

**TIME FOR COMMUNICATIVE ACTIVITIES, COURSE BOOK
CONTENT ADEQUACY AND LEARNING OUTCOMES IN
ENGLISH GRAMMAR AMONG SENIOR SECONDARY
SCHOOL STUDENTS IN EKITI STATE, NIGERIA**

¹Sunday Gbenga ALONGE (PhD)

**Department of Arts Education, Bamidele Olumilua University of
Education Science and Technology, Ikere –Ekiti, Ekiti-State, Nigeria.**

ORCID: 0000-0003-3693-0499

Tel: +2348066613925

Email: ismegbenga@gmail.com

²Cyril Abioye Charlses OLOWOYEYE (PhD)

**Department of Arts Education, Bamidele Olumilua University of
Education, Science and Technology, Ikere - Ekiti, Ekiti- State, Nigeria.**

Tel: +2348067034575

Email: olowoyeyec@gmail.com

ABSTRACT

English Grammar (EG) is an important aspect of English Language. Proficiency in EG is indispensable for fluent oral and written communication. Academic records have shown that many public Senior Secondary School (SSS) students in Ekiti State are deficient in EG, which partly accounts for their poor expressive skills. Previous studies concentrated more on EG instruction in native English and English as a Foreign Language contexts than on EG instruction in English as a second language context. This study, therefore, was carried out to investigate Time for Communicative Activities, TCA, Coursebook Content Adequacy, CCA and learning outcomes (achievement and attitude) in EG in Ekiti State, Nigeria. The mixed methods (QUAN+ qual) design was adopted, simple random sampling technique was employed to select 10 Local Government Education Areas-LGEAs- out of the existing 16 in Ekiti State and 50 public SSS (five per LGEA), while 50 teachers (one per SSS) teaching EG in SSII were purposively selected. Fifty intact classes of SSII (one per SSS) with a total of 2000 students participated in the study. The instruments used were EG Achievement Test, Attitude to EG Questionnaire, TCA Observation, CCA Rating. In-depth interviews were conducted with Heads of Department. The quantitative data were analysed using descriptive statistics, Pearson Product Moment Correlation (PPMC) and multiple regression at 0.05 level of significance, while the qualitative data were content- analysed.

The age of the participants were 30.80 ± 2.40 years for teachers and 16.90 ± 2.06 for students, while 54.0 % and 51.6%, respectively were female. The CCA (2.14) was adequate, but TCA (2.11) was not, against the thresholds of 2.00 and 2.50, respectively. The CCA ($r=0.63$) and TCA ($r=0.28$) had significant positive relationships with students' achievement in EG. TCA ($r=0.30$), CCA ($r=0.27$) had significant relationships with attitude to EG. The composite contribution of the two factors to achievement ($F_{(4,45)} = 450.57$; Adj. $R^2 = 0.97$) was significant, accounting for 97.0% of the variance. The composite contribution of the two factors to attitude ($F_{(4,45)} = 4.95$; Adj. $R^2 = 0.24$) was significant, accounting for 24.0% of the variance. The CCA and TCA did not make significant relative contributions to achievement as well as contribution to attitude. A few contents of EG syllabus were not covered by coursebooks used. Insufficient coursebook contents and TCA to enable students to practice the EG concepts learnt accounted for the poor expressive skills of the students.

Keywords: Grammar communicative activities, English grammar coursebook, Learning outcomes in English grammar

INTRODUCTION

Grammar is a key component of language that must be properly mastered for effective communication. One of the factors that affect how fluent in oral or written expression is a language user's competence in grammar of the language. The attainment of proficiency in oral and written English has remained the crucial goal of many students, parents and the society at large. Grammar is the spinal cord of the English language that gives it structure and meaning when correctly applied. High level of versatility and competence in English Grammar (EG) is essential because students' success in EG is instrumental to success in English Language (EL) as a School Subject.

Grammar is concerned with how words are strung together to form larger in an acceptable manner according to the conventional rules and principles of usage of the language. According to Akinbode (2009), grammar is both competence and performance. This is because grammar involves not only the ability to internalise the rules of a language; it also the use. A student who does not know the rules of English grammar will never be able to communicate clearly and effectively in the English language (Adedigba, 2015). Grammar is both competence and performance. In other words, efficient communication is hinged on proficiency in the grammar of the language of communication. Again, EG subsumes the rules and principles of language use (Popoola, 2021). Grammar gains its place of pride in EL teaching because without a good understanding of EG, the learner's competence in the language will be gravely hampered.

