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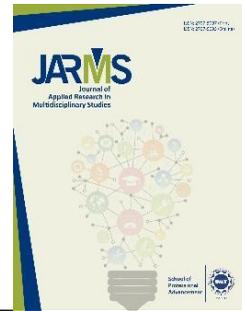|	
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Comparative Analysis of Techniques Used for Teaching Grammar in Public and Private Primary Schools in Kwara State

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Abstract

It appears as is usually seen that students in private schools learn and understand grammar better than those students studying in public schools of Nigeria. Thus, purpose of the current study is to compare the teaching techniques of grammar teachers teaching in public and private schools in Kwara State. However, the descriptive research design was adopted for the current study. Teachers of English Language thirty (30) selected from public sector schools and thirty (30) private primary schools in Kwara State who participated in this study. The total number of 150 English Language teachers were 150, (90 and 60 teachers from public and private schools respectively) sampled across JSS1, 2, and 3 classes in the selected schools by using a random sampling technique. The data was collected by using a researcher's designed questionnaire, which was validated with the reliability coefficient of 0.83. While, the data collected were analyzed by using independent t-test at 0.05 alpha level. Findings revealed that English teachers from the private schools always generate questions, read aloud, monitor their students, and promote cooperative talk among students. On the contrary, English teachers from the public schools make use of these techniques much less for teaching grammar, except the technique of read aloud. A statistically significant difference existed in the techniques used by English teachers in public and private schools while teaching grammar in Kwara State, Nigeria. In case of theoretical/ practical implications of the current study, both public and private sectors s English language teachers should always interact with the learners by monitoring them and by promoting cooperative talk among students in order to encourage the use of grammatical structures in their language. The teachers must allow students to make use of index cards and markers in order to identify and analyze parts of speech.

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Keywords: grammar, primary schools, private, public, teachers, teaching techniques

Introduction

The English language is an essential subject in the curriculum/syllabus and an internationally recognized channel for Nigerians. It also serves a crucial and strategic function in the field of Education as all school subjects are taught in this language Since the English language is used at all levels of education in the country. Moreover, the importance of the English language and its goals as they emerge in the primary school curriculum cannot be replaced. English and its grammar are taught as one of the most important and compulsory subjects in Nigerian elementary schools to introduce pupils to the content method and practice of English as a second language in Nigeria (Anani, 2017).

Over the centuries, English language has been progressively expansion in the form of English-speaking community and Speech fellowship. Its original source was England (Borg, 2001). The English language is widely recognized for its expressiveness, rules and complexity. However, English still poses a formidable challenge, especially in terms of grammar and grammatical skills (Mochizuki, 2008). As Patricia (2003) affirmed, grammar is a collection of guidelines outlining the usage of terms in a language. Greek word "grammatike" from feminine "grammatikos" of letters, from "grammat"; Middle English "gramere" from Anglo-French "gramaire" alteration of the Latin "grammatica" (Potgieter & Conradie, 2013). Furthermore, Grammar is the study of 'word classes', their reflections, functions, and relationships in the sentence. In addition to it, the (need to communicate) this schema/philosophy is a matter of language, but (how they communicate) is a matter of grammar. Since, grammar is not necessarily based on the pre-existence of language, it is possible that the grammatical elements as characteristics of another mental system is prototyped. seems to be necessary for a language to be viewed as a single process (Dadzie & Bosiwah, 2015).

However, grammar is the study of words, how they are used in sentences, and how they change in different situations. It is an invincible guide for us when we join words together to form sentences. Grammatical rules are the foundation of any language and its absence leads to inconsistencies. Grammatical rules are the foundation of any language and

its absence leads to inconsistencies (Patricia, 2003). Freeman (2001) believes that grammar provides a structure to language that helps in organizing its messages and ideas that enables pupils to communicate in precise, meaningful, and appropriate ways (Freeman, 2015). It can be seen from this statement that grammar is important as it helps teachers and pupils with the structuring of language which they need to get their messages across. Larsen Freeman (2003) found that grammar cannot be ruled out/excluded while teaching and learning languages in the classroom. It is very important to have a lot of grammar teachers in each language class of every school. Moreover, it has been observed that some elementary school teachers take grammar classes, for granted. Whereas, those who communicate consciously and unconsciously in a particular language are already aware of the grammar of that language. On the other hand, they think that grammar lessons are the easiest way to teach and also enable students to understand.

