

MINIMIZING PROBLEMS OF TEACHING AND LEARNING GRAMMAR FOR SUSTAINABLE EDUCATION DEVELOPMENT IN PRIMARY SCHOOLS IN OGUN STATE

By

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Abstract

The study examined minimizing problems of teaching and learning grammar for sustainable education development in primary schools in Ogun State. The study adopted a descriptive survey research design. Population comprises all English language teachers in primary schools in Ogun State, Nigeria. Simple random sampling technique was used to select ten (10) primary schools in Odeda local government area, in which ten (10) teachers were chosen per school, to make a total of 100 teachers as sample for study. A self-developed questionnaire was used as instrument for data collection. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools. Findings revealed that, the challenges faced in teaching and learning grammar in primary schools are multifaceted and require comprehensive interventions to foster sustainable improvements. The problems include teacher training gaps, resource limitations, student-centered obstacles, and socio-cultural influences that impact grammar education outcomes in Ogun State primary schools. By proposing evidence-based strategies such as comprehensive teacher training, curriculum development, pedagogical innovations, and community engagement, we aim to address these challenges and promote sustainable improvements in grammar education. These strategies are grounded in research and best practices, offering a roadmap for enhancing grammar instruction effectiveness and fostering equitable learning outcomes for primary school students in Ogun State. It was therefore recommended that educational authorities should prioritize the implementation of comprehensive teacher training programmes focused on grammar instruction. These programmes should be tailored to the specific needs of primary school educators in Ogun State, providing them with the knowledge, skills, and resources necessary to deliver effective grammar instruction.

Keywords: *Minimizing, Problems, Teaching, Learning, Grammar, Sustainable development*

Introduction

In the realm of primary education, the acquisition of grammatical skills stands as a cornerstone for language proficiency and cognitive development. The significance of grammar instruction in primary schools cannot be overstated, as it lays the foundation for effective communication, critical thinking, and academic success (Elley, 2012). Grammar instruction in primary education encounters a myriad of challenges that hinder effective teaching and learning processes (Njoku & Izuagbe, 2011). However, despite its pivotal role, the teaching and learning of grammar in primary education settings often encounter multifaceted challenges that impede sustainable education development. These challenges encompass pedagogical, resource-related, student-centered, and socio-cultural dimensions, each posing formidable obstacles to sustainable grammar education development. A significant challenge plaguing grammar instruction in primary schools is the lack of teacher training and expertise in grammar instruction (Andrews, 2017).

Many educators enter the classroom without adequate preparation or specialized knowledge in grammatical concepts and instructional strategies, leading to suboptimal learning experiences for students (Oluwatosin, 2020). Without comprehensive training programs that equip teachers with the requisite skills and knowledge, grammar instruction may remain fragmented and ineffective, impeding students' mastery of grammatical concepts. Furthermore, the dearth of resources and materials tailored to grammar teaching exacerbates the challenges faced by educators (Hinkel, 2014). Primary school settings often grapple with limited access to age-appropriate grammar resources, textbooks, and supplementary materials, constraining teachers' ability to deliver engaging and effective grammar lessons. Inadequate resources not only impede instructional quality but also exacerbate disparities in grammar learning experiences across schools and regions.

Student-centered challenges present another layer of complexity in grammar education. Motivational disparities, varying levels of engagement, and comprehension difficulties among students pose significant barriers to effective grammar instruction (Nunan, 2012). Motivating students to actively participate in grammar lessons and fostering sustained engagement requires innovative instructional approaches that cater to diverse learning preferences and needs. Additionally, comprehension difficulties stemming from language barriers, cognitive differences, or learning disabilities necessitate differentiated instruction

and targeted interventions to ensure equitable learning outcomes for all students. Moreover, socio-cultural factors exert a profound influence on grammar learning in primary schools (Cummins, 2010). Linguistic diversity, socio-economic disparities, and cultural norms shape students' language acquisition trajectories and affect their engagement with grammatical concepts. Educators must adopt culturally responsive pedagogies that honor students' linguistic backgrounds and foster inclusive learning environments. Addressing socio-cultural factors requires collaborative efforts involving educators, families, and community stakeholders to create supportive contexts conducive to grammar learning.