As a result of the revolution in language teaching, it is crystal clear that grammar is a resource to be adopted in the understanding and production of discourses, whether speech or writing, rather than something to be learnt for learning sake. The issue of how grammar is to be taught in First Language classrooms has equally been a bone of contention among teachers, researchers, and language theorists. For some decades, grammar teaching has drifted from the central position it used to occupy in the foreign language classroom to the periphery, and gradually regaining its position of relative significance within the scheme of second language teaching.

High quality EL instruction could be far-fetched in the absence of a rich understanding of EG. Thus, grammatical knowledge is very important in the teaching of English as a Second Language. Scholars have stressed that EG cannot be wished away in EL instruction. For example, Harmer (2007) avers that good and communicative application of the four skills in EL cannot be achieved if one is deficient in EG. Harmer further asserts that infelicity in English as a Second Language (ESL) students' written communication are EG based. Grammar in speech and writing are the two manifestations of language and each has its own function. To attain fluency in speaking and writing, one needs an understanding of grammar. Adedigba, (2015) writes that in EL learning, four skills are connected – reading, writing, speaking and listening. In writing minutes, e-mails, reports and articles for example, the meaning intended becomes altered leading to misunderstanding and ineffective communication when there is an error of usage of EG. Through writing, certain grammatical, idiomatic expressions and vocabulary structures are reflected. Certainly, students can hardly record significant progress in their studies without adequate mastery of the EG through which most of the courses in primary, secondary and tertiary institutions are taught and tested in.

On the social level of interaction, grammatical knowledge, as exemplified in good verbal communication, commands honour and prestige among one's compeers. An urgent solution to the problem of under achievement in EG becomes a right step in appropriate direction. Scholars are not unanimous on instructional benefits of conscious teaching of EG, but this does not jeopardise expository teaching of EG. Debata (2013) adds that adequate understanding of the workings and nuances of EG is a requisite ability for meaningful communication.

Adedigba (2015) reports some of the infelicities in the writing of ESL students such as misuse of structure of the sentence emanating from wrong use of articles, concord, tense, preposition, among others are evidences of poor knowledge of EG.

The unsatisfactory attainment of students in EG by public SSS students has been identified in the literature as the major cause of their low disposition to EG (Shittu, 2018). Scholars, Zainol, Pour-Mohammadi, and Alzwari (2012) single out good disposition to EG as an affective factor that propels students to higher levels of academic attainment in English as a second language.

Students' disposition to EL and the context of its instruction may all take their toll on success in EG (Adediran, 2016). All these affirm disposition to EG as having a great influence on learning outcomes. Consequently, it becomes imperative to explore students' attitude to EG in relation to the IQ factors of interest in this research. Among the various indices of measuring instructional quality in the teaching of English grammar are activities and practices engaged in by students which guide effective teaching and learning and promote positive attitude of learners to the subject taught-matter. Such practices include substitution and matching exercises, role play, dramatization, among many others (Agu, 2011).

Notwithstanding the importance of EG to students' attainment in EL, students' attainment in EG is not satisfactory as exemplified by their low expressive skill. It is obvious that most Nigerian ESL students, and many SSS students in Ekiti State in particular, are deficient in EG. This is affirmed by the reports of the Chief Examiners for the West African Senior Secondary Certificate Examinations (WASSCE) in EL in 2019, 2020 and 2021. For instance, the Chief Examiner in 2021 identifies the weaknesses of students in EG as inability to identify and use of correct tenses, recasting of sentences from one form to another, etc. The Chief Examiner reports further that students' essays were flawed with construction of jagged sentences and misapplication of grammatical rules. All these are indicative of a state that all is not well with the students' attainment in EG. There is thus the need to frantically search for the IQ factors that could help to shore up attainment in EG among SSS students in Ekiti.

Tributes have to be paid to past researchers in their attempt to boost EG attainment of students through innovative teaching strategies, as noted by Adedigba (2015). Home, school, student and teacher factors influencing students' performance in English grammar have also been pointed out (Popoola, 2021; Alonge, 2019). However, very little research work had been given to instructional quality factors, especially at Senior Secondary Schools in Ekiti State. The instructional quality factors of interest in this study are adequacy of time for communicative activities in class, textbook content adequacy, time management, and lesson preparation.

