METHODS ENGLISH LANGUAGE TEACHERS USE IN TEACHING GRAMMATICAL STRUCTURES IN SECONDARY SCHOOLS IN THE RIVERINE LOCAL GOVERNMENT AREAS OF RIVERS STATE, NIGERIA

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Abstract

This study examined the methods English language teachers use in teaching grammatical structures in public secondary schools in the Riverine Local Government Areas of Rivers State. The descriptive survey research design was adopted for the study. Bonny Local Government Area was purposively selected for the study due to the number of English Language teachers in the secondary schools in the area. All the 35 English language teachers in Bonny LGA took part in the survey, due to the dearth of English language teachers in Rivers State. Two research instruments were used to collect data for the study, which were a questionnaire and an observation schedule. Two research questions and one hypothesis were formulated to guide the study. The hypothesis was tested using the independent sample t-test at the 0.05 level of significance. Results obtained indicated that the methods used mostly by teachers in Bonny Local Government Area to teach grammatical structures were the inductive, deductive and integrative methods. The audio-lingual method was the least used by the teachers. The classroom observation also confirmed what the teachers reported in the questionnaire. The findings of the study also revealed that there was no significant difference in the methods used by English language teachers based on qualification. It was recommended among others, that there should be regular updating of teachers' knowledge through organized workshops and in-service training.

Keywords: Methods, English language teachers, Grammatical structures, teachers' qualification.

INTRODUCTION

Language is a unique endowment of man. It is an instrument of interaction which all human beings hold in common. Without language human societies may find it difficult to survive. This arises from the fact that humans are engaged in constant interaction with one another. It is an indispensable vehicle for such interaction (Anyanwu, 2007). In Nigeria, the language that serves these communicative functions across diverse ethnic groups is the English language. English was introduced into Nigeria's linguistic history through trade and colonization by the British. As a result of the multiplicity of languages in Nigeria, English became the official language. It is therefore a second language in Nigeria. From the foregoing, it is deducible that the English

language serves to bridge the communication gap occasioned by the multi-lingual nature of the Nigerian society. In the field of education, the role of the English language is important. The National Policy on Education (FRN, 2013) stipulates that English should be progressively used as a medium of instruction from the fourth year of primary school. It also makes English a core and compulsory subject at the Junior and Senior Secondary schools. Students are required to pass it at credit level before they can gain admission into any tertiary institution in Nigeria (Nigerian Educational Research and Development Council (NERDC), 2012). English language is regarded by the NERDC (2012) as the primus inter pares (first among equals) among the core subjects in the secondary school curriculum.

The objective of teaching English Language as stated in the National Policy on Education (FRN, 2013) is to give the students permanent literacy and the ability to communicate effectively. Also, the NERDC (2012) states that the Senior Secondary English Language Curriculum is designed to equip the students with an adequate range of words, sentences and sentence types to enable them communicate effectively in school and outside it, listen effectively to any speech or lecture as well as speak fluently and intelligibly. It is also designed to ensure that students can read text materials of varying lengths and difficulty effectively and write logically with grammatically correct sentences. The English language is also the index for measuring the quality of any Senior School Certificate Examination (SSCE) result, as it is the subject which candidates must pass if their overall success in the examination is to have any value (Akabogu, 2002).

In the Senior School Certificate Examination (SSCE), grammar is integrated into papers 1 and 2 of the English language examination. Paper 1 is the objective test, which tests candidates' knowledge of lexis and structure (grammar). The evidence of low achievement in English grammar among secondary school students in Nigeria has been well documented over the years. Chief Examiner's Reports (WAEC, 2019– 2023) attest to the fact that students' sentences are characterized by grammatical and mechanical errors and a variety of mother tongue influenced forms of usage.

Lack of trained and qualified teachers, inadequate materials (textbooks and teaching aids), poor classroom facilities, inadequate evaluation of teachers' work by the supervisory authorities, teachers' inability to properly evaluate students' work on grammar, could be the contributory factors to students' poor performance in grammatical structures of English. Students cannot proceed to the next level of education without a credit pass in English language. Grammar enables students to communicate accurately, meaningfully, and appropriately. Factors such as

teachers' qualification and experience could influence students' achievement. There are different methods of teaching grammar in the secondary schools; inductive, deductive, audio-lingual and integrative methods. Inductive method is presenting the learners with samples of language and through a process of guided discovery, making the learners to find out the principle or rule for themselves. Deductive method is a process that moves from general to specific, the learners are exposed to the general use. Then they apply the rules to particular instances of language use. While Audio-lingual method uses the target language to communicate, through listening and speaking, which are embedded in dialogues as patterns or structural drills and presented to the learners by the teacher, first orally and much later in written form. The vocabulary content is kept to a minimal level so as to allow the learners concentrate on acquiring the sound, syntactical or grammatical patterns being taught.