Minimizing the multifaceted challenges encountered in teaching and learning grammar according to Adeyanju (2024) requires a comprehensive approach that encompasses various strategies aimed at bolstering teacher expertise, optimizing resource allocation, and fostering student engagement. By implementing targeted interventions, educators and policymakers can mitigate these challenges and promote sustainable improvements in grammar education outcomes. Andrews (2007) emphasizes the importance of specialized teacher training programs tailored to grammar instruction. These programs should provide educators with a deep understanding of grammatical concepts and effective instructional strategies. By equipping teachers with the requisite knowledge and skills, such training initiatives enhance their capacity to deliver high-quality grammar instruction.

Hinkel (2004) advocates for ongoing support mechanisms to sustain teachers' growth in grammar instruction. This includes access to mentoring programs, peer collaboration opportunities, and professional learning communities (Oluwatosin, 2020). Additionally, ensuring teachers have access to a diverse range of resources, such as textbooks and digital tools, enhances their ability to implement innovative teaching strategies effectively (Adeyanju, 2024). Curriculum development efforts according to Eze (2009) should focus on creating comprehensive and scaffolded grammar curricula that align with educational standards. By providing a clear progression of grammatical concepts, educators can ensure coherence and consistency in grammar instruction across grade levels (Nunan, 2012).

Educational materials according to UNESCO (2020) should be designed to capture students' interest and facilitate active learning experiences. Incorporating interactive activities, multimedia resources, and real-world examples enhances students' engagement and comprehension of grammatical concepts. Nunan (2012) emphasizes the importance of employing innovative pedagogical approaches to grammar instruction. This includes techniques such as task-based learning,

cooperative learning, and differentiated instruction, which cater to diverse learning needs and preferences (Njoku & Izuagbe, 2011). Integrating grammar instruction within meaningful communicative contexts fosters authentic language use and reinforces grammatical concepts in real-life situations (Skutnab,2020). By emphasizing communication and interaction, educators can enhance students' motivation and proficiency in grammar (Cummins, 2010).These strategies, grounded in empirical research and best practices, offer a roadmap for minimizing the challenges associated with teaching and learning grammar in primary schools. By leveraging comprehensive teacher training, curriculum development, and pedagogical innovations, educators and policymakers can create a supportive ecosystem conducive to sustainable improvements in grammar education outcomes. This paper seeks to catalyse discourse, inform practice, and propel the trajectory of grammar education towards sustainable development in primary schools.

Research Questions

To guide the study, these two research questions were used;

- i. What are the specific challenges encountered by teachers in primary schools regarding the teaching and learning of grammar in primary schools in Ogun State?
- ii. What are propose evidence-based strategies for minimizing the identified challenges and fostering sustainable improvements in grammar education outcomes in primary schools in Ogun State?

Methodology

The study adopted a descriptive survey research design. Population comprises all English language teachers in primary schools in Ogun State, Nigeria. Simple random sampling technique was used to select ten (10) primary schools in Odeda local government in which ten (10) teachers were chosen from each school, to make a total of 100 teachers as sample for study. A self-developed questionnaire was used as instrument for data collection. It consisted of closed-ended questions with Agree or disagree as respond format. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument, 0.79, was determined using Cronbach Alpha. Data collected were analyzed with simple percentage, mean and standard deviation statistical tool.

Presentation of Data Analysis and Results Discussion

Table 1: What are the specific challenges encountered by teachers in primary schools regarding the teaching and learning of grammar in primary schools in Ogun State?

S/N	ITEMS	AGREED		DISAGREED		Mean	S.D
		Freq	Percent	Freq	Percent		
		(N)	%	(N)	%		
1.	Teaching grammar effectively requires specialized training and expertise.	83	83%	17	17%	3.86	.77
2.	Limited access to comprehensive teacher training programs focused on grammar instruction hinders effective teaching.	77	77%	23	23%	3.82	.76
3.	Insufficient resources and materials for grammar teaching pose challenges in delivering quality lessons.	69	69%	31	31%	3.69	.74
4.	Teachers often face difficulties in adapting grammar instruction to suit the diverse learning needs of students.	70	70%	30	30%	3.70	.74
5.	Socio-cultural factors, such as linguistic diversity, influence grammar learning experiences in primary schools.	76	76%	24	24%	3.82	.76
Overall Total		Mean (μ) = 3.78 and STD = 0.75					