A far-reaching factor that is key to effective instruction of a language or aspects of language, be it first, second or foreign language is adequacy of time for

communicative activities. Communicative activities avail learners with the opportunity to use EG in the classroom. According to Ugwalashi, (2013), use of communicative activities exposes learners to the use of EG structures learnt by engaging them activities to experiment with language use in a social context which supports learning. These CAs are inclusive of role play, dramatisation, recitations, conversation drills to mention a few. Adegoke, (2018) claims that communicative activities can develop students' effective use of grammatical structures in expressive tasks. There is no consensus among EG researchers on the exact TCAs to be allowed in EG instruction. However, the consensus is that there should be plenty of CAs in EG lessons. Teachers who engage students to wide communicative activities could ground learners in communicative use of EG.

Also important in the teaching and learning of EG is adequacy of coursebook content used for teaching it. A good coursebook on EG must reflect the curriculum that is, the content must cover reasonably the concepts outlined in the curriculum. Therefore, before a coursebook could be certified adequate, it must have met the standard as it is stipulated in the curriculum. Ruben (2010) avers that a course book prescribed for EG instruction should be in alignment with what is given in the curriculum. Having a course book that adequately covers the curriculum content and grammatical structures needed for effective communication is thus an important step in quality teaching of English grammar. It exposes students to materials that are based on sound learning principles (Akanbi 2018).

Ruben's (2010) research remarks that English Language course book content should show clear consistencies with the intended curriculum. This shows that a prescribed coursebook for the teaching of EG should align with what is being given in the curriculum. It must reflect a reasonable coverage of all grammatical concepts in the curriculum. However, not only that, the coursebook must also contain practice exercises to reinforce what is learnt.

Statement of the Problem

The EG cannot be taken for granted in human communication. This underscores the fact that without EG, effective and functional communication cannot take place. But academic records point to the painful reality that many public SSS in

Ekiti State have low proficiency in EG, and this explains the source of their poor communicative use of EL. Past research endeavours paid much attention to intervention to improve the attainment of students in EG without exploring factors that could contribute to quality of instruction in EG. Studies have shown that these IQ factors improved the quality of learning outcomes of students in Mathematics, Basic Science and Social Studies, but their influence on students' learning outcomes in EG has not been put in perspective. It is with a view to bringing about improvement in attainment in EG that this study investigated the influence of language teaching-related factors (time for communicative activities, English Language course book content adequacy, time management during English Language lessons and English language lesson preparation) on Senior Secondary students' learning outcomes (attainment and attitude) in English Grammar in Ekiti State, Nigeria.

Research Questions

Answers were provided to under listed questions:

1. How adequate are communicative activities given to students in EG lessons?
2. How content adequate are English course books used for EG lessons?
- 3.. What is the relationship between the two factors (time for communicative activities, course book content adequacy) and attainment in and disposition to EG?
4. What is the composite contribution of each of the two factors (time for communicative activities, course book content adequacy) to attainment in and disposition to EG?
5. What is the relative contributions of each of the two factors (time for communicative activities, course book content adequacy) and attainment in and disposition to EG ?

Significance of the Study

The two factors of time for communication activities and coursebook content adequacy are found to be strongly connected to attainment of students in EG. This will help in showing the direction of focus in continuous professional development of teachers. The findings of this study would be of immense benefits to teachers of English language, curriculum planners, language educators, policy makers and all stakeholders in the teaching of English in a second language situations. Teachers of EL are sensitized on what areas of their classroom practice to be improved upon for improved disposition and attainment of students in EG. Curriculum officials will benefit from this study because they will be guided in the review of EL curriculum on the communicative activities to be recommended for proper mastery of grammatical principles and time allotted to them. Publishers of EG coursebooks would find in this study a kind of feedback on the CCA of their products and what to include in revised editions. The finding will sensitise the teachers on the need to make adequate use of communicative activities, course books that are adequate in content during EG instruction. It is hoped that the findings of this study would get to end users through publications in journals, conferences, seminars, and the social media.

METHODOLOGY

The mixed-methods (QUAN+qual) research model provided the directional roadmap to this work. This is made up of the correlational design to explore the relationship existing between the two factors and Senior Secondary School students' attainment in and disposition to EG plus the qualitative aspect which involved conduct of in-depth interviews with head- teachers of the sampled SSS.

