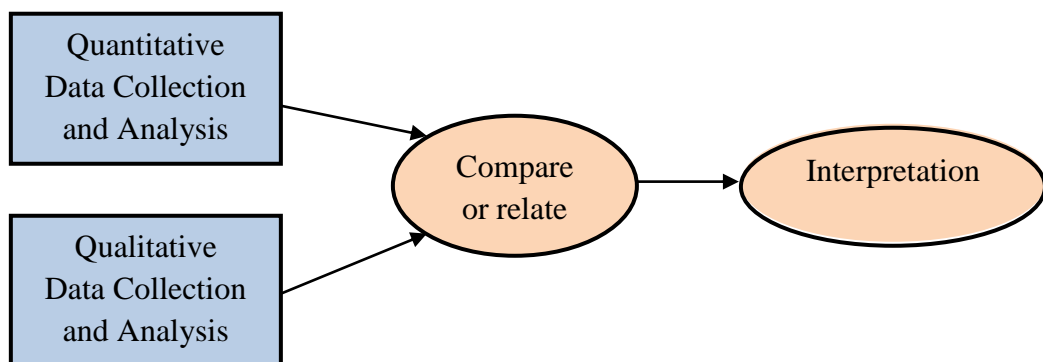
3.1.1 Mixed Method

Mixed method study is a research approach for collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely. The goal of mixed method research is not to replace qualitative or quantitative approaches but rather, to combine both approaches in creative ways that utilize the strengths of each within a single study (Tavakoli,2012:208) From

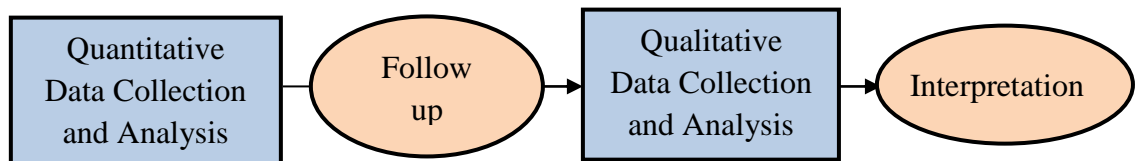
the definition, it is very useful to adopt this method because it enables the researcher to get enough data on the topic, in this case, the impact of inductive teaching and learning on the teaching of grammar in selected basic schools and also gives a clearer picture of the problem identified. Generally, there are different types of mixed methods and six of them have been diagrammed below.

Fig.1 Examples of mixed methods designs.

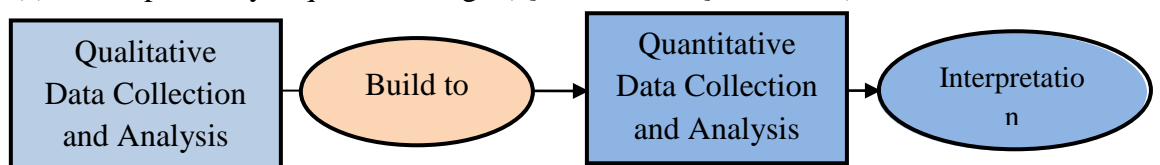
(a) The convergent parallel design



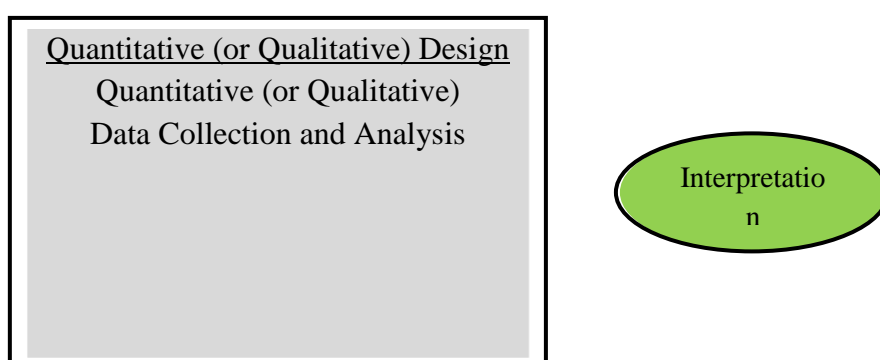
(b) The explanatory sequential design (Quantitative- qualitative)

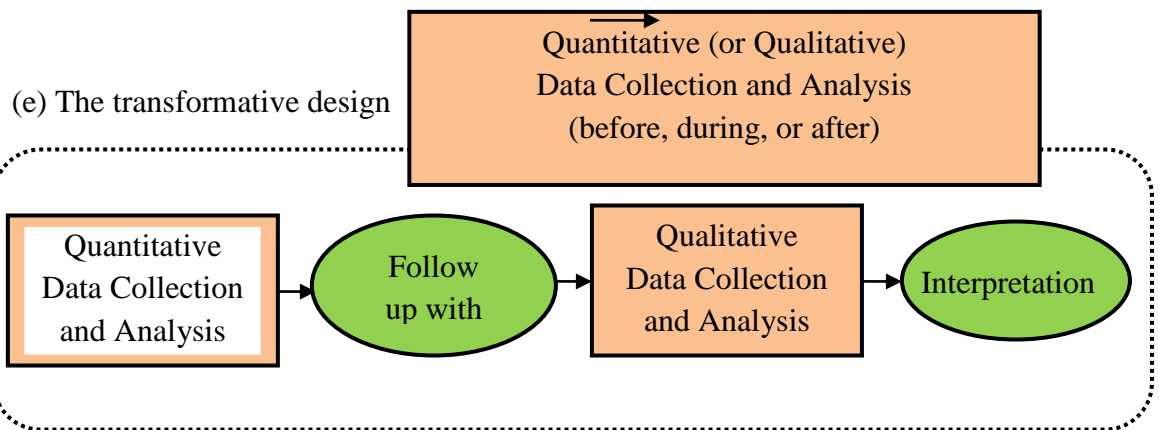


(c) The explanatory sequential design (Qualitative – Quantitative)

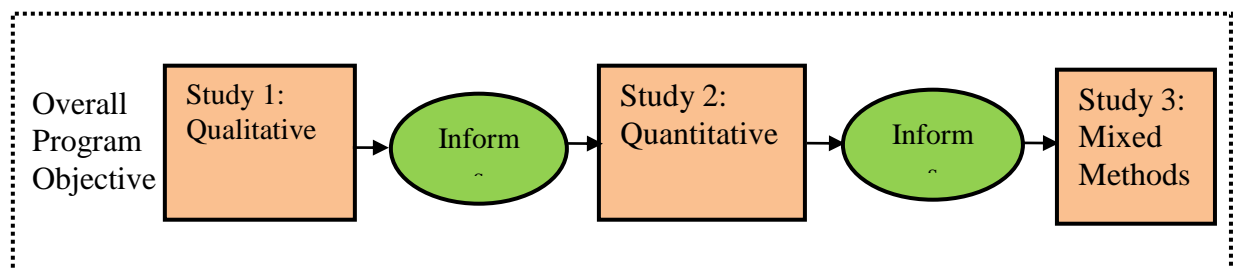


(d) The embedded design





(f) The multiphase design



Adapted from: www.sagepub.com/upm-data/10982_Chapter_3.pdf

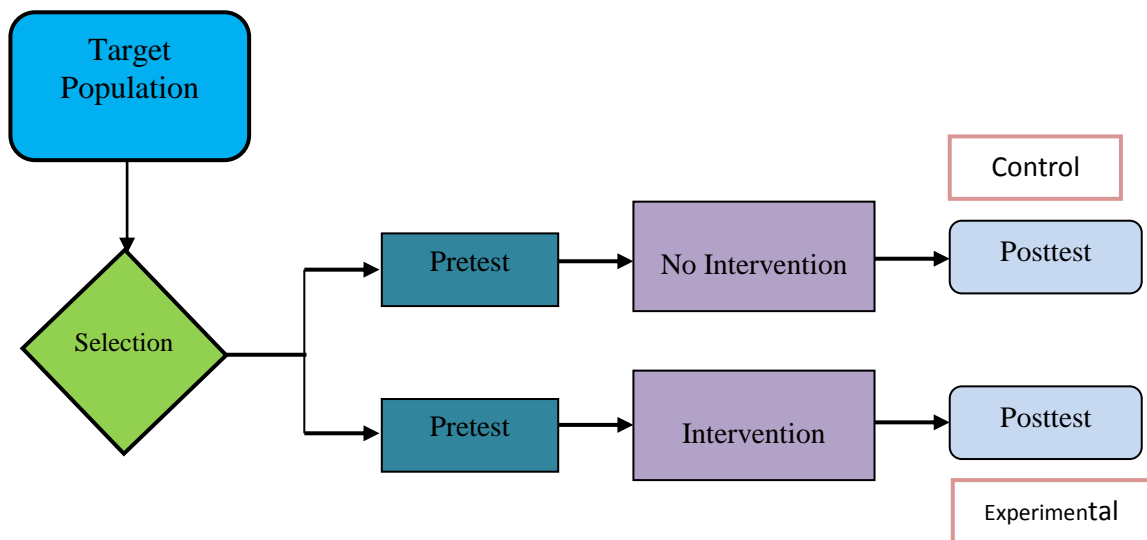
From the above stated types of mixed method designs, the researcher adopted design **B**, explanatory sequential design, because quantitative data was collected and analyzed first, followed by the qualitative data. For the quantitative data, the researcher gave out close ended questions to JHS 2 English teachers in La - Nkwantanang municipality to respond to. Also, Pre and post-tests were administered to some of the students at Nkwantanang cluster of schools. For the qualitative, the researcher used four weeks to observe all the JHS schools at the Nkwantanang cluster of schools. This was done to confirm the approaches teachers use in class and also observe students response to grammar teaching.

3.2 Research Design

Gay and Airasian (2000:107) define research design as “a general strategy for conducting a research study” which describes the basic structure of the study. They explain that research design informs the researcher which strategy to select, and includes the hypotheses, variables, and real world. In order to get a good design for the current research, the above definition was considered because it was needed to facilitate the smooth sailing of the various research operations (Kothari, 2004:9). Making the current research as efficient as possible, the researcher employed quasi-experimental design which gave a better picture of the problem identified.

3.2.1 Quasi - Experimental Design.

Quasi-experimental research is characterized by the existence of pre and post-treatment, the presence of experimental and control groups but no random assignment of subjects to groups (Selinger and Shohamy1989: 136). There are many forms of quasi-experiments but the one chosen for the current work is Pre-post-test with experimental and control groups. The experimental group is exposed to the intervention/ treatment exercise. On the other hand, the control group is left without any treatment. Figure 2 explains further pre - test–post - test with control group.

Fig.2 Quasi-experiment

Adapted from: www.nationaltechcenter.org/index.php/products/at-research

From the description given on the design, the researcher adopted the Pretest–posttest with control and experimental groups. The reason for the selection was that it helped the researcher to do a better comparative study of the control and experimental group. For an effective research, the researcher went through the following processes to collect data for analysis. (A detailed description is given under data collection procedure.)

3.2.2 Intervention Processes

The intervention involved pre-intervention, intervention and post intervention

3.2.2.1 Pre – intervention (pre - test)

Corbett (2003:194) explains that pre-test can find out the level of the students' knowledge and ability before the intervention starts, and so performs a

useful diagnostic function. He further states that tests during an intervention can gauge progress, increase motivation, and act as a further diagnostic measure. In order to identify the actual problem at hand, the researcher adopted this procedure to diagnose the perceived research problem before the actual intervention or treatment. What the researcher did was to select a composition topic, with the title, “What I do on Sundays”, in their English textbook. The reason for a composition exercise was that the researcher did not want to test students’ knowledge of grammar in isolation. She wanted to know how students use their grammar knowledge to express themselves orally and in writing. To get the clear picture, the two groups: control and experimental groups, were all put in their various classrooms for two periods, that is, 70 minutes to write the composition. This exercise really helped the researcher to identify some of the grammatical errors they make in their written compositions. From all the mistakes identified, the researcher chose Subject-verb agreement (Concord) because it was the most pervasive error. Again, the researcher acknowledges that a firm grasp of the knowledge of concord will help solve the major error problems students and even adult users of English language face in their day to day activities. An intervention/treatment stage was then devised to treat the problem identified.