Statement of the Problem

Students are not performing well in external examinations such as the West African Senior School Certificate Examinations (SSCE). This has been a source of concern for teachers, parents and students. It has been observed that many students cannot write grammatically correct sentences and express themselves correctly in English. From the researcher's observations in the field, most grammatical structures are not handled with the needed expertise. It seems as if teachers do not adopt appropriate and effective strategies for teaching grammar. Teachers ought to consider different methods for teaching grammar because the strategy that a teacher adopts to teach students is very important. Teaching methods used by a teacher affect the learner of English both positively or negatively. The use of well tested methods of teaching grammatical structures could enhance students' performance in learning grammatical structures. These could lead to the improvement in their overall performance in English language.

Purpose of the Study

Against this background therefore, this study is designed to examine Secondary School English language teachers' methods of teaching grammatical structures in Secondary Schools in Bonny Local Government Area, Rivers State. The study also sought to find out if teachers' qualification influences the methods used by the teachers.

Research Question and Hypothesis

1. What methods do English language teachers use in teaching grammatical structures in secondary schools in Bonny Local Government Area, Rivers State?

2. Is there any difference in the methods English Language teachers use in teaching grammatical structures in secondary schools in Bonny Local Government Area, Rivers State based on teachers' qualification?

Hypothesis

Research question two was further hypothesized and tested at the 0.05 level of significance.

1. There is no significant difference in the methods English language teachers use in teaching grammatical structures in secondary schools in Bonny Local Government Area, Rivers State based on teachers' qualification.

The study is expected to be of immense benefit to students, teachers, and education authorities. The study should help teachers to explore the various teaching methods to adopt in teaching grammatical structures, which would invariably improve students' performance. The use of product method and incorporating the various strategies would help teachers to teach the students effectively.

Theoretical Framework

The theoretical framework for this study is hinged on the integrating insights from Bruner's Cognitive Constructivist Theory (1990) and Noam Chomsky's Language Acquisition Theory (1969). Bruner's (1990) theory on cognitive constructivism is based on the idea of learning as an active process where learners are able to form new ideas on what their current knowledge is as well as their past knowledge. To Bruner, the process of learning involves transformation of information, deriving meaning from experience, forming hypothesis and decision making. A cognitive structure is defined as the mental processes which offer the ability to organize experiences and derive meaning from them. These cognitive structures allow the learner to push past the given information in constructing new concepts. The learner, takes pieces of their past knowledge and experiences and organize them to make sense of what they know, then based on further concepts, solve additional problems with a combination of what they already process. Bruner was interested in children's stages of cognitive development, as children develop, their actions are influenced by their immediate environment. According to Bruner, the learner, irrespective of the age, is capable of learning any material, provided the instruction is organized in a logical order or in the right manner. In Bruner's cognitive constructivist theory, learners engage in discovery learning; they select and transform information, construct hypothesis and make decisions, depending on their cognitive structure. Discovery learning is an inquiry-based method

of instruction. In this type of learning, learners are left to discover facts and relationships for themselves rather than the teacher providing all the information for the learners to disgorge later.

Bruner's theory is relevant to this study as we look at its relevance to English Language teaching, especially grammatical structures; it is the theory behind most methods which are student-centred in nature, methods which encourage students to discover facts and relationships among grammatical structures by themselves. One such method is the inductive method of teaching grammar. Inductive method is that method of teaching, which proceeds from particulars to generals. It is a method in which the teacher leads the pupils through appropriate questions and examples to the discovery of an idea or principle. Learners are considered to be creators and thinkers through the use of inquiry and the role of experience in learning. Opportunities are provided for learners to construct new knowledge and new meaning from authentic experiences.

Audio-lingual method is hinged on Chomsky's (1969) view about language learning, which posits that children deduce rules by themselves and then use them to produce new sentences. Audio-lingual presents grammatical structures in little chunks, which trigger their inborn innate capacity to generate more of these structures. Audio-lingual is a method of instruction that emphasizes aural skills over reading and writing and is characterized by extensive use of pattern practice.