The study of words and how they are employed in sentences is known as grammar. It is an inexorable force that leads to how people connect words to build sentences.

Besides, English and grammar classes tend to provide pupils with the understanding of that language, basic and technical information on learning the English language with particular reference to the school curriculum (Potgieter & Conradie, 2013). Furthermore, grammatical form should be designed in such a way so that it facilitates metalinguistic comprehension or its processing could be internalized. Traditionally, grammar lessons are viewed as the presentation and practice of discrete grammatical structures.

Grammar class is considered as a 'complex problem-solving activity' in which grammatical expressions, rules, and skills are transferred between at least two people, the teacher and the student. Moreover, it is a complex phenomenon because it revolves around four main themes, each of which attracts pupils of the integral discourse (Nassaji & Photos, 2004; 2011). Additionally, the four questions are those of teacher, student, stated purpose, and teaching technique. It is claimed as a problem solving activity because the purpose of teaching is to set one free from the ignorance/illiteracy that is considered the mother of all problems.

'How best to acquire and teach grammar?' has been a big question that has caused a lot of debate in research regarding second language learning.

When it comes to pupils, it's even more controversial. Recent discussions and research on grammar instruction have centered on three possibilities: "focus on formS", focus on meaning, and "focus on formS" of learners vocabulary (Burgess & Etherington 2002). Language has been broken down into discrete language units in Focus on FormS classes, where it is progressively taught through the use of clear explanations of grammatical rules and prompt error correction. (Ellis, 2002). Furthermore, it has presented a grammatical structure, practicing in controlled exercises, and offering options for PPP production (Ellis, 2002). The idea behind this method is that the explicit knowledge of grammar rules becomes more implicit knowledge with enough practice (Farley, 2005).

In Nigeria, teachers are often not curriculum planners, but rather implement the curriculum. It is he/she who ultimately decides what will be included in the teaching program. Therefore, it is the responsibility of the teacher to select the appropriate learning experiences and techniques that will be used for the success of a program. A teacher needs to develop a well-structured teaching technique for pupils to learn relevant and useful grammar materials in the most effective way (Swan, 2005). However, Instructional strategies in class are decisions about the organization of learning materials and the ideals to produce learning. An effective educator chooses a strategy that is tailored to a particular situation (Farrell & Lim, 2005). These strategies determine the objectives of the teaching process and the means to achieve those objectives. Therefore, a well-planned and organized teaching strategy will pay due attention to all aspects of learning.

Meaningful learning can only take place when an appropriate teaching strategy is used. Although, there are several teaching strategies and the problem usually arises of choosing the best one for a given situation and by using it optimally (Foppoli, 2011). A solid knowledge of 'pedagogical principles' and a 'mastery of some teaching strategies' will make it easier for them to provide the teaching techniques required for any situation that may arise. It was emphasized earlier that the strategies mainly belong to the teacher whose responsibility is to find an effective way to instruct pupils for the profitable learning and growth.

There are several strategies used for effective grammar teaching and learning. The techniques of grammar teaching are the direct method, the cognitive method, and the translated method of grammar. The direct method is a method of teaching a foreign language and a second language, which

consists of using only the 'target language' in class and conveying the meaning 'directly' by using forms of speech with actions, objects, mimicry, gesture, and situation. The direct method has one basic rule that 'no translation is allowed'. Deductive teaching is a traditional method in which the rules and information about the target language are taught first, and then examples are given.

On the other hand, inductive teaching is a way for students to figure out grammar rules on their own by looking at examples (Ellis, 2002; 2006). Grammar rules can also be derived from context. examines grammatical rules in text or audio rather than in individual sentences. Nunan (2003) notes that when an inductive method is used, students are given examples of the grammar they need to learn. Moreover, the students then work with the examples to attempt and deduce the rules for themselves. As deductive approach has been founded on basis of the top down approach, which states that teaching grammatical rules comes second to presenting and explaining them. (Nassaji'& Photos, 2011). Other techniques to teach grammar: stimulate play, be visual, be playful, be creative, translate literary passage, conversation exercise, encrypted sentences, picture strip story, memorization, chain simulation, and among others (Nassaji & Photos, 2011).