3.2.2.2 Intervention process (Treatment stage)

This process is about series of measures put in place to treat the problem identified. The current researcher used about three months to implement an approach to teach grammar effectively at the JHS 2 level. The major problem identified in their compositions, as stated earlier was subject-verb agreement.

The researcher then prepared a detailed lesson plan based on subject–verb agreement to teach the experimental group to help overcome the subject–verb agreement errors. With the inductive approach, the learner first studies examples in which the grammatical structure is used, without having met the rule, and from these examples he or she has to develop an understanding of the rule (Thornbury 2000: 49). Inductive language learning is quite similar to the way native speakers acquire their language and thus the approach is often associated with the Direct Method and the Natural Approach (Thornbury2000: 49).The deductive approach, on the other hand, proposes the introduction of the rules, memorizing and applying them. The researcher used deductive approach to teach the control group. After these rigorous exercises, the researcher gave the same composition lesson to the two groups to test the impact or effectiveness of the inductive teaching and learning.

3.2.2.3 Post-Intervention

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

3.3 Population

Population, is the group of interest to the researcher; the group to whom the researcher would like to generalize the results of the study (Kritsonis 2009:21). The current study was carried out in La - Nkwantanang Municipality. La - Nkwantanang is located in the Greater Accra Region. According to the

2010 population census, the population is 161,873 out of which 51 percent is male and 49 percent female. It is therefore a male dominated area. In terms of education, the municipal assembly has universities, secondary schools, vocational schools, junior secondary schools and primary schools. There are about 1,426 (2013 composite budget) teachers in the public and private schools in the area. Also, the number of JHS schools in the municipality is 94 of which 37 are public schools and 57 private schools.

3.3.1 Sample

With regard to the current study, the researcher selected 17 schools for the collection of the data. Out of the 17 schools, 4 schools at Nkwantanang cluster of schools were selected for observation and intervention lessons. Redco M/A 2 A and B schools were chosen as the experimental and the control groups. Questionnaires were also administered to all teachers from the 17 schools selected. The main reason for selecting these schools is the convenience of having all schools around Madina which were close to the researcher's station. Another reason for selecting Nkwantanang was because the majority of the students stayed around the schools so the students' attendance was generally good. This really helped the researcher because students were all the time present for the intervention lessons.

3.3.2 Sampling

For the current study, the researcher used purposive sampling to select all the schools of study. Purposive sampling is the process whereby the researcher selects a sample based on experience or knowledge of the group to

be sampled. Bernard and Karmel (2002) state that purposive sampling, when used appropriately, is more efficient than random sampling in practical field circumstances. Also, Raenkel and Wallen (2000: 99-100) advise that subjects to be surveyed should be selected purposively if possible, from the population of interest as they possess the information the researcher wants to obtain. Even though, purposive sampling has disadvantages, the researcher chose it because she needed to be sure that she could work with the participants to test the impact of the teaching method being studied. The researcher purposively selected 17 schools out of the 94 and administered the questionnaires to the teachers in the selected schools. The researcher did this because of accessibility of the school. To add to this, the researcher used the same purposive technique to sample the schools for the observation study and the intervention processes. All 4 JHS Form 2 schools at Nkwantanang cluster of schools were selected for the observation. Out of the 4 schools, one school was selected for the intervention lessons. The school had 2 classes, A and B. 36 students were chosen from Group A to represent the experimental group and 36 from group B as the control group. There was no sampling because all those who were available were used. Table to show the sample distribution of the study location.

Table 1: Schools and number of teacher respondent.

Schools	Number of teacher respondents
Madina '1' JHS teachers	2
Madina 2 JHS	1
<i>Madina '3'</i> JHS	2
Madina 4' JHS	2
Madina '5'(demonstration school)	1
Madina Estate 1 JHS	1
Madina Estate 2 JHS schools	1
Madina Estate3 JHS	2
Queen of Peace R/C JHS	2
ST Andrews JHS (All JHS schools) 4, 5 ,6 and 8	7
SDA JHS Madina	1
Nkwantanang JHS school 7and 8 JHS	2
Nkwantanang1 and 2	1
Redco M/A 2 JHS	2

Table 2: Schools that participated in the observation session

Schools	No of students
Redco M/A 2 JHS A&B	97
Nkwantanang 1&2	90
Nkwantanang 5&6	90
Nkwantanang 7&8	90

Table 3: Schools where the intervention occurred

Schools	No of students
Redco M/A 2: A Experimental	36
Redco M/A 2: B Control	36

3.4 Data Collection Instrument

Data allows us to look over the researcher's shoulder and see what he saw. Data makes research *empirical*, and empirical research is highly valued because it represents something outside our opinions and ourselves (Griffe 2012:207) Examples of data collection instruments include questionnaires, various types of tests, observation schemes, and transcription protocols. The instruments used for collecting data for this study were questionnaire, observation, pre-test, and post-test.

3.4.1 Questionnaire

Questionnaire is a set of carefully designed questions given in exactly the same form to a group of people in order to collect data about some topic(s) in which the researcher is interested (Jupp 2006: 252). It is a data-collection instrument that asks respondents for demographic information, opinion or questions of fact (Griffiee 2012: 67). For the current study, 27 close-ended questions were administered to 21 JHS two English Language teachers in the La Nkwantanang municipality. Out of this number, 22 were female and 5 were male. The items on the questionnaire were divided into 5 namely, biographical information, current teaching status, teaching approaches used to teach grammar, professional training or in- service training and students performance. All closed-ended questions were set based on the headings already stated. The researcher used closed ended questions because it was very easy to code and also it becomes very easy when analyzing on SPSS. The aim is to give the focus or direction and make questions easy to answer. Another reason is that respondent feel reluctant when dealing with open-ended questions. The issue is that, with the open- ended they need to express their views by providing their own answers and some respondents think it is waste of time so they try to give excuses when given the questionnaires to fill. In order to avoid these problems, the researcher chose the closed-ended questions elicit the information from participants. This made the exercise very effective.

3.4.2 Observation

A frequent source of information in case study research is observation of the research setting by the researcher. Unlike interviews, which rely on people's

sometimes biased perceptions and recollections of events, observations of a setting by a case study researcher may provide more objective information related to the research topic. However, conducting a meaningful observation requires skill and persistence (Dawson, 2006). (Hancock 2006 : 46 - 57) proposed 5 principles to guide researchers in conducting observational research. Below are the five principles:

1. Identifying what must be observed in order to shed light on possible answers to the research questions.
2. Creating an observation guide, a list of features to be addressed during a particular observation (This list often includes the time/date/location of the observation names/positions of persons being observed, specific activities and events related to the research questions, and initial impressions and interpretations of the activities and events under observation.)
3. Anticipating that participants in the setting may be suspicious of the researcher's goals; the researcher must be prepared to explain why, how, and for whom the investigation is being carried.
4. Recognizing his or her personal role and biases related to the research. Unlike other forms of research in which the researcher attempts to maintain distance from the setting and activities, case study researchers are usually immersed in their work.
5. Minimizing risks; to balance any risks with potential benefits of the research and to inform participants of any risks involved. For the current study, the researcher considered the above mentioned principles. The first thing the researcher did was to prepare a checklist to guide her in getting the information she was looking for. Below were items she observed:

1. The methods teachers use in the grammar classroom
2. Teaching and learning aids used by teachers in class
3. Teachers' response to difficult grammar questions
4. Students' response to grammar questions and their performance in the grammar classroom
5. How textbooks and supplementary books were used in class.

After this step, the researcher met with the teachers and students from the 4 JHS schools at Nkwantanang cluster of schools participating in the study and briefed each group on the intended observation exercise. They all agreed to work with the researcher.. She spent 4 weeks in the JHS classrooms to observe and gather information on the areas mentioned.

3.5 Data Collection Procedure

This section gives a detailed description of what was (or will be) done in carrying out a study. Bala (2005) proposed questions that a researcher should follow for an effective procedure. The researcher adapted these five questions to guide her to collect her data.

1. How is the data collected?
 - Where is the information documented?
 - When is the information considered "final"?
 - Who is responsible for providing the data?
 - How do you ensure that all relevant data has been collected
2. When is the data collected?
 - Make sure the procedures indicate at exactly what point each piece of data is to be collected.

3. Who is responsible for collecting and recording the data?
 - Describe who is responsible for collecting the data, who is responsible for entering it in the database, and who is responsible for transforming the raw data into the form you will work on.
4. Where is the collected data stored?
 - Describe how the data will be stored – questionnaires, records of interviews, copies of official documents, emails, as well as the name and location of these materials.
5. How do we ensure that the data are correct?

For smooth flow of the exercise, the researcher answered the adapted 5 questions to describe the procedure used to collect her data. As earlier stated, the researcher used questionnaire for teachers, observation and pre- test, intervention or treatment and post-test. In order to receive the desired information needed, certain measures were taken for the administering of the questionnaires based on the mixed method. The reviewed questionnaire was piloted to test its validity before it was finally administered to the teachers selected to participate in the study. Before administering the questionnaire, official approval was sought from the relevant authorities to enable the teacher to freely participate in the study. The administering of the questionnaire took two weeks to complete. Even though, the questions were closed-ended, respondents were given enough time for completion and submission.

There was also the need to go to the selected schools to have first - hand information on what English teachers do in the grammar classroom. The researcher sought permission from the respective headteachers of the schools

selected for the observation exercise. Each headteacher called for a short meeting with the English Language teachers for a briefing on the study. Later, the researcher was introduced to the students for a similar exercise. This was to win the confidence of the participants and eliminate any possible aversion towards the study. The researcher used four weeks for the class observation, appearing twice every week. After the observation exercise, the researcher devoted four weeks for the intervention processes.

3.5.1 Pre – Intervention

The researcher gave a composition exercise on “What I do on Sundays” which is found in their JHS 2 English textbook (page 80). The reason for choosing this exercise was that the researcher wanted to know how grammatical structure is used. Also, she did not want to test their grammar skills in isolated sentences. The students did not take the exercise home to write. They sat in class for 70 minutes to write the essay. I had the exercise very smooth because all the English teachers in the school gave me a helping hand. After 70 minutes, the two groups, experimental and the control group handed all their compositions to the researcher. To add to this, the researcher used one week to mark the exercises and the results really confirmed that indeed there was a problem. Below is a classification of the errors students made.

Common errors from the students’ composition

- Verb tense errors
- Subject-verb agreement errors
- Noun-pronoun errors

- Double negatives errors
- Sentence fragment errors
- Spellings errors
- Homonyms errors
- Preposition errors
- Conjunction errors

Sample Errors from students' composition

Subject- verb agreement errors

"I goes to church every day"	.....	I go to church everyday
"My brother and I plays football"	.....	My brother and I play football
I and my brother goes to church	.....	My brother and I go to church
My friend and I enjoys churches.	..... .	My friend and I enjoy church
"The work I do are"	.....	The work I do is
The church close at 12pm	.....	The church closes at 12pm
Nobody wear	.....	Nobody wears

Spelling errors

Weather	.....	whether
Iam	.....	am
whiles	.....	While/whilst
Trueout	.....	Throughout
then	.....	Than
Super	.....	supper
brakefast	.....	breakfast.
hoseholdchoirs	.....	household chores
Foodstaff	.....	foodstuff
Mob	.....	Mop
Joy nows	.....	joy news
Brash	.....	brush

Possessive errors

fathers' car.	.....	Father's car.
Girls's school	.....	Girls' school.
Gladys's dress	.....	Gladys' dress

Preposition errors

Prefer than	.....	Prefer to
I go to church about 9.00 9.00	.....	I go to church at
My mother tells us stories on the evening	.....	in the evening.

(See appendix B-E)

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

3.5.2 Intervention Experimental group lesson on subject verb agreement/ concord

The researcher prepared a detailed lesson plan based on subject-verb agreement (appendix I) to teach this class. Her aim for teaching this class was for the students to use target structure effectively in their essays. This is the aim of every language teacher. Asamoah (2001:80) attests to this fact that lessons in the syllabus and textbook aim at getting students use the grammatical structure accurately and fluently to express themselves. To go by the aim stated above, the researcher took students through 3 stages. The following are the stages for the lesson.

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

Activities for inductive instruction:

1. The presentation context may come from something in the classroom,
2. Visuals such as a photo, an illustration in the textbook.
3. From the teacher's or students' own lives.
4. Authentic texts (listening to recorded texts or listening to dialogues to highlight grammatical structures; student then come out with rules
5. Recorded conversations: Watch videos and narrate by using structure to report what they listened to. (Savage and Bitterlin 2010).