REVIEW OF RELATED LITERATURE

The Concept of Grammar

Different scholars and different linguists have defined grammar in their own ways. According to Lin (2010) grammar is the central heart of language, and is a tool which helps learners comprehend the target language. Learners can create their own spoken and written discourse using these grammatical rules, because it provides systematic rules of structure and word order. Without grammatical structure, the use of language could easily become chaotic and might not be understandable (Brown, 2007). According to Lin (2008), the role of grammar is to help students discover the nature of language, that is, language consists of predictable patterns that make what we say, read, hear, and write intelligible and meaningful.

Radford (2003) asserts that grammar studies the rules and principles that govern the construction of words and sequence of phrases and sentences. The Longman's Dictionary of Contemporary English (2020) defines grammar as the rules of language by which words change their formation and combine them into sentences. The general conception about grammar is a set

of constructive rules that makes it possible to combine words into sentence. The American Heritage Dictionary of English Language (2020), states that grammar is "a normative or prescriptive set of rules setting forth the current standard of usage for pedagogical reference purposes". This definition seems to echo Gbenedio's (1996:177) view, that for the layman, grammar is seen as "a set of normative rules that determine the correctness of our language use". To Tim (2014), Grammar is a negotiated system of rules that governs a system of language.

Hos and Kekec (2015) examined thoughts of both teachers and students on the role of grammar in language teaching at a university preparatory school in Turkey. This study reveals that both teachers and learners consider grammar to be an essential part of language teaching, but they have different opinions on how grammar should be taught. The teachers who were examined prefer a contextual method when teaching grammar whereas the students lean more towards a deductive way of grammar instruction. Students also request that the instruction should be mainly in the target language whereas the teachers are of a different opinion that grammar should be taught depending on the context, situation or location in which the teacher finds herself. (Hos & Kekec, 2015).

Methods of Teaching Grammatical Structure

Teaching grammar is rooted in the formal teaching of Latin and Greek which were used in many schools in Europe for many centuries, and this was handed over/carried over to the colonies by the Europeans.

❖ *Deductive Method*

Deductive method also known as rule-driven is a way of teaching grammar where grammatical items are taught through the presentation of rules. In this method, learners study grammar rules before applying the rules in writing exercises. This method, according to Brinton, Celce-Murcia and Snow (2014) was used as a way to teach Latin and other languages. Takala (2016) explains that in the deductive method 'teachers might get their students involved with the new grammar topic by using leading questions and then introducing the topic of the day themselves'. Some possible activities in deductive method are rule-explanation, translation, worksheet exercises and self-study grammar exercises (Cakir & Kafa, 2013). Mountone (2004) states that the deductive methods seem to work best if the teacher wants students to be able to quickly and accurately work out exercises in the classroom. He believes that the deductive method

is more predictable because the teacher selects the information and the sequence of presentation. This method has some elements, which are as follows:

- Presentation of rules

- Description and explanation of rules

- Providing some examples

- Asking students to practise the rules orally or written

- Little use of the target language for communication.

- A typical exercise is to translate sentences from the target language into the mother tongue.

The Deductive method is related to conscious learning. This method tries to place a great emphasis on error correction and presentation of explicit rules. The deductive method is often used with adult learners. The teacher in this method teaches the rule explicitly to learners, and they are ready to cope with exercises given (Krashen, 2002).

❖ *Inductive Method*

The Inductive method is derived from inductive reasoning, which states that a reasoning progression proceeds from particulars which are observations, measurements and data, to generalities which are rules, laws, concepts and theories (Widodo, 2006). In the inductive method, grammar is taught through examples. Therefore, it is also known as rule discovery method of teaching grammar. In this method, learners are given sufficient examples where the rule(s) expected to be taught is practised. It is a method which emphasizes the use of language rather than the presentation of information about the language. It suggests that a teacher who teaches grammar starts with the presentation of some examples in sentences. In this sense, learners understand grammatical rules from examples given.

Inductive method, according to Celce-Murcia, (2014), presents examples by which the learner induces the relevant second language rule. Inductive analysis of sentences will present variants of the already familiar material, and this will help students to pay closer attention and force them to work out new principles for themselves. Inductive method has learners participating actively in their own instruction. This method encourages learners to develop their mental set of strategies for dealing with tasks. This method tries to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher (Widodo, 2006). Anani (2017) added that in an inductive method, learners are provided with samples that include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. Anani further explained that in an inductive method, it is also possible to use

a context for grammar rules. Here, learners explore the grammar rules in a text or audio rather than isolated sentences.