There are 16 Local Government Education Areas (LGEA) in Ekiti State. Simple random sampling was used to select 10 LGEAs. From each LGEA, five public SSS were randomly selected making a total of 50 SSS. Fifty senior secondary two (SS2) English Language teachers (one per school) were purposively selected. A total of 2000 SS2 students in 50 intact classes participated in the study. In all, the participants were fifty (50) teachers and 2000 students. Data were garnered using the following instruments:

1. English Grammar Achievement Test (EGAT)
2. Attitude to English Grammar Questionnaire (AEGQ)
3. Time for Communicative Activities Observation Scale (TCAOS)
4. English Grammar Course Books Content Adequacy Scale (EGCCAS)
5. In-Depth Interview Guide for Teachers (IDIGT)

The data generated from the questionnaires and attainment test were processed with Pearson product moment correlation and multiple regression at 0.05 level of significance. Data garnered from the oral interview were analysed on the basis of the contents.

RESULTS AND DISCUSSION OF FINDINGS

The results of the analysis of data are presented below:

1: Socio-Demographic Status of Respondents

Teachers		
Variables	Frequency	Percentage (%)
Gender		
Male	23	46.0
Female	27	54.0
Total	50	100.0
Teaching Qualification		
B.A.Ed./B.Ed./B.A.+PDGE	29	58.0
M.A	7	14.0
M.Ed.	10	20.0
Ph.D.	4	8.0
Total	50	100.0
Teaching Experience		
0-5	7	14.0
6-10	8	16.0
11-15	9	18.0
16-20	10	20.0
21-25	6	12.0
26-30	4	8.0
31 and above	6	12.0
Total	50	100.0
Students		
Gender		
Male	968	48.4
Female	1032	51.6
Total	2000	100.0

Table 1 revealed that 23 (46.0%) of the English language teachers were male, while 27 (54.0%) were female. 29 (58.0%) of the teachers were holders of B.A.Ed./B.Ed./B.A.+PDGE, 10 (20.0%) were holders of M.Ed., 7 (14.0%) were

holders of M.A., while the remaining 4 (8.0%) had Ph.D. degree. 10 (20.0%) of the English teachers had between 16-20 years of teaching experience, 9 (18.0%) had 11-15 years, 8 (16.0%) had 6-10 years, 7 (14.0%) of the teachers had between 0-5 years of teaching experience, 6 (12.0%) had between 21-25 years and 31 years and above, respectively, while 4 (8.0%) had between 26-30 years of teaching experience. Table 4.1 also indicated that 1032 (51.6%) of the students were female, while the remaining 968 (48.4%) were male.

Results

Answering the Research Questions

Research question 1: How adequate are the communicative activities given to students in EG lesson?

Table 2: Adequacy of Communicative Activities

S/N.	How adequate is the time given to:	Mean	Std.D
1.	Role play	2.16	1.06
2.	Discussions	2.04	1.03
3.	Dramatization	2.30	1.02
4.	Storytelling	1.64	0.94
5.	Simulations	2.58	0.81
6.	Oral conversations	2.78	0.68
7.	Oral substitutions	2.54	0.84
8.	Quizzes	1.48	0.86
9.	Impromptu speeches	1.44	0.81
10.	Filling information gaps	2.62	0.92
11.	Story completion	1.62	0.88
12.	Sentence recasting	2.68	0.71
13.	Changing active to passive voice	1.66	0.98
14.	Converting direct to indirect speeches and vice versa	1.60	0.95
15.	Drills on question and answer tags	2.54	0.99
Weighted mean = 2.11			
Criterion mean = 2.50			

Table 2 revealed a weighted mean of 2.11 against a standard mean of 2.50. This implies that the communicative activities given to students in English grammar lessons were not adequate.

Research question 2: What is the content adequacy of English course book used for grammar lesson?

Table 3: Content Adequacy of English Course book Used

S/N.	How adequate is the course book in	Mean	Std.D
1.	Presenting structural items communicatively	2.30	0.46
2.	Providing adequate examples of the structures to be taught	2.34	0.48
3.	Showing clearly the kinds of responses required in drills (e.g. substitution)	2.08	0.49
4.	L ₁ and L ₂ peculiarities were considered in CC	1.46	0.61

5.	Treatment of parts of speech	2.28	0.45
6.	Treatment of punctuation marks	1.98	0.55
7.	Using context clues in teaching grammar	1.92	0.63
8.	Emphasizing usage of drills	2.00	0.40
9.	Treatment of subject-verb agreement	2.20	0.45
10.	Antecedents-pronoun concord	2.16	0.51
11.	Conditional clauses	2.08	0.57
12.	Nominalizations	2.18	0.48
13.	Transitive and intransitive verbs	2.16	0.51
14.	Finite and Non-finite clauses	2.24	0.56
15.	Coordination and subordination	2.20	0.45
16.	Tense and aspect	2.34	0.56
17.	Rank-scale of grammar	2.16	0.47
18.	Sentence recasting	2.12	0.48
19.	Focus, themes and emphases	2.14	0.53
20.	Clause and sentence types and structures	2.46	0.54
Weighted mean = 2.14			
Criterion mean = 2.00			

Table .3 revealed the weighted mean of 2.14, against the standard of 2.00. This implied that the content adequacy of English course book used for grammar lessons were adequate.