After these rigorous exercises, students were asked to deduce rules from the sentences given.

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

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

Examples

<i>I sweep</i>	1st person singular
<i>You sweep</i>	2 nd person
<i>Mary she sweeps</i>	3 rd person
<i>We sweep</i>	1st person plural
<i>Peter and James sweep</i>	3 rd person plural

Sentences used for the lesson

The girls walk to school

S(p) V(s)

The girl walks to school

S(s) V(s)

The woman is asleep

S(s) V(s)

The women are asleep

S(p) V(p)

The English teacher always **comes** to school

S(s) V(s)

The English teachers always **come** to school

S(p) V(p)

My friends go to church on Sundays

S(p) V(p)

My friend goes to church on Sundays

S(s) V(s)

Nobody is perfect

S(s) V(s)

Each of us has a role to play in class

Mathematics is a good subject

S(s) V(s)

The United Nations is trying for world peace

S(s) V(s)

A hundred dollars is a huge amount of money

S(s) V(s)

Gladys is a good woman

S(s) V(s)

Somebody was working for my father

S(s) V(s)

My family goes out every Sunday for dinner

S(s) V(s)

My family are great scientists

S(p) V(p)

The class has decided to go on an excursion

S(s)V(s)

The football team is playing on the field.

S(s) V(s)

The audience was small

S(s) V(s)

Control Group

The control group, on the other hand, received tuition through the deductive teaching approach. They were also taken through 3 stages. The only difference in the tuition was that students were introduced to the rules before the explanation and discussion.. Later, students were asked to study the rules and form sentences with it.

3. **Evaluation and exercise:** Asamoah (2001:80) states that the purpose of this stage is to provide students with extra practice that allows one to see the extent to which the lesson objectives had been achieved. The researcher gave students extra time to work in groups by narrating their personal experiences. Later, the various groups gave their reports to the class.

3.5.3 Post intervention:

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

3.6 Methods used for data analysis

Due to the quantitative and qualitative data collected, the researcher adopted descriptive statistics to analyze the quantitative data. Tavakoli (2012:161) defines descriptive statistics as a set of statistical procedures that are used to describe, organize and summarize characteristics of sample data in a clear and understandable way, both numerically and graphically. Some of the descriptive statistics procedures include measures of central tendency (such as the mean, mode, or median), and variability (typically the variance or standard deviation) and in graphical presentations frequency distribution, bar graph, histogram, frequency polygon, pie chart, normal distribution, and skewed distribution. Jupp (2006: 46) states that descriptive statistics refers to the use of visual graphics, charts, diagrams, and basic mathematics to describe data. On the other hand, narrative analysis was also adopted to analyze data from the observational study. Narratives are storied ways of knowing and communicating. The focus here is on oral narratives of personal experience (Jupp, 2006). The researcher followed Nigatu's (2009) strategies to report what was observed. Below are the strategies:

- ❖ Chronology: describe what was observed chronologically from beginning to the end
- ❖ Key events: describing major events
- ❖ Various settings: describe various places, sites, setting or locations.
- ❖ People: describing individual people
- ❖ Issues: illuminating key issues.

3.7 Ethical Consideration

Strydom (2005:69) defines ethics as “a set of moral principles which is suggested by an individual or a group and is subsequently widely accepted as rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants, and students.” Fehring (2002:18-34) argues that “a research study involving human beings requires that the researcher understands and respect the right of participants.” In this regard, the researcher sought ethical approval from the Ministry of Education to ensure that she does not abuse the rights of the respondents. Also, all respondents were briefed on the study before she started administering the questionnaires and having the observational study, To add to this, data collection methods were designed such that they protected the confidentiality of the information obtained. This is done assigning a numerical code for all data collection forms.

3.8 Limitation of the Study

The main problem the researcher encountered was that teachers were not cooperative. Even though, the researcher briefed the participants on the aims of the research, they were still reluctant to give out vital information for an effective research. Another problem, was about the questionnaires, teachers were not eager to fill because they thought that, the questionnaire will not put money on their tables. The researcher had to convince them that after the study she would look for benevolent organizations to help the schools. To add to the above, all the teachers from the 4 schools selected didn't want the researcher to record their lessons. Researcher wanted to show videos to prove what they are

actually doing in the grammar classrooms. Out of the 4 schools chosen only one school agreed to hand over the classes for the intervention lesson. The teacher even did that because we were on the same staff in 2003. All these issues raised had deleterious effects on the study.

3.9 Summary

This chapter presented the method and research procedures adopted in collecting data. In chapter 4, the data gathered through these methods are analyzed.

CHAPTER FOUR

ANALYSES AND DISCUSSIONS

4.0 Introduction

This chapter presents analyses of data collected to measure the effectiveness or otherwise of the inductive method of teaching grammar against the deductive method of teaching. The researcher administered questionnaires to 27 teachers, with various educational backgrounds and disciplines who teach English as a subject in their respective schools. The background characteristics of the teachers which the researcher seeks to elicit, include their qualification, length of time teaching English, approaches used in teaching among others, all of which are essential ingredients to effective teaching. Also, descriptive statistics was adopted for the quantitative analysis.

Descriptive statistics is the discipline of quantitatively describing the main features of a collection of information or the quantitative description itself. Descriptive statistics are distinguished from inferential statistics (or inductive statistics), in that descriptive statistics aim to summarize a sample, rather than use the data to learn about the population that the sample of data is thought to represent. This generally means that descriptive statistics, unlike inferential statistics, are not developed on the basis of probability theory, even when a data analysis draws its main conclusions using inferential statistics, descriptive statistics are generally also presented. (Scott, 2009).

The aspects of descriptive statistics that the researcher will look at include univariate analysis and bivariate analysis particularly cross tabulation.

4.1 Background Characteristics of Respondents

In all, 27 teachers were questioned. These comprise 5 males and 22 females. The teachers' ages are between 30 and 59 years and are all Ghanaian.

In terms of academic qualification 5 out of the 27 teachers, representing 18.5 percent have a master's degree, while 20 out of 27, representing 74.1 percent have a first degree. There was also one teacher with diploma and another with Teachers' Certificate A.

Table 4 Some difficult grammar topics to teach

Responses	Frequency	Percent
Yes	22	81.5
No	5	18.5
Total	27	100

4.2 Some Difficult Grammar Topics to Teach

From table 4, it is clear that more than 8 out of every 10 teachers (81.5%) admit that they have difficulty teaching some grammar topics. This will obviously impact negatively on the teaching of grammar if other means are not caught by the teachers to address that.

Table 5 Handling of difficult topics

Difficult Topics	Frequency	Percent
Did not indicate	4	14.8
Find supplementary books and read extensively on the topics	17	63.0
Look for a colleague to handle the topic for you	1	3.7
Ignore topics	1	3.7
Find supplementary books and read extensively on the topics and Look for a colleague to handle the topic for you	3	11.1
Look for a colleague to handle the topic for me and give it to students as an assignment	1	3.7
Total	27	100

4.3 Handling of Difficult Topics

Table 5 presents results on how teachers cater for difficult topics. It can be seen from table 5 that more than 6 out of every 10 teachers (63.0%) find supplementary books and read extensively on the topics. Also, 14.8% of the teachers did not indicate how they cater for the difficult topics while 11.1% of teachers find supplementary books and read extensively on the topics and look for a colleague to handle the topics for them.

Table 6 Use of TLM

TLM used by the teachers	Frequency	Percent
Did not indicate	14	51.9
CD players	1	3.7
Computer	1	3.7
Internet	11	40.7
Total	27	100

4.4 Use of TLM

Apart from the syllabus, textbooks and supplementary books, the respondents indicated various other ways they impart knowledge to the students through the use of Teaching and Learning Methods (TLM). From table 6, it can be seen that more than half (51.9%) of the respondent did not indicate which TLM they use. However, 40.7 percent of the (teachers) respondents said they rely on the internet.

Table 7 Knowledge of inductive approach to teaching grammar

Responses on inductive approach	Frequency	Percent
Did not indicate	2	7.4
Yes	16	59.3
No	9	33.3
Total	27	100

4.5 Inductive Approach to Teaching Grammar

Respondents were also asked whether they have heard about the inductive approach to teaching grammar. From table 7 it can be seen that 6 out of every 10 teachers (51.3%) said they know about inductive approach to teaching grammar, while 33.3 percent said they do not know about it.

Table 8 Information source on the inductive approach to teaching grammar.

Source of inductive teaching	Frequency	Percent
Did not indicate	12	44.4
College	10	37.0
Reference books	2	7.4
In-service training	2	7.4
Reference and In-service training	1	3.7
Total	27	100.0

4.6 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 8 shows that as much as 44.4 percent did not indicate their source but 37 percent of the teachers admitted that their source of the information was from their respective colleges. Also, 7.4 percent of the respondents said they had the information through reference books and another 7.4 percent said their source was both reference books and in-service training.

Table 9 For how long have you been teaching English language

Number of years taught	Frequency	Percent
2	2	7.4
5	4	14.8
6	1	3.7
7	3	11.1
8	1	3.7
10	6	22.2
11	1	3.7
12	3	11.1
14	1	3.7
15	1	3.7
19	1	3.7
22	1	3.7
27	1	3.7
36	1	3.7
Total	27	100.0

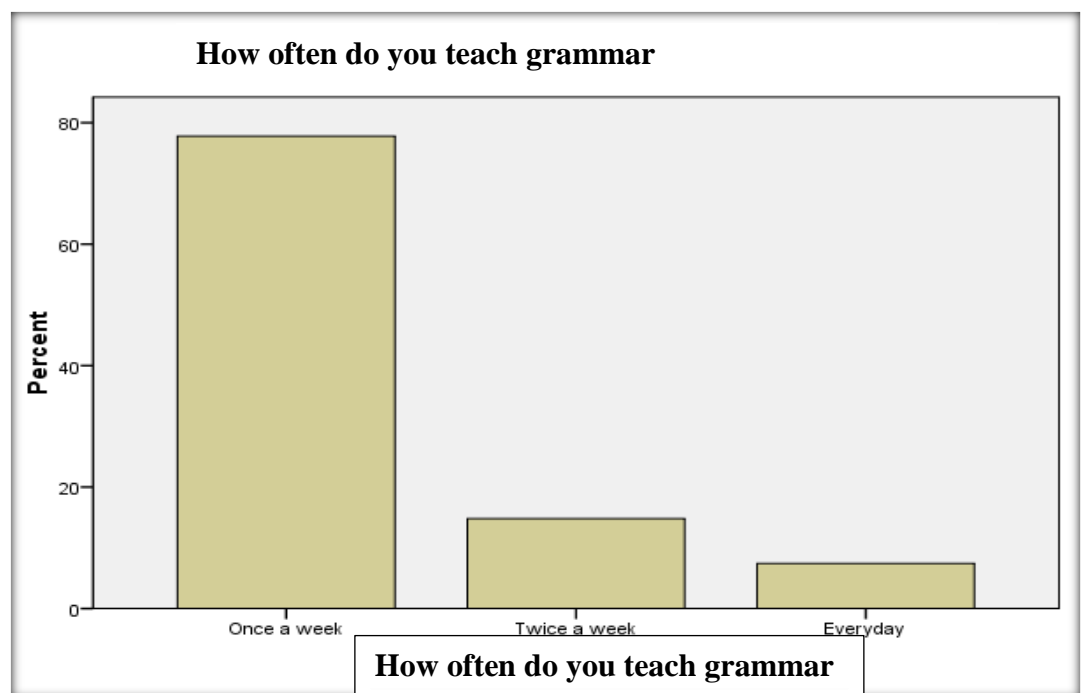
Statistics: Mean is 11.1, Median years of teaching is 10, Minimum years of teaching is 2, and Maximum years of teaching is 36 Standard deviation is 7.6

4.7 For how long have you been Teaching English Language

The length of experience of a teacher is critical to the impact he/she makes on the student. This means the more experienced a teacher is the better their students become. It is against this background that the researcher considered how long teachers have been teaching their students English. It can

therefore be seen from table 9 indicates that the teaching experience of the teachers (respondents) interviewed ranges between 2 years and 36 years with average number of years of teaching English language by a teacher to being 11.1. Statistics also shows that half of the teachers have taught for 10 years. The finding indicated that teachers who were selected for the study were experienced teachers.