The deductive and inductive methods can be used in the teaching of English grammar according to the situation or the learner. In using the deductive method, the English teacher will have to introduce the rule to the learners and then apply them with some examples. Then the teacher assigns the activities to the learners to make sentences by using the same rule. Moreover, the clear knowledge and information helps in providing a foundation for skillful drill to merge and internalize the grammar rules. When using the inductive method, the language teacher can study a grammatical phenomenon within the classroom. The method is followed by activity and assignment that provides assistance to the learners to simplify the teaching of grammatical structures.

❖ *Integrative Method*

This method of teaching grammatical structures focuses on presenting grammar as part of a broader communicative context, rather than in isolation. This approach integrates the deductive and inductive methods of teaching grammar into meaningful language use, promoting both accuracy and fluency (Danner, 2010). The goal is to help students internalize grammar in a natural, communicative way, rather than through rote memorization or isolated drills. The key features of teaching grammar with the integrative method include the following; contextualized grammar, form-meaning connection, balanced focus on fluency and accuracy, inductive learning, communicative tasks and interaction, integration with other language skills, and feedback and scaffolding (Danner, 2010)

Advantages of the Integrative Method

- Encourages students to see grammar as a tool for communication, not just a set of rules.
- Develops both fluency and accuracy.
- Provides opportunities for students to use grammar in real-life, meaningful contexts.
- Helps students internalize grammatical structures through exposure and use, rather than memorization.

❖ *Audio-lingual Method*

The Audio-Lingual Method (ALM)**,** also known as the "Army Method" is a teaching approach rooted in behaviourist psychology and structural linguistics, primarily used for teaching foreign languages (Richards & Rodgers, 2014). Its emphasis is on listening and speaking before reading and writing, making it highly focused on oral-aural skills (Larsen-Freeman, 2000). The

key features in teaching grammatical structures using the Audio-Lingual Method include the following: repetition and drills, mimicry and memorization; no explicit grammar explanation, error avoidance and correction, habit formation, and listening and speaking first (Richards & Rodgers, 2014; Larsen-Freeman, 2000).

Teachers' Qualification and Language Teaching

Teachers' educational qualification determines the level of exposure of the teacher in terms of training and this goes a long way in determining how he/she is able to manage his/her teaching. Adagiri (2013) opines that professional training and knowledge are key priorities for teachers' professionalism. The finding also stresses that teachers ought to be able to have a good understanding of their area of specialisation in order to impart the knowledge effectively. However, Osarenren (2013) is of a contrary opinion as she observes that a qualified teacher is not necessarily an effective teacher; a competent teacher is not necessarily an effective teacher; and an efficient teacher may not necessarily be an effective teacher. A competent teacher is he who has the knowledge of methods and principles of improving students' learning and uses them both effectively and efficiently.

Ulan and Ilhan (2017) in their study reported that qualified teachers can create the best context for learning. In their study in Turkey, they explored and identified some reasons for the problems of foreign language learning (English language) and teaching from the perspective of teachers and learners. A random sampling technique was used in the selection of 15 teachers and 20 students for the study. Data were collected using a semi-structured interview schedule which was analyzed using qualitative method. They reported that students claimed that teachers were not experts in the field and had problems in teaching English. It was also observed that language teachers were not adequate in number and the ones available were not talented in the teaching profession.

Ishola, Oluwole, and Lawal's (2019) study, assessed the methods that Senior Secondary School English teachers employed in teaching grammar in Ilorin, Nigeria. The study also examined the influence of gender and qualification on the methods employed by teachers in teaching grammar. The research design adopted was the descriptive survey of the cross-sectional type. The population for the study comprised all the Senior Secondary School English language teachers in Ilorin metropolis. Two hundred and sixty-eight (268) English teachers were sampled for this study. The data collected were analysed using both descriptive and inferential statistics and tested at 0.05

alpha level. The instrument used was subjected to a test-retest reliability statistics and a reliability coefficient of 0.76 was obtained. The findings of the study revealed that teachers mostly used the communicative language teaching method where grammar is taught inductively. It was also found that there was no significant difference in the methods employed by male and female teachers but there was a significant difference in the methods employed by qualified and unqualified teachers.

In another study Navaz and Sama (2017) investigated the perception of fifteen (15) English language teachers who teach both secondary and tertiary levels and eighty (80) students of tertiary level in Sri Lanka on preferable methods used by their teachers to teach and learn grammar: the researchers found that the teachers make use of deductive method to teach, and identified the specific sub-components of grammar which learners found difficult or easy to learn. It was also revealed that teachers like to teach grammar and students like to learn it. Both parties are aware of the importance of having a sound knowledge of grammar for language development. However, students felt that learning grammar in isolation is boring. They were however reluctant to do away with grammar lessons. It was revealed that a majority of the teachers were completely unaware of grammar teaching methods.