Research question 3a: How connected are the two factors (time for communicative activities, course book content adequacy) and students' attainment in EG?

Table 4. The two factors and Attainment in EG

Variables	Achievement	Communicative activities	Content adequacy	Time management	Lesson preparation
Achievement	1				
Communicative activities	0.278 0.051	1			
Content	0.630*	0.358*	1		

adequacy	0.000	0.011			
Mean	53.20	45.02	56.62	38.90	45.14
STD.D	10.26	4.32	9.04	8.58	7.21

* Significant

Table 4 indicated that there was a positive, low non-significant relationship exists between time for communicative activities and students' attainment in English grammar ($r = 0.28$; $p > 0.05$). A positive, moderate correlation between course book content adequacy and students' attainment in EG ($r = 0.63$; $p < 0.05$) was found. It could be inferred from the result that course book content adequacy was significantly related to students' attainment in English grammar.

Research question 3b: What is the relationship between the two factors (time for communicative activities, course book content adequacy and English grammar lesson preparation) and attitude to EG?

Table 5: The two Factors and Students' Attitude to EG

Variables	Attitude	Communicative activities	Content adequacy	Time management	Lesson preparation
Attitude	1				
Communicative activities	0.329* 0.020	1			
Content adequacy	0.270 0.058	0.358* 0.011	1		
Mean	70.13	45.02	56.62	38.90	45.14
STD.D	14.94	4.32	9.04	8.58	7.21

* Significant

Table 5 revealed that a positive, low relationship existed between time for communicative activities and students' attitude to EG ($r = 0.30$); course book content adequacy and students' attitude to EG ($r = 0.27$) It could be inferred from the result that time for communicative activities significantly related to students' attitude to English grammar.

Research question 4a: What is the collective impacts of the two factors (time for communicative activities, coursebook content adequacy) on attainment in EG?

Table 6: Regression of Collective Impact of IQ Factors and Attainment in EG

Sources of Variance	SS	df	MS	F	Significant
Regression	4186.978	4	1046.745	450.571*	0.000
Residual	104.542	45	2.323		
Total	4291.520	49			

R = 0.988
R² = 0.976
Adj/R² = 0.973
SE = 1.52419

* denotes significant at p<0.05

Table 6 indicated that the composite contribution of the two factors (time for communicative activities, course book content adequacy) to attainment in EG ($F_{(4,45)} = 450.57$; Adj $R^2 = 0.97$) was significant. This implied that the time for communicative activities, course book content adequacy altogether have a positive, perfect significant collective impact on students' achievement in English grammar. Table 7 further revealed the multiple regression adjusted R^2 of 0.97, implying 97.0% contribution by the two factors.

Research question 4b: What is the collective impact of the two factors (time for communicative activities, course book content adequacy) to students' disposition to EG?

Table 7: Regression Analysis Showing the Collective Influence of the two Factors on Attitude to EG

Sources	SS	df	MS	F	Significant
Regression	1418.453	4	354.613	4.948*	0.002
Residual	3225.327	45	71.674		
Total	4643.780	49			

R = 0.553
R² = 0.305

Adj. $R^2 = 0.244$
Std. Error of the Estimate = 8.46605

* denotes significant at $p < 0.05$

Table 7 showed there was a significant composite contribution of time for communicative activities, course book content adequacy to attitude to EG was significant ($F_{(4, 45)} = 4.95$; Adj $R^2 = 0.24$). This indicated that time for communicative activities, course book content adequacy altogether have a positive, moderate significant composite relationship with students' attitude to English grammar. Table 8 also showed the multiple regression adjusted R^2 of 0.24, which means that 24.0% variation observed in students' attitude to EG is accounted for by the collective effect of the two factors.

Research question 5a: Does each factor (time for communicative activities, course book content adequacy) individually impact attainment in EG?