Fig. 3 How often do you teach grammar



4.8 How often do you teach grammar?

Apart from the experience the teachers have acquired in the teaching of the English language over the years, the frequency with which they teach the subject is very important to make any meaningful impact. Figure 3 above shows that majority of the teachers (77.8%) teach grammar only once a week. Four (4) teachers representing 14.8 percent teach grammar twice a week, while only two (2) teachers representing 7.4 percent teach grammar every day meanwhile the

system requires that English language is taught thrice a week so it was clearly seen that some teachers are not doing the right thing.

Table 10 Approaches used in teaching grammar

	Frequency	Percent
Explain the grammatical rule, give examples and allow students to apply it	10	37.0
Introduce students to a lot of examples for students to identify the rules themselves and apply them.	13	48.1
Explain grammatical rule, students memorise rules and allow students form enough sentences with rules.	4	14.8
Total	27	100.0

4.9 Approaches used in Teaching Grammar

The researcher also considered the approaches used in teaching grammar and presents findings in table10. On this table, it can be seen that more than 4 out of every 10 teachers (48.1%) said they introduce students to a lot of examples for students to identify rules themselves and apply them. Also, more than 3 out of every 10 teachers (37.0%) said they explain the grammatical rule, give examples and allow students to apply it, while the rest (14.8%) said they explain grammatical rule, students memorise rules and allow students to form enough sentences with the rules.

Table 11 Cross tabulation of programme by Highest qualification

Programme	Highest qualification				Total
	Master's degree	Degree	Diploma	Cert A2, 3 and 4 year post sec	
	0	1	0	1	2
Adult Education	1	0	1	0	2
B.ED Arts	0	2	0	0	2
B.ED Basic Education	0	1	0	0	1
B.ED Education	0	1	0	0	1
B.ED English	0	2	0	0	2
B.ED English and Jewellery	0	1	0	0	1
BA Linguistics	0	1	0	0	1
BBA	0	1	0	0	1
BFA	0	1	0	0	1
Bachelor of Education	0	1	0	0	1
Basic Education	0	1	0	0	1
Basis Education	0	1	0	0	1
Education Administration	1	0	0	0	1
Ghanaian Language	0	1	0	0	1
Psychology	0	2	0	0	2
Psychology and English Language	0	1	0	0	1
Social Studies	0	1	0	0	1
TESL	3	0	0	0	3
Theatre Arts	0	1	0	0	1
Total	5	20	1	1	27

4.10 Cross Tabulation of Programme by Qualification.

Table 11 presents results of programmes the teacher studied by the highest level of attained. It can be seen from this table that 5 teachers attained masters degree. Three out of the five pursued teaching English as second language (TESL). Again, the number of teachers who have first degree were only 20. Out of the 20, 2 held Bachelor of Education degree (in English). 1 held Psychology and English Language and also only 1 studied Bachelor of Art, linguistics, while 16 other degree holders were trained in the other disciplines than English language. It is obvious from Table 11 that most of the teachers that teach the English language as the subject did not train as English teachers. This

could explain any difficulty that these teachers may experience in the course of teaching the subject.

Table 12 Training or workshop on teaching of grammar by organizers

	Organizers			Total	Percent
	G.E.S.	NGO	G.E.S. and NGO		
Have you had any in service training?					
Yes	1	7	4	14	51.9
No	13	0	0	13	48.1
Total	14	7	4	27	100.0

The teaching profession is a dynamic one and so capacity building for teachers is very essential for effective delivery of service. The researcher therefore sought to know if teachers have had some in- service training in the last two years. Fourteen (14) teachers representing 51.9% said they participated in some training workshop. Of the 14 teachers 7 were trained by the G.E.S, 4 by an NGO and 2 by both G.E.S and an NGO. However, more than 4 out of every 10 teachers said they did not receive any training in the last 2 years.

4.11 Analysis of Variance (ANOVA)

Analysis of variance (ANOVA) is a statistical technique for comparing several population means. For example, we may want to test for differences in mean SAT scores for three groups of students (Engineering, Computer Science and Mathematics students). We may also want to determine which of the four advertising media (newspaper, radio, TV and mobile vans) produced the highest

sales (in Ghana cedis) for sunlight soap in 2008. The basic idea is to assess whether the observed differences are statistically significant.

Table 13 ANOVA OF SCORES

Exam Score				
	Sum of Squares	Df	Mean Square	F
Between Groups	20.9923	3	6.9974	5.0772
Within Groups	192.948	140	1.3782	
Total	213.94	143		

To test the hypothesis that students taught grammar inductively will perform better than those who will be taught grammar deductively, The researcher selected a total of 72 students and grouped them into two groups of 36 students in a group, namely experimental group (pre exp), and for control group. Pre- tests were administered to members of both groups before the intervention. The intervention involved both groups but with different method of teaching. Test scores for pre- test and post test of the control and experimental groups were obtained and an analysis of variance was run to ascertain that mean differences in scores were significant to support the claim or otherwise that inductive method of teaching is better than the deductive method of teaching. The description of the significance is seen table 13. On this table, F of **5.0772** showed a rejection of null hypothesis, which means that the between group mean which is **20.9923** is significantly different from zero. This implies that the two groups had different means.

Test of Hypotheses

Null hypothesis: Examination scores of students taught with inductive method is the same as examination scores of students taught with deductive method.

Alternate hypothesis: There is difference in examination scores of students taught with inductive method and that of those taught with deductive method.

From Table 13, it can be seen that the Frequency calculated (5.0772) is greater than the critical value () read from the statistical table. This means that we reject the null hypothesis and accept the alternate and conclude that there is difference in mean scores.

A post hoc test is therefore performed to compare differences in mean scores and see which ones are statistically significant. In statistics, significance means ‘probably true not due to chances’. This test look for evidence that you can reject the null hypothesis and conclude that the research intervention used has an effect. (Cohen 1988). To have a proof to the use of the effectiveness of an intervention, multiple comparison is used to compare the means. Multiple comparison is a method used to investigate differences between pairs of population means or, more generally, between subsets of population means using sample data. Once an Analysis of Variance (ANOVA) test is completed, the researcher may still need to understand the subgroup differences among the differences in scores of experimental and control groups. The subgroup differences are called “*pairwise*” differences. ANOVA does not provide tests for pairwise differences. Hence, the researcher needs to test pairwise differences, follow-up tests called *post hoc* tests are required (Mc. Hugh2011).

Table 14 Multiple Comparisons/Post hoc comparisons in Anova

Exam Score						
Tukey HSD						
(I) Group	(J) Group	Mean	Std.	Sig.	95%	
Name	Name	Difference	Error		Confidence	
		(I-J)			Interval	
					Lower	Upper
					Bound	Bound
Precon	Preexp	0.7500	0.2767	0.0375	0.0305	1.4695
	Postcon	0.3044	0.2767	0.6900	-0.4150	1.0239
	Postexp	-0.2794	0.2767	0.7439	-0.9989	0.4400
Preexp	Precon	-0.7500	0.2767	0.0375	-1.4695	-0.0305
	Postcon	-0.4456	0.2767	0.3762	-1.1650	0.2739
	Postexp	-1.0294	0.2767	0.0016	-1.7489	-0.3100
Postcon	Precon	-0.3044	0.2767	0.6900	-1.0239	0.4150
	Preexp	0.4456	0.2767	0.3762	-0.2739	1.1650
	Postexp	-0.5839	0.2767	0.1549	-1.3034	0.1356
Postexp	Precon	0.2794	0.2767	0.7439	-0.4400	0.9989
	Preexp	1.0294	0.2767	0.0016	0.3100	1.7489
	Postcon	0.5839	0.2767	0.1549	-0.1356	1.3034

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons/ Post hoc comparisons in Anova

From table 13, significant F- value indicated that there are differences in the means but the values did not indicate where exactly the differences were. To ascertain where the differences are, a post hoc/ multiple comparisons was adopted.

The table 14 had 6 columns with the following headings:

Mean difference: It gives the differences in means of control and the experimental pre- test and post- test.

Standard error: Is the difference between two means of the control and experimental group scores.

Sig- significance: The sig level indicate whether the variable is or is not significant. One needs to be 95 percent sure of the significance of ($p < .05$), This proves that figures given are not by chance but real.

Confidence level: It states how accurate the estimate of mean is likely to show. From current research, the multiple comparisons between the two groups are shown in Table 14. From this table, it is obvious that the differences in mean between Pre con and Pre exp and difference between Pre - exp and Post con are statistically significant at 0.05 level.

To explain further, the table 14 indicates that there are differences in the mean score for the pre experimental and post experimental which is – 1.0294 and the significance value of 0.0016. This means that the mean score for post–exp (inductive) is higher than post-control (deductive). From the significance found, the researcher can conclude based on the findings that inductive method of teaching of grammar impacted positively on the test scores of the students.

4.12 Findings on Experiment Conducted

To support or reject the hypothesis that students introduced to the inductive teaching approach would perform better than those taken through the deductive method, four tests were conducted. Two tests were conducted for each group, that is, control and experimental groups. Scores from the tests were recorded and analysed by the use of ANOVA. All tests were graded over 10. The results of all test recorded showed differences in the pretest and the post tests, as shown in table 14. It is obvious that the differences in mean between Pre-control and Pre-experimental and difference between Pre experimental and Post – control are statistically significant at the 0.05 level, which means there was an impact.

To explain further, it indicates that there are differences in the mean score for the pre experimental and post experimental is(-1.0294). This means that the mean score for post–exp (inductive) is higher than the post-control (deductive). The researcher therefore concludes that inductive method of teaching grammar impacted positively on the test scores of the students. This is indicative that the inductive method is a better approach to teaching grammar. From the findings of this study, when teachers teach grammar in a real life situation, students can acquire the language more naturally. From the findings it can be said that teachers' methods of teaching are very important in the language classroom. Further, apart from the method teachers use in class, other factors, like teacher's experience, teachers' qualification, programme teachers studied and how often teachers attend workshops all play a vital role in the teaching of grammar. These factors can never be ruled out. For the effective

teaching of grammar in our basic schools, there is the need to consider all the above factors discussed and equip the teachers with the necessary resources and capacity to improve the teaching of grammar.

4.13 Analysis of Qualitative data (*Report on Observation*)

4.13.1 First class Observation

The topic the teacher treated was Nouns (common and proper nouns). Her objective was, at end of the lesson, students would be able to use common and proper nouns effectively in their essays.

The teacher wrote nouns on the chalkboard and asked students to pronounce the topic several times. After that, she asked the students for definitions of the topic. The teacher went ahead to explain the rules of common and proper nouns. Later, she asked the students to give examples and all examples given were written on the board for discussion. The teacher at this point explained the structures herself but did not allow the students to fish out for information themselves. After all explanations had been given, she asked the class whether the explanations were clear. As usual they all responded ‘Yes madam,’ but some were giggling and laughing. Concerning this particular lesson, the teacher did a lot of talking but there was less work for the students to do. The researcher observed that students really understood the lesson. All answers given were correct but because the students did not have enough practice, students are likely to forget what they have learnt.

4.13.2 Second class observation

The lesson notes structure was the same as the first school observed. There were no TLM to aid learning. The first thing was to write the topic 'Perfect tenses' on the board, then he asked students to give a definition of the topic given. The next thing he did was to review previous knowledge by taking the students through regular and irregular nouns and verbs. Students gave more examples for regular and irregular nouns. The teacher explained to the class the rule of perfect tenses that is, they are formed by the use of has/ have + past participle. Students now looked at the rules and formed their sentences. After all these exercises, students were given exercises in isolation, that is, sentences were given and they were asked to choose has/have and the right participle to that match. This exercise was an oral work. The findings were that teacher knew about his subject matter but how to impact to the students was a problem. Another issue was that the teacher was in haste to finish within the stipulated time. Finally, the teacher depended on the good students for answers to all questions asked. The weaker ones were in class alright but they were not concentrating. The teacher had to say keep quiet several times before they were quiet.