Since, with the existing clamor over declining need of English utilization amongst Nigerian beginners from both sector colleges, hardly any pupils have associated this flaw with instructors' incapacity. Additionally, they refer to their incapability to combine present day academic strategies with their way of coaching grammar. Even, as many pupils determined it as the inappropriateness of the procedures and strategies followed by the faculty instructors of English Language in each sector institute. Hence, as a consequence it became a vital entity to examine the strategies utilized in coaching grammar in both sectors colleges in Kwara State.

Statement of the Problem

The best way to learn and teach grammar has been a significant concern, substantive to lot of disagreements about learning a second language in schools. Therefore, teachers, regardless of school ownership, are expected to employ strategies that are right and crucial for teaching grammar in language instruction. It has been observed that many public school teachers

have not prepared themselves to conduct research using methods. It is contrastive to the customary method of memorizing grammar in public schools as opposed to those methods used in private schools. The use of traditional teaching methodology has also played an important role in leaving the negative impact on English language learners. As public school teachers deliver terrible lessons without realizing how lousy it is. As a result, it has been found that pupils have difficulty in learning grammar, which includes a range of word forms, parts of speech, phrases, clauses, sentences, vocabulary, and rules of their use determining the way we speak and write. Furthermore, educators are considering appropriate methods of teaching grammar as teachers' strategies for teaching their pupils really matter. Therefore, there is a need to compare grammar teaching techniques between public and private elementary schools in Kwara state.

Scope of the Study

The current study was limited to compare the techniques used in both public and private sectors schools in Kwara State. The participants are the teachers of English Language in both Public and Private Primary and Junior Secondary schools.

Objectives

The objective of this study was to provide answer to the following research question and hypothesis.

Research Question

What are the grammar techniques used in teaching grammar in public and private primary schools in Kwara State?

Hypothesis

H1: There is a statistical proposition stating that there is a significant difference between the grammar teaching techniques used by both public and private sectors primary schools in Kwara State.

Ho: There is no significant difference in the grammar teaching techniques used by both public and private sectors primary schools in Kwara State.

Research Strategy

Data Collection Method (Primary/Secondary)

This was a descriptive and survey type study based on the population, consisted of all English teachers in primary schools of both sectors in Kwara State. The target population for this piece of study consisted of all teachers of English Language in thirty (30) selected public and thirty (30) private primary schools in Kwara State. Moreover, out of total number of 150 English Language teachers, (90 and 60 teachers were from public and private schools respectively) sampled across JSS1, 2 and 3 classes in the selected schools by using a simple random sampling technique. In this particular study, a researcher's designed questionnaire was used for the purpose of data collection. This questionnaire was grouped into two sections A, and B. Section A covered that portion of questionnaire which was based on background information regarding teachers and school-related ones. It was designed to get the demographic information about the teachers' gender and school type. Section B was focused on identifying the techniques used for teaching grammar in both sectors schools. The researcher's supervisor and few other lecturers in the Arts Education Department were given the instrument to ensure its validity in order to check and approve the structure and content of the instrument. Subsequently, to assess the instrument's reliability, the 'test-retest reliability technique' of a three-week interval was used. This was administered on ten (10) randomly selected respondents from South Local Government Area. The Pearson Product Moment Correlation was employed to correlate the two sets of score. Moreover, reliability coefficient 0.83 was around 0.83. . Thus, the instrument was adjudged to be reliable. Aftermath, the researcher personally administers the questionnaires. Hence, the data collected were analyzed by using an independent t-test with an alpha of 0.05.

Data Analysis

Out of 150 (100%) English Language teachers who were sampled, 87 (58%) of the respondents were male teachers, while 83 (42%) of the respondents were female teachers. Also, 90 (64%) of the respondents were from the public schools and 60 (33%) were from the private schools.