Table 8: Regression of Individual Impact of the two Factors to Attainment in EG

Model	Unstandardized Coefficients		Standardized Coefficient	Rank	T	Sig.
	B	Std. Error	Beta (β)			
(Constant)	7.581	2.457			3.085	0.003
Communicative activities,	0.010	0.054	0.005		0.184	0.855
Content adequacy	0.038	0.032	0.037		1.184	0.243

* Significant

Table 8 showed that the individual impact of time for communicative activities ($\beta = 0.01$) to attainment in EG was insignificant. The individual impact of course books content adequacy to attainment in EG ($\beta = 0.04$) was not significant.

Research question 5b: What is the individual impact of the two factors (time for communicative activities, course book content adequacy) on attitude to EG?

Table 9: Regression of Individual Impact of the two Factors on Attitude to EG

Model	UC		SC	Rank	T	Sig.
	B	Std. Error	Beta (β)			
(Constant)	23.014	13.649			1.686	0.099
Communicative activities,	0.482	0.302	0.214		1.595	0.118
Content adequacy	-0.028	0.179	-0.026		-	0.877
					0.156	

Table 9 indicated that individual impacts of time for communicative activities ($\beta = 0.21$), course books content adequacy ($\beta = -0.03$) on disposition to EG were not significant.

Content Analysis of In-depth Interviews

Factors that contribute to the quality of English Grammar Instruction copious time for students to engage in communicative activities, regular capacity building programmes and incentives to teachers.

On the factors that contribute to the quality of instruction in English Grammar (EG), the interviewees were of the opinion that copious time for students to engage in communicative activities, regular capacity building programmes and incentives to teachers contribute greatly to the quality of English grammar instructions. These are evident in the individual responses of some of the interviewed teachers as follows:

Like in any other language, the time spent on communicative tasks in class could make or mar the quality of instruction in EG classroom. The communicative activities to be taught depends on the time to be allotted for

the teaching and learning of such communicative activity. For instance, CAs like role-plays, discussion and debates often take a large amount of time as compared to games that do not require lesser amount of time. **(HoD A: Female,-20th January, 2023: Ikole LGA)**

Another head of department identified effective school supervision as well as regular capacity building workshops as factors that could help in good quality of instruction in EL. This is shown in the excerpt below:

The quality of ELT and learning has improved tremendously in our schools as a result of the joint efforts of TESCOM and Ministry of Education that ensure that teachers of core subjects engage in PD programmes like seminar, symposia and training workshops. In line with this there is also the practice of sending master teachers to different schools to mentor teachers of English language. The state ministry also approves a scheme of sending one teacher of EL per school to coordination and marking of WAEC and NECO examinations answers on annual basis, while examiner's reports are bought for the use of English language teachers. Lest I forget, inspectors who are experts in English language teaching move round schools at least twice every term to monitor English language instruction. All these make for high quality of English language instruction in schools. **(HoD K: Male, -17th January, 2023: Ikere LGA)**

On the place of incentives in promoting quality of English grammar instruction, one of the interviewees declared that:

Among the incentives that could raise the bar of English grammar instruction are regular payment of salary as and when due, regular promotion of teachers, payment of special allowance to teachers of EL to compensate for the large classes they teach, conference sponsorship, regular training workshops, appointment of experienced ones as tutor-general and granting study leave with or without pay to teachers to enable them seek higher qualifications by enrolling in postgraduate programmes in universities. **(HoD B: Female,-6th February, 2023: Oye LGA)**

One could glean from these interview contents copious time for students to engage in communicative activities, regular capacity building programmes and incentives to teachers, sponsoring teachers on conferences and seminar, regular payment of

salaries, regular promotion and opportunities for study leave with or without pay were factors that are catalysts to high quality of English grammar instruction.

Why Communicative Activities (CA) are Necessary in EG instruction

While responding to these questions, the EG teachers who participated in the interview were of the opinions that teaching grammatical concepts and rules of usage without authentic language materials such as debate, role play, dramatization, impromptu speeches, oral recitations, conversations, drills and sentence recasting would not prepare students for fluent oral and written communications in real life. Excerpts of responses from the teachers buttress these claims:

‘‘Since learners are involved in communication in real life, it is expected that engaging them in conversations or dialogues will enable them use the grammatical concepts and rules learnt in class to perform various communicative functions in real life both within and outside the school’’ (HoD : Male, -2nd March, 2023: Ado-Ekiti LGA).