4.13.3 Third Observation

The teacher wrote her topic, 'Conditional sentences' on the chalkboard and asked for the definition. The students were not giving right answers so the teacher asked them to open their textbooks and read definition from the books. With this exercise, the researcher observed that a lot of students did not take part because the textbooks were not enough. The teacher copied the definition

from the textbook on the board. From there, examples were given by the teacher and students were asked to read all examples in the textbook. The teacher selected good readers to read. Finally, students were asked to do exercises in the textbook into their grammar exercise books. The researcher's findings on observation were:

- a) Grammar lesson was treated like a comprehension lesson.
- b) Students were not given the chance to use the new structure.
- c) The teacher talked too much and made the lesson boring.

4.13.4 Fourth observation

Topic treated was subject-verb agreement. The teacher wrote the topic on the board and asked students to repeat after her. She then gave an explanation of subject-verb agreement. She wrote her own examples on the board and asked students to identify the subjects and the verbs. After this, she told them that a singular subject goes with a singular verb and a plural subject goes with a plural verb. Teacher invited students to write examples of subject verb agreement on the board. Later all students read the sentences. After the teacher had taken them through the discussion, she started a sentence and asked them to complete it in their grammar books. Findings of this lesson were that:

- a) The teacher did most of the talking.
- b) Students' understanding was tested by answering grammar exercises in isolation.
- c) Students didn't have enough practice. The method of teaching used was deductive teaching approach.

Summary

This chapter dealt with the data obtained from the class observation and class tests for control and experimental groups. The data on the scores were analysed by the use of SPSS and the observation, narrative technique was used. From the analysis, it was seen that the intervention introduced by the researcher had a great impact and the researcher commends the use of inductive teaching approach. Based on the findings, educational implications and recommendations were suggested in the next chapter.

CHAPTER FIVE

MAJOR FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter presents the main findings from the data analysed. It also gives recommendations, conclusion and suggestions for further research. The results of the analysis in chapter four show the problems that retard teaching and learning of grammar at the JSS level, especially, JHS2. The causes of these problems have been attributed to the approaches teachers use in class, GES officials, subject teachers, the pupils themselves, and other factors. Suggestions and recommendations have been given on how to overcome these problems.

5.1 Summary of major Findings

As stated earlier in chapter one, the main aim of the study was to test the effectiveness of the inductive teaching of grammar. The study focused on the approaches teachers used to teach grammar and students attitude to grammar lessons. The summary of the main findings were put under three broad areas namely, observation and questionnaires.

5.1.1 Findings on Class Observation

For an effective lesson delivery at the JHS level, teachers need well planned lesson notes, and teaching and learning materials (TLM). On this note, the researcher took a look at the lesson plan for each of the lessons taught. What she observed was that the lesson plan structure used by all teachers in the participating schools was different from what the colleges of education taught

'the teacher trainees. Also, it was clear that some of the teachers had 'grandfather' notes, (notes from their predecessors) and all they need is to copy the notes for supervision by their headteachers and circuit supervisors but not to use in class. Also, from all the lessons observed, there were no TLM to help the students understand the structure being taught. Researcher observed lesson in four different schools. Below are the findings from questionnaire.

5.2 Findings from Questionnaire

The findings were based on characteristics of the teachers which include qualification, length of teaching the subject and approaches used in teaching among others, all of which are essential ingredients to effective teaching.

5.2.1 Findings on Qualification

In terms of academic qualification, 5 out of the 27 teachers, representing 18.5 percent had master's degree, while 20 out of 27, representing 74.1 percent had bachelor's degree. There was also 1 teacher with a diploma and another with teacher's certificate A. From these figures, it is clear that all the teachers involved in this research were professionally well trained, holding masters degree to certificate 'A' teachers. Considering the calibre of teachers, it is expected that they will definitely contribute meaningfully in class to enhance the quality of learning but findings showed that the teachers either lacked the requisite knowledge of teaching grammar or were not motivated to give of their best.

5.2.2 Findings on Teachers' Working Experience

Analysis show that the mean is 11.1. The average years of teaching is 10. The minimum years of teaching was 2, and the maximum years of teaching was 36. The Standard deviation is 7.6. These figures really show that all the teachers involved were experienced teachers. Since the teachers were experienced, the student under these teachers were expected to perform to expectation. Therefore, the more experienced a teacher, the better their students become, all things being equal. The findings indicate that the teachers were experienced yet this was not reflected in the grammar classroom. Students still finish their grammar lessons and still make a lot of grammatical errors.

5.2.3 Findings on Approaches Teachers Used to Teach Grammar

From the analysis, it can be seen that 4 out of every 10 teachers representing (48.1%) said they introduce students to a lot of examples for students to identify rules themselves and apply them. Also, 3 out of every 10 teachers representing (37.0%) said they explained the grammatical rule, gave examples and allowed students to apply it, while the rest representing (14.8%) said they explained grammatical rule, made students to memorise rules and allow them to form enough sentences with the rules. The majority of the teachers indicated that they preferred inductive teaching approach. The researcher's findings were that the teachers knew of the approach but they do not use it because it was considered waste of time. All the 4 classes the researcher observed used the deductive approach.

5.2.4 Findings on In-Service Training

English language teaching is not static but dynamic. There is therefore the need for in-service training to equip the teachers with pre-requisite skills to teach grammar effectively. The findings on in-service training were that 14 teachers, representing 51.9 percent said they had participated in some training workshop. Out of the 14 teachers, 7 were trained by the G.E.S, 4 by an NGO, and 2 by both G.E.S and an NGO. However, more than 4 out of every 10 teachers said they did not receive any training in the last 2 years.

5.3 Educational importance of Inductive Teaching of Grammar

The aim of this study as stated earlier was to find out the impact of inductive teaching and learning of grammar in the selected basic schools. The findings based on this research, indicated the effectiveness of the inductive teaching method. Hence, there is the need for teachers and policy makers to popularize the importance and promote the use of the inductive teaching in Ghanaian schools. Below are some of the importance of using the inductive teaching approach:

- i. Inductive teaching is learner – centred and help promote effective learning.
- ii. It helps learners fish out information themselves.
- iii Students hardly forget grammar structures that they learn.
- iv. It has the guarantee to motivate students to learn the structures they are introduced to.

- vi. It helps students to learn from the known to the unknown and this really helps students to understand structures by blending the old and the new knowledge.
- vi. The grammar structures are learnt in real life situations and this situational learning encourages students to use the language in a real life situation.
- vii. It also encourages teachers to give correct input when the need arises.
- viii. It helps teachers to avoid long definitions they make students memorise.

Based on the findings of the research, the researcher proposed the following recommendations to help improve the teaching of grammar in the basic schools.

5.4 Recommendations

It is obvious from the findings that there was a lot to be done in the schools with regards to teaching of grammar at the JHS level. In order to help solve the perceived problem, the following suggestions are recommended. The recommendations were put under four areas, recommendation for students, teachers of English language, Ministry of Education and textbook writers

5.4.1 Recommendation for Students

Students should develop the habit of writing, that is, write everywhere they are. It shouldn't be only the classrooms that they can write. The reason for this is that practice makes a man perfect. As they write, they get the chance to use grammar structures they have learnt. Another important issue is that students should desist from teasing their colleagues anytime they make mistakes in class and out of class. The researcher recommends that students are encouraged to read a lot because this will also help them identify how grammar structures are used. Students should visit the library every week. Also, being with the students for almost 4 weeks, the researcher saw that students nicknamed with errors they made in school. Examples of names heard were 'mengo' for mango, ladies and 'gentlement' for ladies and gentlemen, 'plaster' for pressure, 'data of birth' for date of birth. The researcher realised that some students were not comfortable with these names so anytime they were answering a question in class and the friends mention such names, they fumble in their responses. They try to avoid errors. This behaviour really retards progress so students should stop teasing their colleagues so that they can learn the English structure freely. The researcher's final recommendation for students is that they should try to practice whatever structure they learn in class because without practicing, they would easily forget what they did.

5.4.2 Recommendation for English Teachers at the JHS Level

The researcher recommends strongly the use of inductive teaching approach, which involves realia /real objects, flash cards, writing pads, authentic texts (listening to recorded texts or listening to dialogues, and role-

play) to highlight grammatical structures. Teachers should encourage their students to retell the stories in movies they watch. These are powerful tools which enhance and develop interest in learning at the JHS level. To add to the above points, teachers should create conducive atmosphere which will motivate learners to learn grammar.

Teachers should be discouraged from reading grammar textbooks in class. Instead they should take pupils through a lot of activities to make grammar lessons interesting. Professionally trained teachers of English language should influence the teaching of the subject in their schools through the engagement with other class teachers. Mistakes from students' essays should be discussed with them. This activity should help students solve their grammatical problems.

5.4.3 Recommendation for the Ministry of Education

In everything we do, if supervision is poor, many people will not be able to achieve their aims. So, for effective work in the grammar classroom, the researcher recommends that supervisors should visit schools regularly to monitor and support the teaching of English language. During the supervision, attention should be given to grammar teaching and learning. To add to this, whichever findings are made should be discussed with teachers. This exercise will also prompt the demotivated teachers to work harder. Supervisors should be keen on the inductive teaching approach. There should be enough supplementary books to supplement the textbooks used. Again, there should be regular workshops to sensitise teachers on how to teach grammar inductively. The Ministry of Education should work hand in hand with the training colleges

because the researcher observed that the procedures teachers used in their various schools, are different from what teacher- trainees are taught in college. Since colleges of education have a role to play in improving teaching and learning in our schools, inductive teaching awareness of grammar should be created to help the trainee- teachers to come out with the requisite skills to teach grammar effectively.

5.4.4 Recommendations for writers

Grammar lessons should be incorporated in composition lessons because setting grammar questions in isolation would not help students to use the structures learnt effectively. Also, textbook writers should involve enough activities in their textbook and stop defining every aspect of grammar.

In order for the student to have a variety of textbooks, it is recommended that libraries should be opened in all schools.

It is the researcher's fervent hope that students, teachers and the Ministry of Education would take these suggestions seriously in order to help improve performance of English at the basic school certificate level.

5.5 Conclusion

In the language classroom it is expected that students are to acquire knowledge and apply it without difficulty but in the case of grammar, knowledge acquired is not being applied effectively. The mistakes some students make in their oral language and written essays attest to this fact. 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. For

instance, when we teach a pupil how to weave a basket, we expect the child to produce baskets but not to give the principles governing how a basket is made. For the teaching of grammar too, what teachers expect is learners will be able to use the structures effectively. Students do not need principles governing the Language but they need to apply whichever structures they learn. To add to this, findings from the study indicated that students lack practice. Practising 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. If students need practice to grasp the grammatical structures then teachers have a great task in the language classroom. This aspect is very important and it shouldn't be taken for granted 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. Teachers must also discourage attitudes like, teasing their learners when they make grammatical error. Again, teachers should try their best to minimize apprehensions learners have towards learning of grammar. Whenever there is teaching, there should be a change in behaviour so there should be a change after going through grammar lessons. 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 agrees with the earlier researchers who are advocating for the use of inductive teaching. Even though it

is difficult to use but it is very useful when the language one is learning is not his or her mother tongue.

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CON'T of A1

10. How often do you teach grammar? Once a week Twice a week
 Three times a week Four times a week Everyday

11. Which of the following approaches do you use in teaching grammar?
 Explain the grammatical rule, give examples and allow students to apply it
 Introduce students to a lot of examples for students to identify rules themselves and apply them.
 Explain grammatical rule, students memorise rules and allow students form enough sentences based on the rules.

12. Do your students really understand all grammatical rules introduced in class by the use of the approach chosen?
 Yes..... No.....

13. Are some grammar topics difficult to teach? yes no

14. If yes, how do you cater for the difficult topics?
 1. Find supplementary books and read extensively on the topics
 2. Look for a colleague to handle the topic for you
 3. Give it to students as an assignment
 4. Ignore topics

15. Apart from the syllabus, text books and supplementary books, which of the following TLM do you use in class?
 1. Projectors 2. CD players 3. Computer 4. Internet

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

17. If Yes, where did you get the information from
 1. College of education 2. University 3. Reference books 4. In-service training

PART IV: Professional Training or In-Service Training

18. Have you had any in-service training or workshop on teaching of grammar in the last two years?

1. Yes..... 2. No.....

If yes, which group organised the in-service training for you?