METHODOLOGY

The survey research design was adopted for the study. The population of the study comprised of 105 English language teachers in public secondary schools in the three riverine Local Government Areas of Andoni, Bonny, and Khana in Rivers State. Bonny Local Government Area was purposively selected from the three riverine local government areas because it has the largest number of teachers. Due to the dearth of English language teachers in the Local Government Area and in Rivers State in general, a full census of the teachers was taken for the study. Thus, 35 (18 qualified and 17 unqualified) English language teachers in secondary schools in Bonny Local Government Area took part in the survey.

Two research instruments; a questionnaire and an observation schedule were used for data collection. The questionnaire is made up of two sections: Section A and B, Section A of the questionnaire elicited information on teachers'` demographic data such as, educational qualification. Section B is a 28-item instrument, which sought to obtain information on teachers' views on the methods which they use in teaching grammatical structures. Each of the four methods, deductive, inductive, integrative and audio-lingual had seven items designed in 4-point Likert which described the activities associated with them. The second instrument is an observation

schedule, which consists of 20 items, designed to observe the activities that teachers carriy out in the classroom when teaching grammatical structures. The instrument was validated by two Language Educator and an expert in Measurement and Evaluation. For reliability, the instrument, it was pilot tested on 15 English language teachers drawn from the population who were not part of the main study. Cronbach alpha statistics was conducted, which yielded a reliability coefficient of 0.86.

Data for the study was collected by the researchers. Ten teachers who were randomly selected were observed using the observation schedule. The observation was carried out to authenticate what the respondents answered in the questionnaire. The retrieved questionnaires were scored, coded and analyzed, using both descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS) version 24.0. The hypothesis was tested using the independent sample t-test at the 0.05 level of significance.

RESULTS

Research Question One: Which methods do secondary school teachers use for teaching grammatical structures in secondary schools in Bonny Island of Rivers' State?

Table 1: Methods Teachers Use in Teaching Grammatical Structures

Method	Mean	Std Deviation
Deductive	25.91	3.53
Inductive	27.51	2.84
Integrative	23.97	3.71
Audio-Lingual	20.89	4.29

Table 1 shows that the teachers reported using all the four methods in teaching grammatical structure as all the means were above the average mean of 17.50. The inductive method appears to be the most popular among the teachers with (Mean = 27.51) followed by the deductive method (Mean = 25.91), while the integrative method had (Mean = 23.97). The audio- lingual was the least popular with the teachers with (Mean = 20.89).

To confirm what the teachers reported in the questionnaire the researcher randomly selected ten teachers and observed them while teaching grammatical structures in the classroom.

These observations were recorded using the observation schedule. The summary of the observation

schedule for the ten teachers is presented in Table 2.

Table 2: Summary of Observation of Methods Used by Teachers for Teaching Grammatical Structures

Teacher's Code	Sex	Deductive Method	Inductive Method	Integrative Method	Audio-lingual Method
A	Female	21.00	21.00	20.00	9.00
B	Male	20. 00	21.00	21.00	8.00
C	Female	19.00	21.00	21.00	11.00
D	Female	20.00	18.00	18.00	8.00
E	Female	21.00	21.00	18.00	9.00
F	Female	20.00	21.00	22.00	9.00
G	Female	20.00	21.00	22.00	9.00
I	Female	20.00	21.00	18.00	9.00
J	Male	19.00	21.00	21.00	11.00
K	Female	20.00	18.00	20.00	8.00
Average		**20.00**	**20.40**	**20.10**	**9.10**

Table 2 shows that eight (8) female and two (2) male English language teachers were observed.

The table also revealed that the mean of teachers who use the inductive method is the highest with

(Mean = 20.40), which is above the average of 12.50. The next was the integrative method with

(Mean = 20.10). This is closely followed by the deductive method with (Mean = 20.00). Table 2

also revealed that three of the methods; Inductive, Integrative and the Deductive were mostly used

by the teachers. The audio-lingual was not very popular with the teachers as its (Mean = 9.10) is

less than the average mean of 12.50.