Another teacher claimed that:

Making students to tell fictional and non-fictional stories such as fables, allegory and moonlight tales in class creates opportunities for the learners to use EG concepts in communicative contexts. Apart from providing authentic language materials to internalize EG, such series also teach virtues like patience, justice, honesty, fair play, virginity and fidelity’’. (HoD A: Female,-20th January, 2023: Ikole LGA)

It could be gleaned from these responses that communicative activities cannot be ruled out in EG instruction. The communicative activities that can be utilised for this purpose include: dialogues, storytelling, songs, poems and drama. Others are debates, use of drills and transformation exercises.

Discussion of Findings

The results are hereunder discussed, including the reports from the interview.

Adequacy of Communicative Activities in English Grammar Lessons

Findings on this revealed that teachers of English grammar in Ekiti State did not make adequate use of CAs in class. Out of the whole log of Communicative activities available many of the teachers limited themselves to oral substitutions, drills in question and answer tags, fill-in the gaps and sentence recasting. This perhaps is

traceable to the fact that the ESL teachers are not adequately exposed to PD schemes like conferences, seminars, symposia, and workshops in which they could be exposed to the content and methods of teaching the English grammar. Another probable reason might be that adequate/sufficient time is not given to the teaching of EG on the timetable. To adequately deploy those CAs in class will require more time than is given on the time table. There is no reasonable amount of CAs that can be deployed in a lesson of 40 minutes. These results affirmed those of Shittu (2018), Olaosebikan (2018), and Mojere (2022) who reported poor pedagogical practices in English grammar classroom due to insufficient communicative activities.

Content Adequacy of English Grammar Course Book used in Ekiti State Schools

The results on this show that the English grammar course books used in Ekiti schools were adequate in content. This is likely so because the various course books used in teaching English grammar gave adequate coverage and treatment to virtually all aspects of EG such as parts of speech, voice, reported speech, punctuation marks, conditional clauses, nominalisations, transitive and intransitive verbs, concord, tense and aspects, focus, theme and emphasis, sentence recasting, rank scale of EG and phrase, sentence and clause types. According to the teachers, *'when English grammar course books are adequate in all the aspects of EG, they would provide opportunity for plenty of practice in grammatical structures and pattern drills. On the other hand, inadequacy of EG coursebooks will impede effective EG instruction. These results are in support of Kolade (2012) that content adequacy of three English language course books used at junior secondary schools in Akure township Ondo State, Nigeria was sufficient. But the results negated that of Shittu (2018) and Mojere (2022) with the report that major English language books used in Oyo state were not adequate in grammatical structures.*

The two Factors and Attainment in EG

In the result, the two factors and students' attainment in EG were correlates, thus implying that EG teachers deployed sufficient time for communicative activities, make use of English grammar course books that are adequate in content. The teachers could use these factors to win their students' interest towards EG. This means if the

students are ready to learn, they have capable hands that will teach them well. This result correlates with the findings of Alonge (2019) on EG. Alonge's result shows that the independent variables had positive strong relationships with students' attainment in EG. Similarly, the findings of Shittu (2018) and Olaosebikan (2018) who investigated teacher competence in EG instruction came up with similar findings. Conversely, it negated that of Adeyemi (2018) who reported no appreciable connection between the independent variables and attainment of students. It is not surprising because teachers with high quality of course books that are adequate in content handled EG instruction.

Teachers two Factors and Students' Disposition to English Grammar

This result revealed that only time for communicative activities significantly related to students' attainment in English grammar, but amount of course book content adequacy did not. This simply denotes that the amount of time for communicative activities did not relate with disposition to English grammar. This might be because time for communicative activities is fundamental catalyst to language teaching. The use of sufficient time for communicative activities combined with good course book will likely results in high achievement among learners. These two factors provide stimulating classroom environment for learning and therefore they can serve as boosters to positive disposition to English grammar. Poorly written course book may result to disappointment and loss of interest on the part of the students. The report of Shittu (2018), Mojere (2021) and Aiyerin (2023) who worked on various factors that influenced attainment in EG in independent studies are precursors to this one. It was reported that moderate correlations emerged between pedagogical practices, pedagogical knowledge, teaching methods and attainment in English grammar.