1. G.E.S. Colleges of education NGO

PART V: Students' Performance in Grammar

19. How would you rate your pupils' performance in grammar?
 Very good Good Average Low

20. What is your student's reaction to grammar when you are teaching
 1. Take active part in the lesson
 2. Students keep quiet because they are not conversant with grammatical terms
 3. Ask a lot of questions to help them understand the topic
 4. Students enjoy grammar lessons.

THANK YOU

CON'T A2

10. How often do you teach grammar? Once a week Twice a week
 Three times a week Four times a week Everyday
11. Which of the following approaches do you use in teaching grammar?
 Explain the grammatical rule, give examples and allow students to apply it
 Introduce students to a lot of examples for students to identify rules themselves and apply them.
 Explain grammatical rule, students memorise rules and allow students form enough sentences based on the rules.
12. Do your students really understand all grammatical rules introduced in class by the use of the approach chosen?
 Yes.......... No..........
13. Are some grammar topics difficult to teach? yes no
14. If yes, how do you cater for the difficult topics?
 1. Find supplementary books and read extensively on the topics
 2. Look for a colleague to handle the topic for you
 3. Give it to students as an assignment
 4. Ignore topics
15. Apart from the syllabus, text books and supplementary books, which of the following TLM do you use in class?
 1. Projectors 2. CD players 3. Computer 4. Internet N/A
16. Have you heard about the inductive approach to teaching grammar?
 Yes No
17. If Yes, where did you get the information from
 1. College of education 2. University 3. Reference books 4. In-service training
- PART IV: Professional Training or In-Service Training**
18. Have you had any in service training or workshop on teaching of grammar in the last two years?
 1. Yes.......... 2. No..........
19. If yes, which group organised the in-service training for you?
 1. G.E.S. Colleges of education NGO
- PART V: Students' Performance in Grammar**
20. How would you rate your pupils' performance in grammar?
 Very good Good Average Low
21. What is your student's reaction to grammar when you are teaching
 1. Take active part in the lesson
 2. Students keep quiet because they are not conversant with grammatical terms
 3. Ask a lot of questions to help them understand the topic
 4. Students enjoy grammar lessons.

THANK YOU

Appendix: B1 Pre-Test for Experimental Groupa Class

NAME: Amos Tettey
 CLASS: 2^A
 SUBJECT: English Language
 TOPIC: What I do on Sundays
 DATE:

SCHOOL: Redeo MIA 2 JHS
 MADINA

(33)

~~On every Sunday m~~
 On Sundays every morning I wake up ~~early~~
 10:00 After I wake up I brush my teeth and wash
 my face. After that I sweep the whole Compound
 and my parents room as well. After that I wake
 my junior brother and sister. Sometimes
 After having bath I go on to ~~take~~ my breakfast
 after taking my breakfast I dress neatly and go to
 Church to go and thank God for my life. After Church
 I come and helping my mother in cooking after helping
 my mother in cooking I wash the dishes, tidy up the
~~kitchen and sweep.~~ kitchen and sweep.
 In the evening 5:00 pm I leave home and
 help my mum ~~prepare~~ LUNCH for the family.
 After that I take my bath then take my lunch I don't
 do my home work on Saturday I do them on Sundays
 or listen to music. After that I chat with my friends
 on Yahoo.

C - 1½
 O - 1
 Exp - 1½
 M - 0
 (04)

Appendix: B2 Pre-Test for Experimental Group A Class

Pre Test

NAME: Isaac Selorm Adewunlor
 Class: 2nd
 Subject: English language
 Topic: What I do on Sundays
 Date:
 School: Redco M/A 2 J.H.S - MADINA

34

On every morning on Sundays, when I wake up early at 6:00, I roll my bed and wash my face before I start sweeping the compound. After sweeping the compound, I brush my teeth, after brushing my teeth I tidy up our room and sweep the room. When I finish sweeping I go on to have bath.

After having my bath I go on to take my breakfast after taking my breakfast I dress neatly and go to church to go and thank God for my life. After church I come and help my mother in cooking after helping my mother in cooking I wash the dishes, tidy up the kitchen and sweep.

After doing my house chores I take my book and read my notes after reading my notes, I make list of items that I will go and buy in the market for the evening meals, then I go to the market and buy the items, after buying the items, I come home to cook the evening meals after cooking the meals I go and play football after playing I come and wash my hands and inform my mother to come and serve us with the food.

After eating I sit down to watch news at 7:00pm after watching the news I watch a programme on 8:00pm after the news and the title of the programme is Music Music on TV3, after watching the programme I take my bath and brush my teeth and go pray before going to bed.

Thanks you

C-2
 O-1½
 Exp-1½

Appendix: B3 Pre-Test for Experimental Group A Class

SCHOOL: Redco M/A 1/2 J.H.S - MADINA

PRE TEST

NAME: Love Oppong Parrquah

CLASS:

SUBJECT:

TOPIC: What I do on Sundays

DATE

36

for

What I do on Sundays

On Sundays when I wake up from bed I go out and brush my teeth and wash face and sweep my compound after sweep I take my bath and prepare myself for breakfast.

After taking my breakfast I prepare myself for church on 9:15 am I will be in church for second service we close at 12:30 noon etc after church I go home and change myself and wear my house dress and I start to cooking after cooking I watch a television programme called "ha gata" after watching I do my homework and take my bath and sleep.

✓

C - 1 1/2
O - 1
Exp - 1
MA - 0

03 1/2

Appendix: B4 Pre-Test for Experimental Group A Class

Pre-Test

SCHOOL: Redwood JHS, MADINA PRE TEST

NAME: THEOPHILUS BEDZRA

CLASS: 2^A

SUBJECT: ENGLISH LANGUAGE

TOPIC: What I do on ~~Sat~~ Sundays

DATE:

5 1/2

6

On Sunday morning when I wake up from bed, the first thing I do is to wash face or brush my teeth. When I finish ~~washing~~ ^{brushing} my teeth, I will go and fetch water to wash the clothes, bowls, shoes and uniforms. After washing every thing I go and see my friends then, I will ask them that will they go to church. After doing this I go and fetch water and bath, after bathing I will go and ^{have} my breakfast after having my breakfast, I will dress up and go to church.

When I go to church, I go there to learn the word of GOD or the stories about GOD. Then we will sing worship and praises then we will pray. I go to church 8:00 o'clock, then we close at 12:00 o'clock. After church we I come home and come and eat after ~~eat~~ eating, I will go and take my story book and read the title of the story book is Aminah is a lazy girl.

When the time is 2:00 I go out to visit my friends when I go there what I do there is learning. I and my friend will learn, after learning we will go out to the ^{Park} Wass and go and do games there we learn how to play Basket ball, table tennis ball, football, hand ball, and Volley ball. After that I go and empty the rubbish then I finish my job that is what I do on Sundays.

C-2
O-1/2
Exp-2
MA-0

5 1/2

Appendix: C1 Pre- Test for Control Group B Class

PT

PRE TEST

NAME : PRISCILLA .K. TETTEH
 CLASS : REDCO MIA '2' J.H.S. Form 2^B
 SUBJECT : ENGLISH LANGUAGE
 TOPIC : WHAT I DO ON SUNDAY
 DATE :

7

WHAT I DO ON SUNDAY

ON Sunday morning, when I wake up I brush my teeth and wash my face and then I will sweep my room and sweep the compound. After that I will wash my bowls and then go and fetch water so that we will all bath in the morning. After that I will go and bath and then bring our dress for church. After that I will wear my dress and go to church.

After church, I will go to the market and buy something that we will eat in the evening. If I come from the market by 2:00pm, I will buy some fruit to eat in the house before I start cooking. I pound fufu and after that I have to go and wash bowls again.

After that I watch pines on the television. And sometimes I play with the kids in my house. That is all I do on Sunday.

C-1/2
 O-1
 Exp-2
 MA-0
~~DA-1/2~~

04

Appendix: C2 Pre- Test for Control Group B Class

SCHOOL:	Redco MIA 2 J.H.S - MADINA
PT	PRE TEST
NAME:	Joshua Amekudzi
Class:	Form 2 ^B
SUBJECT:	ENGLISH LANGUAGE
DATE:	10th June, 2015
TOPIC:	What I do on Sundays
<p>On Sundays I wake up at 5:30pm early in the morning. When I wake up I first brush my teeth and wash my face with a clean water after I take a broom and sweep the rooms and the compound. Moreover I go to fetch water to bath. When I finish bathing, I clean my self with towel and pomade my self with cocoa butter cream, after pomading I dress neatly to church.</p> <p>At church I go to the youth service and in church I am the drama in the youth service, I like <u>draming</u> a lot. We sing and dance after doing all this our pastor (BISHOP EDWIN OGOC) preaches a powerful message to us. Some of the message is how to repent from <u>sin</u>. After listening to all the <u>preches</u> of this powerful man, we pay our offerings and listen to announcement and close.</p> <p>When we close, I go home to prepare some breakfast, moreover after eating, I pick my things and wash them, after washing I go to play football with my friend for about an hour. When I come back home, I iron my uniform and my brother's own. After I bathe and read my books before I go to sleep.</p>	
<p>C-2 O-1 Exp-2 ma-0</p>	

Appendix: C3 Pre- Test for Control Group B Class

SCHOOL: Redco MA 2 J.H.S - MADINA

PT

PRE TEST

NAME : MARGARET ASIYEDU

CLASS : FORM TWO (2nd)

SUBJECT : ENGLISH LANGUAGE

TOPIC : WHAT I DO ON SUNDAYS

DATE :

When I wake up early in the morning on sundays. I pray to Lord and after that I go to brush my teeth and wash my face. I then go to sweep my room and the whole compound. then I put water on fire for breakfast after that I go to bath my little brother and sister then I go to check on the water. after that I go to bath then I do our breakfast around 6:00 in the morning. After that I go to change and put on my church dress and dress my little sister and brother and off we go to church. we go to first service and close at 9:00am. When we close from church and come home we then cook some soft food like jollof, rice with stew and sometime indomie. Sometimes my younger sister washes all the dishes after breakfast and lunch then I wash our cloth that was weared to church.

Later around 12:00 to 1:00 we eat our lunch and start to help my mother cook our dinner. My mum and I will go to the market to buy some food stuff and when we come home we begin to cook. after cooking I wash the dishes and eat then I go to bath my brothers and sister. after that I take my bath too and we all brush our teeth and go to the room. I then arrange my books for Monday morning and after that I learn a

C-2
D-1
Exp-2
MA-0
95

Appendix: C4 Pre-Test for Control Group B Class

PT	SCHOOL: Redco M/A 2 J.H.S - MADINA <u>PRE TEST</u>
	NAME : MARGARET ASIEDI CLASS : FORM TWO (2 ^B) SUBJECT : ENGLISH LANGUAGE TOPIC : WHAT I DO ON SUNDAYS. DATE :
C-2 D-1 Ep-2 MA-0 95	<p>When I wake up early in the morning on sundays. I pray to Lord and after that I go to brush my teeth and wash my face. Then go to sweep my room and the whole compound then I put water on fire for breakfast after that I go to bath my little brother and sister then I go to check on the water after that I go to bath then I do our breakfast around 6:00 in the morning. After that I go to change and put on my church dress and dress my little sister and brother and off we go to church we go to first service and close at 9:00am. When we close from church and come home we then cook some soft food like jollof, rice with stew and sometime indomie. Sometimes my younger sister washes all the dishes after breakfast and lunch then I wash our cloth that was weared to church.</p> <p>Later around 12:00 to 1:00 we eat our lunch and start to help my mother cook our dinner. My mum and I will go to the market to buy some food stuff and when we come home we begin to cook after cooking I wash the dishes and eat then I go to bath my brothers and sister after that I take my bath too and we all brush our teeth and go to the room. I then arrange my books for Monday morning and after that I learn a</p>

Appendix D1 Post-Test for Experimental Group A Class

Post Test
EXPERIMENTAL GROUP

Name: Gibril Doe - Aguzey
Class: 2nd
Subject: English Language
Topic: What I do on Sundays
Date: 12/6/15
School: Redco M/A 2 JHS - MADINA

23

1

On every Sunday morning, I wake up at 5:00am. After I wake up, I brush my teeth and wash my face. After that, I go and greet my parents and my aunty. After that I sweep the whole compound, my parents' room and my room as well. After that, I wake my junior brother and sister. Sometimes when I don't wash our dishes on Saturdays, they wash them whilst I help my mum prepare breakfast for the whole family. After that I bath my junior brother and sister then take my bath. After ^{that} I go to the dining hall with my siblings then take our breakfast.