Table 1

Techniques Used for Teaching Grammar in Public and Private Primary Schools in Kwara State

N	Techniques used for teaching grammar	Public			Private		
		M	SD	Remark	M	SD	Remark
1	*Generate Questions:* I deliberately pause and generate questions on what has just happened or what pupils think might happen from the passage so as to make them understand the main ideas of the text	2.85	1.31	Sometime	3.73	1.28	Always
2	*Read Aloud and Monitor:* I read aloud to model good reading behavior and also stop to check for pupils' understanding and them focus on meaning of the text	3.28	2.02	Always	3.69	1.39	Always
3	*Promote Cooperative Talk:* I make pupils take their time to discuss the current lesson. Try to uncover, if any misunderstandings are there, in order to remember what they have been taught	2.42	1.97	Rarely	3.63	1.41	Always
4	*Attention to Text Structure:* I make struggling pupils read all of the chapter's headings and subheadings to give them an idea of what they will learn as they read the chapter.	3.17	1.93	Sometime	3.37	1.43	Sometime
5	*Take Notes or Annotate Texts*: I ask pupils to read while holding paper and pens so they can write down what they think or understand and to prepare them for later discussion within the passage	2.34	2.03	Rarely	3.34	1.78	Sometime

N	Techniques used for teaching grammar	Public			Private		
		M	SD	Remark	M	SD	Remark
6	*Use Context Clues:* I make pupils use the hints that a writer puts in a text which may be in the form of roots/affixes, contrast, logic, definition, comprehension, and others.	3.02	1.54	Sometime	3.24	1.41	Sometime
7	*Use Graphics:* I use graphics, like webs and concept maps, to foster reading comprehension among pupils by allowing them to find the main points and ideas in a reading.	2.02	1.44	Rarely	3.18	1.37	Sometime
8	*Practice PQ4R:* I make pupils preview, question (question making by students after giving a silent reading to the given document), read, reflect, recite, and review.	1.94	2.13	Rarely	2.94	2.13	Sometime
9	*Summarizing:* As student read, I encourage them to summarize what they have just read and draw conclusions from the text so that students can easily separate the important ideas from the unimportant ones present within the text or passage.	2.91	2.08	Sometime	3.27	1.47	Sometime
10	*Monitor Understanding:* I create such an environment for the students where they can easily get the awareness and know that how to read text quickly and understand it well.	1.83	1.67	Rarely	2.83	1.30	Sometime

Data Interpretations

Research Question: What are the grammar teaching techniques used in both public and private primary schools in Kwara State?

The items of the questionnaire were marked in a four-response format (always, sometimes, rarely and never), respectively and their mean scores were close to 4.0, 3.0, 2.0, and 1.0.

As revealed in Table 1, English teachers from the private primary schools *always* generate questions, read aloud, monitor student's performances, promote cooperative talk among them. Unlike, English teachers from the public primary schools who *sometimes* make use of these techniques for teaching grammar, except the technique of read aloud.

English teachers from the private schools *sometimes* make use of these techniques and focus on how a text is put together, mark up text, employ context clues, graphics, practice PQ4R (preview question, reflect, recite and review), summarize, and watch how well they understand. Whereas, English teachers from public schools *rarely* make use of these aforementioned techniques mostly for teaching grammar in senior secondary schools.

Hypothesis: There is no significant difference in the techniques used by both public and private primary schools in Kwara State

Table 2

t-test Statistics Showing the Difference in the Techniques Used by Both Public and Private Primary Schools in Kwara State

School Type	N	M	SD	df	t	Sig	Remark
Public	90	16.821	3.409	148	2.214	0.000	Ho
Private	60	19.975	2.454				Rejected

*significance at $p < 0.05$

Table 2 demonstrates that the *t*-value of 2.214 is calculated with a *p*-value of 0.000 at an alpha level of 0.05. Since the *p*-value of 0.122 is less than the significance level of 0.05, the null hypothesis is rejected. Therefore, there was a statistically significant difference between public and private English teachers' techniques in teaching grammar in Kwara State, Nigeria ($t_{\{148\}} = 2.214$, $p<0.05$).