Hypothesis One: T*here is no significant difference in the methods English language teachers use in teaching grammatical structures in secondary schools in Bonny Local Government Area, Rivers State based on teachers' qualification.*

Table 3: Summary of Independent Samples t-test of Methods of Teaching Grammatical Structures in Secondary Schools Based on Teachers' Qualification

	Teachers' Qualification	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Deductive	Qualified	18	27.17	3.682	33	-2.294	.028
	Unqualified	17	24.59	2.895			
Inductive	Qualified	18	27.39	2.831	33	.266	.792
	Unqualified	17	27.65	2.914			
Integrative	Qualified	18	24.00	4.029	33	-.046	.963

	Unqualified	17	23.94	3.473			
Audio-Lingual	Qualified	18	21.22	4.930	33	-.593	.557
	Unqualified	17	20.35	3.587			

Table 3 reveals only one statistically significant difference in the methods of teaching grammatical structures in secondary schools based on teachers' qualification. In the Deductive method, there was significant difference in the mean score of qualified English language teachers (M = 27.17, SD = 3.682) and unqualified English teachers (M = 24.59, SD = 2.895), t (33) = -2.294, p = .028. These results suggest that teachers' qualification influences their use of the deductive method of teaching grammatical structures. The qualified teachers use this method more than the unqualified teachers. For the other three methods, inductive, integrative and audio-lingual methods, there were no significant differences based on teachers' qualification. For the Inductive method, there was no significant difference in the mean score of qualified English language teachers (M = 27.39 SD = 2.831) and unqualified English teachers (M = 27.85, SD = 2.914), t (33) = .266, p = .792. In the Integrative method, there was no significant difference in the mean score of qualified English language teachers (M = 24.00, SD = 4.029) and unqualified English teachers (M = 23.94, SD = 3.473), t (33) = -.046, p = .963. Also, for the Audio-Lingual method, there was no significant difference in the mean score of qualified English language teachers (M = 21.22, SD = 4.930) and unqualified English teachers (M = 20.35, SD = 3.587), t (33) = -593, p = .557.

DISCUSSION

This study examined the various methods used by teachers in teaching English language grammatical structures in secondary schools in Bonny Local Government Area, Rivers State. The findings revealed that majority of the teachers make use of the four methods listed. However, the inductive was the most popular, which corroborates with the findings of Ishola et al. (2019) who also reported that teachers in their study mostly made use of the inductive method. This is however, at variance with the findings of Navaz and Sama (2017) who reported that teachers in their study mainly used the deductive method. In this study, the deductive and the integrative come after the inductive method. While the audio-lingual was the least popular among the teachers. The result of the Independent Sample t-test conducted to address the issue of difference among teachers in the use of methods of teaching grammatical structures based on teachers' qualification revealed that there was significant difference between qualified and unqualified teachers in the use of the deductive method, with the qualified teachers making use of the deductive methods more. These

results show that teachers' qualification influences the methods teachers employ in teaching English grammatical structures. The qualified teachers use this method more than the unqualified teachers. However, for the other three methods, inductive, integrative and audio-lingual methods, there were no significant differences based on teachers' qualification. Thus, teachers' qualification does not influence their use of the inductive, integrative and audio-lingual methods of teaching grammatical structures in secondary schools. This could be due to their various exposure.

One major observation of the study was the lack of qualified English language teachers. Many teachers who are not qualified to teach English language in secondary schools are still in the system. This is the usual practice in some schools where school principals assign teachers who specialized in other Arts subjects to teach English language. The belief is that anybody who has a degree in any Arts subject can teach English language. The finding is similar to that of Ishola, et al, (2019), which also revealed that most schools lack teachers especially English language teachers. This is not peculiar to Nigeria as Unal and Ilhan (2017) reported in their study, that in EFL teaching in Turkey, there are no experts in the field and teachers had problems teaching the foreign language (English). This is not ideal. Adagiri (2013) opines that professional training and knowledge are key priorities for teachers' professionalism. She also stresses that teachers ought to be able to have a mastery and good understanding of their area of specialization in order to impart the knowledge effectively.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that the inductive method appears to be the most popular among the teachers followed by the deductive method, and next is the integrative method, while the audio-lingual method was the least popular among the teachers. Qualified teachers used the deductive method of teaching grammatical structures in English Language more than the unqualified teachers. Based on the findings and conclusions, the following recommendations were made:

- There should be regular updating of teacher's knowledge through organized workshops and in-service training for teachers. This would acquaint them with different methods and current trends pertaining to the teaching of grammatical structures.
- Teachers should be encouraged to use different methods to teach grammatical structure as no single method can cater for all the needs of all the students.

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