After all these, I dress and go to church ^{to} and listen to the word of God, praise and thank him for what he has done for me. When it is exactly 11:30am we close from church. After that, I walk to the bus station then bore a car home. When I arrive home, I remove my church cloth and wear my house cloth. After that, I cook and eat. After that, I watch television then go to the football field park to play or watch football.

In the evening ~~at~~ around 5:00pm, I come home and help my mum prepare lunch for the family, after that I take my bath then take my lunch. If I don't do my homework on Saturdays, I do them on Sundays. After that, I revise my notes then listen to music. After that, I chat with my friends on Facebook, 2go, Mxit and Whatsapp. When it is exactly 8:30pm I iron my uniform then watch television. When it is exactly

e-2 1/2
0-1
Exp 2 1/2
MA-2 1/2
28 1/2

Appendix D2post-Test for Experimental Group A Class

School: Redwo M/A 2 JHS — MADINA

Experimental group: Post Test

NAME: Isaac Osarfo

CLASS: 2^A

SUBJECT: English language.

Topic: What I do on Sundays.

DATE: 12th June, 2015.

07

12

When I wake up on Sunday morning, I pray to God before I greet my parents. I brush my teeth, before I sweep my room. After that, I lay my bed. Then I sweep the compound and mop my parents' room. After that, I go to ^{the} wash room. And I take my breakfast before I wear my cloth. I take my bath.

After I wear my cloth and go to my room to dress up. After dressing, I take my walk to my church. After I reach the church, I thank God that before entering.

When I reach home, I take my supper before the supper. I call my friends and hurried on to the library to read story books and after that, we will tell the library people that we need some of the story books to send them so that the time they need it we will bring it. After the library, we all come and change our cloth.

After that, we will come to the school and play football and do so many game like running, playing ampe and so many more. After playing, we all go home and take out bath. Before taking the bath, we all gather and revise what we learn throughout the week. After that, we play and laugh throughout the night, and I take my dinner and watch movies. After watching movies, I wait for a while before I eat some fruit. After eating fruit, I go to my room and lay my bed. And when am going to sleep, I pray to God and take my sleep. This is the end of my story, good bye

C-2½
0-1
Exp-2½
mt-1
07

Appendix D3 Post-Test for Experimental Group A Class

School: Redco MA2 JHS - HEADINA

EXPERIMENTAL GROUP POST-TEST

NAME: PRINCE TETI

FORM: 2A

SUBJECT: ENGLISH LANGUAGE

TOPIC: WHAT I DO ON SUNDAYS

DATE: 12/06/15

08 (4)

Sundays are really busy days for me. On Sundays, when I get up in the morning, I first wash my face and brush my teeth. After ~~am~~ done brushing my teeth, I go to greet my parents. Then I go to my room and tidy up the place neatly.

I then go out and sweep the compound and wash the dishes that had been left in the kitchen, after washing, I go to take my bath and iron my parents cloth, my siblings cloth and I as well. After that, I take my breakfast and get prepared for church with my parents and my siblings.

The church service starts at 7:30am. When we arrive at the church, my siblings and I go to the children service whilst my parents go to the main church service.

The church service closes at 12 noon in the afternoon. When we get back home, I go to my room and a short nap. When I get up, my siblings and I play football to exercise our body a little bit. Furthermore, when we finish playing by 4pm, I join my mother in the kitchen to prepare dinner. When the food is ready, I go to the dining room to set the table and arrange the chairs. After dining, I wash the dishes and arrange them neatly. When I'm done doing my house chores, I go out to chat with my friends for about 20 minutes. When I return, I go to the hall to watch my favourite news on joy news. By 7pm, I go to take my bath and iron my siblings school uniforms and I as well. Then I greet my parents and say goodnight to them and walk into my room. I read my story book and do my homework. I pray to ^{the} Almighty God to protect and guide us through the night and sleep.

These are the activities I do on Sundays.

C-2½
O-
Exp-2½

C-2½
O-1
Exp-2½

Appendix D4 Post-Test for Experimental Group A Class

School: Redco MIA 2 JHS - MADINA

Experimental Group: Pretest

NAME: EDITA MENSAH

CLASS: 2^A

SUBJECT: ENGLISH LANGUAGE

TOPIC: What I do on Sundays

DATE: 12th June, 2015

7

06/2

WHAT I DO ON SUNDAYS

On Sunday early in the morning I wake up at 5:00am. I pray and tidy up my bed. I then brush my teeth and wash my face. I greet my parent and pick a broom to sweep the compound. I go to the living room to sweep and mop the floor. I go to my parent's bedroom to clean and tidy up. Then I iron my church clothes. I go to the kitchen to wash the utensils and sweep.

After that, I wash water the flowers. I put water on the gas to prepare breakfast. After doing all my house chores. I take my bath wear my church dress and a pair of shoes. Then I take my breakfast. I take bread and tea for breakfast. After that I pick my church bag and bible. I then go and sit in the car and off to church. At church, we close at 2:00pm. if we close at church, I come home to have my lunch. The food I take at lunch is rice with stew and fish. After taking my lunch, I watch television for a while. I go to the kitchen to help my sister prepare supper. My sister peels the cassava whiles I prepare the soup. The food we eat is fufu and light soup with meat. After I finished taking my supper I wash the bowls. I then take my shower ^{and} brush my teeth. I study for about 30 minutes if I finish studying. I watch ~~tele~~ news on the television for about 20 minutes. I say good night go to my bedroom pray and sleep.

C - 2
D - 1

Appendix E1: Post Test for Control Group B Class

Control group.

NAME: Samira Bashiru
 class: English language
 Subject: English language 2B
 DATE: 11th June 2015.
 School: Redco M/A 2 JHS - MADINA.

On Sunday when I get up in the morning I first brush my teeth then go and greet my parents then after go and sweep the compound, wash the dishes, I then bath my younger brother & I also go and have my bath. After that and dress for makaranta. And also, set the table for breakfast and after taking the breakfast set on to makaranta which start at 8:00 am and we go for break at 11:00 am and come back from break at 11:30 am and close at 1:00 pm. After we close we sweep our class rooms and pray for protection of god.

In the afternoon I take my lunch with my brother and have bath. I then go to the market to buy food stuff of the dinner then come and prepare the food for dinner. I then go and call my parent and they will come and we will sit as a family and take dinner.

After I have taking the dinner I go + out and chat with my friends for some 30 minutes and go back home for my bath. After nothing I go by my book and learn for about 2 hours.

Then I go and watch For the 6:00 news. After watch the news I go and brush my teeth then I pray and lie my bed for and sleep. This is what I do on sundays.

✓ C - 2 1/2
O - 1 1/2

Appendix E2: Post Test for Control Group B Class

School: Redco M/A 2 JHS — MADINA

Control group

Name: Abigail Opoku Kyeremeh

Class: Form 2^B

Subject: ~~What I do on Sundays~~ English Language.

Date:

30

On Sunday when get up in the morning I wash my face and brush my teeth before greeting my mother. After that, I sweep my room and my parent's room before I sweep the compound and the kitchen and I wash all the bowl and after that I take my bath and my breakfast and rest for a moment while I will be looking for my church cloth, and I iron the cloth with my mother's own. And get ready to dress up and we get ready for church service around 8:30 am and get there 9:00 am and start at 9:30.

After the church service I go to the market around 12:00 pm and start preparing food around 4:00 pm and finish around 5:00 pm. After that I iron my uniform and will pack all my school items after that I will serve my brother's and sister's and my parent and I will go and bath before eating my food and I will go and exercise my body with my friend. After that I will spend 25 minutes my homework and read my storybook for 15 mins. After that I will watching watch some program called spelling bees after that I go to the bed. This is my special things I do on Sunday. ✓

C-2
 O-1/2
 E-2 1/2
 MA-D
 OS

Appendix E3: Post Test for Control Group B Class

School: Redco MIA 2 JHS - MADINA.

Control Groups 2

Name: Hannah Ampati

Class: 2^B

Topic: What I Do On Sunday

Subject: English Language

Date: 12th June, 2015

Sunday is ~~partly~~ normally a week day.

On Sunday morning, when I get up in my room I first pray to God. I clean my teeth and wash my faces. I then go and greet my parent, sweep my bed room, clean the kitchen, sweep the compound and sweep my parent's room. I then wash the bowls, set the breakfast on the dining table take my bath and breakfast. Then my parent set to church.

In the afternoon, when I come back from church, I remove my cloth and prepare for market. I then go to the market to purchase some food item for supper. When I come back from the market, I help my mother to cook after that, I study my books a little then I iron my school uniforms and get a short nap.

In the evening, after the short nap, I then prepare the dining table for supper. I then eat with my parent at the dining table. After eaten I then pack all the dishes, clear the dining table and wash the bowls. After all this, I take my bath and clean my teeth, and watch television and then say bye to my parent before going to bed.

This is what I do on Sunday.

C - 2 1/2
U - 1/2
E - 2 1/2

05 1/2

Appendix E4: Post Test for Control Group B Class

School: Redco MIA 2 JHS — MADINA

Control Group

Name	Ebenezer Kodom
Class	Form 2 ^B
Subject	ENGLISH LANGUAGE
Date	12th June, 2015

29

What I do on Sundays

On Sunday morning when I wake up, I pray to thank God. After that I go and greet my father. I will go and wash my face, brush my teeth, sweep my room, my father's room and then I will go and have my bath. After bathing, I iron my cloths, my father's cloths that we will wear to church. Then I take my breakfast, I watch television for a while or I take the bible and read to wait for my father and my brother's to get ready and then I also get dressed. I leave home for church around 9:00 am and I arrive at the church premises around 9:40 am. I will go in, sit down and listen to the teachings for one hour. Then the church choir will start praises and after the praises and worship, I listen to the preaching for one hour thirty minutes.

The church closes around 11:45 am. I leave the church premises around 11:50 am and get home around 12:15 pm. I pray to thank God for sending me to church and bringing me back safely. Then I change my cloths, have my lunch and then watch television for a while then I will go and play football with my friends. Around 5:30 pm I come home have my bath then have my dinner. Then I will start learning around 6:15 pm, I will learn for three hours.

Then I go and brush my teeth, chat with my brothers for about thirty minutes and then I will go to sleep around 9:30 pm. When I am going to sleep I pray to thank God for everything he has done for me and my family for the whole day and I ask God to protect me so that I can wake up Monday morning to go to school.