The result also supported the report from Aiyerin (2023) in the examination of the perceived difficult concepts in English grammar. The researcher stressed further that the quality of course books and classroom interaction pattern adopted by the teacher were all propellants to good disposition to EG. Findings reveal a connection between perceived difficulty of concepts in EG and students' disposition. In the same vein, the findings of this study supported Adedigba (2015) who correlated students' involvement in school clubs and teacher variables with disposition to English

grammar. But the result of this work negates Ogunjimi (2021) who investigated teacher awareness, perception and utilisation of interaction-discussion strategy and as correlates of learning outcomes in social studies in Oyo State. The result of the findings reveals that teachers of social studies, were not aware nor did they utilise interaction-discussion strategy. This showed that utilisation of interaction-discussion strategy did not influence attainment in and disposition to social studies. The result also reveals that connection between TCA and disposition to English grammar of students. The result implied that for students to have good disposition to English grammar, teachers must provide sufficient time for communicative activities in English grammar instruction.

Combination of the two Factors and Attainment in EG

The two factors altogether impacted attainment in EG. This could be attributed to the roles these factors play in effectiveness of English grammar instruction. This study affirmed that of Alonge (2019) who reported collective impact of teacher variables to attainment in EG. It also aligned with that of Popoola (2021) on the report that teacher competence factors altogether contribute remarkably to students' attainment in English suprasegmental factors. This result also lent support to Jire-Alao (2023) with the findings on teacher classroom practice factors. It was reported that teacher classroom practice factors collectively influenced pupils' attainment in English studies. The result is not in connection with the findings of Omobowale (2021) that independent variables did not contribute to attainment in prose literature. The study of Ogunjimi (2019) did not agree with this study either. Ogunjimi's report showed no collective impact of independent variables to attainment in social studies.

Teacher two Factors and Attitude to EG

The findings showed that all the TQ factors contribute meaningfully to attainment of students in English grammar. It is worthy of note that the independent variables added twenty-four percent contribution to disposition of students to English grammar. This point to the independent variables as some of the factors that should be focused upon for teachers to raise the bar of students' attainment in English grammar.

The result connected well with Adediran (2019) that effectiveness variables of teachers collectively influenced attitude of students to English reading comprehension. It also underscored the report made by Jire-Alao (2023) that the classroom practice factors of teachers such as professional development, use of questions and use of teaching resources combined to increase interest of pupils in ES. It further affirmed Ilesanmi (2018) that psycho-social factors collectively influenced learning outcomes in value concepts in Yoruba.

Individual Influence of Time for Communicative Activities, Course Book Content Adequacy to Attainment in EG

The results on the influence of each of the two factors on student's attainment in English grammar indicated that none of the two factors independently influenced attainment in EG. This result agreed with the findings of Shittu (2018) and Mojere (2022) with the report that the major English language books used in Oyo state were not adequate in grammatical structures.

Independent Impacts of the Four IQ Factors on Attitude to EG

The two factors, though very important in classroom practice, did not contribute relatively to students' attitude to English grammar. There is nothing amazing in this result because at the heart of a successful lesson is adequate course book content. In English grammar classroom, it is easy to identify a well written course book because the lesson will progress smoothly with relevant instructional resources.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The two factors (time for communicative activities, course book content adequacy) as predictors of attainment in and attitude to EG among public SS students in Ekiti State, Nigeria is the concern of this research. The concepts of EG, concepts of Communicative activities and Course book content were discussed. The procedures and the roadmap for the study were presented. Research questions were answered,

while interview reports were also presented. Findings were also discussed and compared with past works.

Conclusion

The research focused on how the two factors of time for communicative activities, course book content adequacy could forecast students' attainment in and disposition to EG in public SSS in Ekiti State, Nigeria. From the analyses, communicative activities were inadequate, course book content was adequate. It was also revealed that teachers of English grammar were impeded by in-availability of course books, large classes, inadequate workshops and insufficient time for teaching English grammar on the time table. It was also found that copious time for students to engage in communicative activities, regular capacity building programmes for teachers of English grammar and incentives to teachers could improve the quality of English grammar instruction in Ekiti. The conclusion that could be drawn in this study is that for good performance in and disposition to English grammar, the two factors of adequate communicative activities, adequate course book content should be paid attention to.

Recommendations

From the results obtained, these recommendations are made:

1. Teachers of EG should be mindful of the two factors focused in this study, namely, time for communicative activities, course book content adequacy to bring about improvement in attainment in EG.
2. Teachers of English grammar should attend regular conferences, workshops and seminars in order to update their skill of deploying these IQ factors.
3. More periods should be allotted to the teaching of English grammar on the timetable for effective deployment of IQ factors.

4. Expert teachers should be invited to schools regularly for the teachers of English grammar to observe them and learn communicative activities in the teaching of English grammar.
5. Research reports on course book evaluation should be made available to teachers of English grammar in order to guide them to make informed choices of course books with adequate content of English grammar concepts.

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