Discussion and Conclusion

We learned from the findings of this study that English teachers from the private primary schools always generate/make questions from learners, read aloud for them, monitor them, and promote cooperative talk among them. Unlike, English teachers from the public primary schools sometimes make use of these techniques for teaching grammar, except the technique of read aloud. This practice implies that English teachers from the private schools always deliberately pause and generate questions while teaching grammar. These questions are mostly based on what has just happened or what pupils think might happen from the passage. So as to ask questions about the main ideas of the text, implement read aloud technique to model good reading behavior among learners. Also, teachers stop to check for pupils' understanding of the textual meaning within the text, make pupils stop talking other than syllabus, make them talk about what they have just read in order to ensure that everyone understands well, and to reinforce what is being taught, unlike English teachers from the public schools. These outcomes substantiate Benati (2017) whose results show that the individuals who received knowledge through 'inductive instruction technique' performed better than those who were taught through the deductive methodology. In the same vein, Anani (2017) recommends that teachers of English Language regardless of their school type should always adopt the series of teaching approaches to teach grammar because it makes it easy for pupils to understand grammar rules.

However, it was found that English teachers from the private schools sometimes make use of the techniques which pay more attention to the structure of the text, text annotation, use context clues, graphics, practice PQ4R (preview question, reflect, recite and review), summarize, and monitor the understanding level of the learners. Whereas, English teachers from public schools rarely make use of these aforementioned techniques for teaching grammar in senior secondary schools. This study shows that teachers from both sectors put similar efforts by making pupils read all of the headings and subheadings in any given chapter they were given, just to give them a sense of what they will learn as they read the chapter. Also, teachers ask students to keep paper and pen in their hands in order to take notes on the things they infer to or understand to prepare them for later discussion. The pupils use the hints within the passage that an author provides in a text which may be in the form of roots/affixes, contrast, logic,

definition, comprehension and others, making pupils practice PQ4R such as preview question (ask themselves questions as they read without noise), read, reflect, recite, and review. This result is in line with the study of Phipps and Borg (2009) which showed that teachers avoid modern teaching techniques in teaching grammar.

Findings of the current research also indicated statistically significant difference in the techniques used by public and private English teachers in teaching grammar in Kwara State, Nigeria. This result is inconsistent with the study of Zucker (2007) which revealed non-statistical difference in the techniques used by public and private school teachers of grammar in Toronto. However, this outcome agrees with Potgieter and Conradie (2013) whose findings revealed that private school teachers were found to be using more variety of teaching techniques in comparison to the public school teachers..

Limitations

Although, the questionnaire used in this study could not invalidate the findings of the current research. However, the researcher used qualitative research method such as interviews to gather more information regarding the comparison of the teaching methods used in both public and private sectors schools. Hence, future researchers could consider either qualitative research method or mixed method (comprised of both qualitative and quantitative research methodology).

Conclusions

The purpose of this research was mainly to find out that English teachers from the private primary schools in Kwara State, Nigeria practice series of advanced teaching techniques during their grammar classroom instructions, in comparison to those from the public schools. Thus, there existed a discrepancy in the techniques used by public and private primary schools to teach grammar in Kwara State, Nigeria.

Future Directions and Implications/Recommendations

The following recommendations are made with respect to the findings of the current study;

1. Both public and private sectors English teachers should always interact and ask questions from the learners by using a particular grammatical structure. Also, teachers should encourage students to ask questions

from one another by allowing them to make use of index cards and markers to identify and analyze parts of speech.

2. Both public and private sectors English teachers should always translate literary passage into the native language to make learners understand it.

3. Both public and private sectors English teachers should always use visual materials containing grammatical information about the target/English language for students to consume the required learning outcomes.

4. Both public and private sectors English teachers rarely make use of scrambled sentence by asking learners to unscramble it to learn how sentences are bound together through formal linguistics device such as pronouns, to produce coherency.

5. Both sectors teachers should ask their pupils to memorize grammatical rules and grammatical paradigms such as verb conjugation.

6. Both sectors teachers make use of chain drill technique by asking grammatical related questions from a learner after which that particular learner ask next question from another learner sitting next to him and the chain continues.

7. Both sectors English teachers always make use of visuals to grab the attention of the learners by showing them how different parts of speech and punctuation rules work together to make such sentences that reflect any sense.

8. Both sectors English teachers always develop an exercise with the elements of fun to enable learners capture and use expressions in their use of English language

9. Both sectors English teachers always make their students learn through creative techniques to understand different parts of grammar and explain them in detail that how they could change the meaning of the text.

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