From the activities above shows what I do on Sundays from morning to evening with the help of the Almighty God who

Appendix F: Lists of Jhs in La- Nkwantanang Municipality

TABLE 1: RANKING OF BASIC SCHOOLS BY THEIR MEAN AGGREGATE SCORES AND PERCENTAGE OF CANDIDATES PASSED IN LA-NKWANTANANG MADINA MUNICIPAL EDUCATION DIRECTORATE MOCK EXAM, 2015

RANK	NAME OF SCHOOL	NUMBER OF CANDIDATES	NUMBER PASSED	MEAN AGGREGATE SCORE	PERCENTAGE PASSED
1	ST. ANDREWS '1' JHS	59	58	15.4	98.3
2	ST. ANDREWS '4' JHS	57	50	22.4	87.7
3	HANNAH SCH. COMP.	101	87	22.8	86.1
4	TOT-TO-TEEN	68	56	23.8	82.4
5	PENTECOST SCHOOL	76	59	24.1	77.6
6	ELIM CLUSTER OF SCHOOLS	17	14	24.9	82.4
7	DIEUDONNE JHS	21	13	26.3	61.9
8	FRIEND OF LITTLE ONES JHS	34	24	27.8	70.6
9	MADINA JESUS CARE	5	3	30.0	60.0
10	EBENEZER MISSION ACADEMY	30	17	30.4	56.7
11	WILLIEBANK SCH.	13	8	30.5	61.5
12	QUEEN OF PEACE 'B'	30	13	30.7	43.3
13	SPRINGFIELD SCH.	6	2	31.2	33.3
14	FAITH PRESBY BASIC	12	6	31.3	50.0
15	EBENEZER METH. JHS	39	15	31.5	38.5
16	MOUNT SINAI INT.	68	28	31.9	41.2
17	MADINA S.D.A. JHS	45	18	31.9	40.0
18	BOB SCHOOL	9	3	32.3	33.3
19	SAVIOUR PRESBY JHS	30	11	33.0	36.7
20	GINA INT. JHS	21	7	33.2	33.3
21	UNTOMA OXFORD JHS	18	7	33.6	38.9
22	ST. PETER'S LUTHERAN JHS	15	4	34.3	26.7
23	BRIGHT SCHOOL COMPLEX	13	2	34.4	15.4
24	LIVING STAR SCHOOL	109	33	34.6	30.3
25	TUSKEGEE INT. JHS	10	2	34.6	20.0
26	HIGHER HEIGHTS JHS	30	9	34.8	30.0
27	CHRISTIAN MISSIONARY BILING.	21	6	35.0	28.6
28	JOY PREP. AND COMPU.	12	4	35.4	33.3
29	MADINA GOSPEL INT. SCH.	41	8	36.0	19.5
30	IN GOD WE TRUST	20	5	36.5	25.0
31	ST. ANDREWS '2' JHS	74	17	36.6	23.0
32	FAITH COMM. BAPTIST	81	22	37.5	27.2
33	ACTION BASIC SCHOOL	46	11	37.5	23.9
34	IMMANUEL PRESBY JHS	93	19	37.9	20.4
35	ST. ANDREWS '3' JHS	78	17	39.1	21.8
36	ROYAL AGAPE SCH. COMP.	16	-	39.6	-
37	SCIENCE & TECH. JHS	7	1	39.9	14.3
38	ST. ANDREWS '5' JHS	55	4	39.9	7.3
39	UNICHARLES JHS	22	3	39.9	13.6
40	CRADLE JHS	12	2	40.0	16.7

CON'T OF F

41	VICT. PRECIOUS ONES	5	1	40.4	20.0
42	VICTORIA CLAIR ACADEMY	9	-	40.4	-
43	ST. ANDREWS '6' JHS	60	5	40.5	8.3
44	TENDER LOVING CARE	11	2	40.8	18.2
45	ZAMSA ACADEMY	4	1	41.0	25.0
46	FIRE ARMOUR JHS	75	8	41.0	10.7
47	ST. AUGUSTUS JHS	39	5	41.7	12.8
48	GENESIS INT. JHS	10	-	41.8	-
49	MADINA ISLAMIC JHS	42	1	41.8	2.4
50	WATERED GARDEN SCHOOL	5	-	42.4	-
51	MADINA S.D.A. 'B' JHS	56	-	42.6	-
52	PANTANG M/A JHS	51	7	43.1	13.7
53	THE ROYAL RISING STAR JHS	10	-	44.0	-
54	MADINA DEM. JHS	36	1	44.6	2.8
55	QUEEN OF PEACE 'A'	59	-	44.9	-
56	JESUS IS THE ANSWER JHS	34	1	45.0	2.9
57	UMAR BUN HATAB	26	-	45.0	-
58	CALVARY INT.	39	4	45.1	10.3
59	NADAT MEMORIAL JHS	41	-	45.2	-
60	PANTANG HOSP. JHS	101	4	45.6	4.0
61	MADINA LABONE INT.	9	-	45.7	-
62	WISDOM INT. SCHOOL	13	2	45.7	15.4
63	WASS EXPERIMENTAL JHS	138	3	45.9	2.2
64	REDCO 'B' JHS	50	2	45.9	4.0
65	SUPERFLUOUS JHS	34	3	46.0	8.8
66	MADINA '2' JHS	81	2	46.3	2.5
67	NEW ERA ACADEMY	10	-	46.4	-
68	TEIMAN ST. JAMES ANG.	54	1	46.5	1.9
69	OTINIBI JHS	33	2	46.5	6.1
70	CHRISTIAN PREP. SCHOOL	17	-	46.7	-
71	GRACE BAPTIST ACADEMY	26	1	46.8	3.8
72	BABA YARA '1' JHS	52	2	46.9	3.8
73	DANFA METH. JHS	58	1	47.0	1.7
74	NKWANTANANG '7' AND '8' JHS	111	5	47.0	4.5
75	BABA YARA '2' JHS	50	-	47.3	-
76	REDCO M/A JHS	56	4	47.4	7.1
77	NKWANTANANG '5' AND '6' JHS	80	1	47.6	1.3
78	KIDS FOR CHRIST	16	1	47.9	6.3
79	MADINA '3' JHS	78	1	48.0	1.3
80	NKWANTANANG '1' AND '2' JHS	81	-	48.1	-
81	KWEIMAN M/A JHS	41	1	48.4	2.4
82	OYARIFA PRESBY JHS	46	-	48.5	-
83	JEZREEL MONTESSORI	2	-	48.5	-
84	VICTORY STAR JHS	11	-	49.0	-
85	MADINA ESTATE '2' JHS	100	3	49.2	3.0
86	MADINA '1' JHS	73	-	49.2	-
87	MADINA ESTATE '1' JHS	77	-	49.3	-

CON'T OF F

88	BERNARD ACADEMY	11	-	49.7	-
89	PANTANG PRESBY JHS	41	-	50.0	-
90	MADINA '4' M/A JHS	59	-	50.0	-
91	I.B.M. SCH. COMPLEX	24	-	50.3	-
92	MOUNT OLIVES PREP. SCH.	9	-	51.0	-
93	DIVINE GRACE JHS	15	-	51.0	-
94	NEWELLS ACADEMY	10	-	51.4	-
	TOTAL	3,793	743	40.6	19.6

Appendix h1

Picture of Students of 'A' Class Writing Pre-Test Redco Jhs



Appendix H3

Picture of 'A' Class during the Intervention Lessons



Appendix H4

A Picture of Students from Nkwantanang 5/6



Appendix H5

Redco ' B'



Appendix h6

Nkwantanang 1&2 jhs



Appendix h7

Redco m/a 2 jhs



Appendix H8

Picture of Nkwantanang 1&2



Appendix I1 LESSON NOTES FOR EXPERIMENTAL GROUP (INDUCTIVE TEACHING)

School: Redco M/A' 2' A (Experimental group)

REFERENCE BOOK: English Syllabus for **AVERAGE AGE:** 15**WEEK ENDING:** 15TH May 2015

Ghanaian schools page 13-14, English

DAY/DATE/DURATION	ASPECT TOPIC/SUB TOPIC	OBJECTIVES/RPK	TLM/ TEACHER AND LEARNER ACTIVITIES	CORE POINTS	EVALUATION
<u>DAY</u> Monday <u>Date</u> 11-05-15 <u>DURATION</u> 70 minutes	<u>ASPECT</u> Grammar <u>Topic</u> Subject-verb agreement	By the end of the lesson students will be able to: 1. Use subject-verb agreement appropriately in their conversation 2. Write essays with less grammatical errors <u>RPK:</u> Students use simple sentences in their conversation	<u>TLM</u> Projector , computer, video tapes recorded conversations PRESENTATION Teacher took students through the following activities: ❖ Tr asks students to Give their views on the cancellation of the B.E.C.E papers ❖ Guide Pupils to have a role play on what their parents do to them when they misbehave ❖ Tr projects a film on the board for students to watch and narrates the story in English language ❖ TR asks Students to give commentary	Students develop listening and speaking skills Listening and speaking Skill.	Write an essay by using the new structures learnt. Essay topic: What I do on Sundays.

			<p>on a football match.</p> <p>Teacher asks students to predict the topic</p> <p>Teacher then assists students to identify the subjects and the verbs.</p> <p>DISCUSSION AND EXPLANATION</p> <p>Teacher projects enough sentences on the white board and asks students to study the sentences and deduce the rules governing the structures. Eg;</p> <ul style="list-style-type: none"> • <u>The girl walks</u> to school • <u>The girls walk</u> to school • <u>The woman is</u> asleep • <u>The women</u> are asleep • <u>The English teacher</u> always <u>comes</u> to school • <u>The English teachers</u> always <u>come</u> to school • <u>My friends go</u> to church on Sundays • <u>My friend goes</u> to church on Sundays • <u>Nobody is</u> perfect • <u>Each of</u> us <u>has</u> a role to play in class • <u>Not one</u> of them <u>is</u> here • <u>Either of them is</u> likely to finish the work 	
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			<ul style="list-style-type: none">• <u>None of</u> the players <u>is</u> good.• <u>One of my brothers has</u> traveled• <u>Each of my sisters is</u> educated• <u>Everyone of the students has</u> registered for BECE• <u>Either the English teachers</u> or <u>the mathematics teacher was</u> here.• <u>Either my father</u> or <u>my aunties come</u> here• <u>The news is</u> broadcast on all the radio stations• <u>Mathematics is</u> a good subject• <u>The united nations is</u> trying for world peace• <u>A hundred dollars is</u> a huge amount of money• <u>Gladys is</u> a good woman• <u>Somebody was</u> working for my father• <u>My family goes</u> out every Sunday for dinner• <u>My family are</u> great scientists• <u>The class has</u> decided to go on an excursion• <u>The football team is</u> playing on the field.• <u>The audience was</u> small	
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			<p>Explain to pupils that in order to have a good sentence, the subject must agree with the verb.</p> <p><u>EXERCISE/ EVALUATION</u></p> <p>Take pupils through oral exercise by allowing them to form oral sentences. Guide students to write an essay, What I do on Sundays.</p>		
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Appendix I2 Lesson Plan for Deductive Teaching (control)

SCHOOL: Redco M/A' 2' B (control group)
 WEEK ENDING: 15TH May 2015
 Subject: English Language (grammar)
 CLASS: JHS 2B

REFERENCE BOOK: English syllabus for
 Ghanaian schools pages 13-14, English
 structure and usage today. Pp 19
 AVERAGE AGE: 15years

DAY/DATE/ DURATION	ASPECT TOPIC/SUB TOPIC	OBJECTIVES/RPK	TLM/ TEACHER AND LEARNER ACTIVITIES	CORE POINTS	EVALUATION
<u>DAY</u> Monday <u>Date</u> 12-05-15 <u>DURATION</u>	<u>ASPECT</u> Grammar <u>Topic</u> Subject- verb agreement	By the end of the lesson students will be able to: 3. Use subject- verb agreement appropriately in their conversation 4. Write essays with less grammatical errors <u>RPK</u> : Students use simple sentences in their conversations	<u>TLM</u> Flash cards Sentence cards. PRESENTATION ❖ Teacher writes the topic, subject verb agreement on the board and asks students to pronounce. ❖ Teacher defines subject –verb agreement to students. ❖ Teacher asks students to give their own definitions. DISCUSSION AND EXPLANATIONS	Listening and speaking skill listening and speaking skills Speaking and writing skills	Students are given written exercise: What I do on Sundays in their exercise books.

70 minutes			<ul style="list-style-type: none"> ❖ Teacher tells pupils that if the subject is singular the verb should also be singular and also if the subject is plural, the verb should be plural Examples: <u>The teacher comes</u> to school early. <u>The teachers come</u> to school early. ❖ Teacher points out all the rules to students <p><u>Examples:</u></p> <p><u>Compound subject joined by ‘and’</u> takes a plural verb</p> <p>The man and his friend are eating.</p> <p>The teacher and the students have come.</p> <p>Singular subjects joined by <u>‘OR’</u> or <u>‘NOR’</u> take singular verbs.</p> <p>Either a girl or a boy is eating</p> <p>Neither Kofi nor his sister goes to</p>		
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			<p>school.</p> <p>NB: If the subjects joined by OR or NOR differ in number, the verb closer to the verb is considered.</p> <p>Eg: Either the sister or the brothers leave early for school.</p> <p>❖ Collective nouns are considered as singular when the group is considered as unit. It is plural when the individuals of the group are referred to.</p> <p>Eg: The police protects us.</p> <p>The police protect their families.</p> <p>❖ Expressions such as one of each, one of, everybody, nobody, anybody, none etc all these examples must follow singular verbs.</p> <ul style="list-style-type: none">• Eg: <u>Nobody is</u> perfect• <u>Each of us has</u> a role to		
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			<p>play in class</p> <ul style="list-style-type: none">• <u>Not one</u> of them <u>is</u> here• <u>Either of them is</u> likely to finish the work• <u>None of</u> the players <u>is</u> good. <p>EXERCISE/ EVALUATION STAGE</p> <p>Teacher gives oral and written exercises for students to practise the use of the structure.</p>		
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