Results in table 1 above show the specific challenges encountered by teachers in primary schools regarding the teaching and learning of grammar in primary schools in Ogun State. This finding indicate that teaching grammar effectively requires specialized training and expertise ($\mu= 3.86, SD = 0.77$), limited access to comprehensive teacher training programs focused on grammar instruction hinders effective teaching($\mu= 3.82, SD = 0.76$), insufficient resources and materials for grammar teaching pose challenges in delivering quality lessons ($\mu= 3.69, SD = 0.74$), teachers often face difficulties in adapting grammar instruction to suit the diverse learning needs of students($\mu= 3.70, SD = 0.74$) and socio-cultural factors, such as linguistic diversity, influence grammar learning experiences in primary schools ($\mu= 3.82, SD = 0.76$). This reveals that the mean and standard deviation of the items listed above is very high ($\mu= 3.78, SD = 0.75$) showing the specific challenges encountered by teachers in primary schools regarding the teaching and learning of grammar in primary schools in Ogun State.

Table 2: What are propose evidence-based strategies for minimizing the identified challenges and fostering sustainable improvements in grammar education outcomes in primary schools in Ogun State?

S/N	ITEMS	AGREED		DISAGREED		Mean (μ)	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Implementing comprehensive teacher training programs focused on grammar instruction	82	82%	18	18%	3.86	.77
2.	Providing ongoing support and resources for teachers to enhance their grammar teaching skills	67	67%	33	33%	3.71	.74
3.	Developing age-appropriate grammar curriculum aligned with educational standards.	75	75%	25	25%	3.82	.76
4.	Incorporating innovative teaching methods and techniques for grammar instruction.	75	75%	25	25%	3.82	.76
5.	Promoting communicative language teaching to enhance grammar learning in context	66	66%	34	34%	3.72	.74
Overall Total		Mean (μ) = 3.79 and STD = 0.754					

Results in table 2 above show the propose evidence-based strategies for minimizing the identified challenges and fostering sustainable improvements in grammar education outcomes in primary schools in Ogun State. This finding indicate that implementing comprehensive teacher training programs focused on grammar instruction ($\mathcal{M}= 3.86$, $SD = 0.77$), providing ongoing support and resources for teachers to enhance their grammar teaching skills ($\mathcal{M}= 3.71$, $SD = 0.74$), developing age-appropriate grammar curriculum aligned with educational standards ($\mathcal{M}= 3.82$, $SD = 0.76$), incorporating innovative teaching methods and techniques for grammar instruction($\mathcal{M}= 3.82$, $SD = 0.76$) and promoting communicative language teaching to enhance grammar learning in context ($\mathcal{M}= 3.72$, $SD = 0.74$). This reveals that the mean and standard deviation of the items listed above is very high ($\mathcal{M}= 3.79$, $SD = 0.75$).

Discussion of Findings

The research question 1 show the specific challenges encountered by teachers in primary schools regarding the teaching and learning of grammar in primary schools in Ogun State. This reveals that the mean and standard deviation of the items listed above is very high ($\mathcal{M}= 3.78$, $SD = 0.75$) showing the specific challenges encountered by teachers in primary schools regarding the teaching and learning of grammar in primary schools in Ogun State. The results are in line with the finding of Andrews (2017) who is of the opinion that the problems teaching and learning grammar for sustainable education development in primary schools encompass pedagogical, resource-related, student-centered, and socio-cultural dimensions, each posing formidable obstacles to sustainable grammar education development.

A significant challenge plaguing grammar instruction in primary schools is the lack of teacher training and expertise in grammar instruction. Finally, research questions 2 revealed the proposed evidence-based strategies for minimizing the identified challenges and fostering sustainable improvements in grammar education outcomes in primary schools in Ogun State. This reveals that the mean and standard deviation of the items listed above is very high ($\mathcal{M}= 3.79$, $SD = 0.75$). The results are in line with Cummins (2010) who stated that through leveraging comprehensive teacher training, curriculum development, and pedagogical innovations, educators and policymakers can create a supportive ecosystem conducive to sustainable improvements in grammar education outcomes.

Conclusion

In conclusion, the challenges faced in teaching and learning grammar in primary schools are multifaceted and require comprehensive interventions to foster sustainable improvements. The problems include teacher training gaps, resource

limitations, student-centered obstacles, and socio-cultural influences that impact grammar education outcomes in Ogun State primary schools. By proposing evidence-based strategies such as comprehensive teacher training, curriculum development, pedagogical innovations, and community engagement, we aim to address these challenges and promote sustainable improvements in grammar education. These strategies are grounded in research and best practices, offering a roadmap for enhancing grammar instruction effectiveness and fostering equitable learning outcomes for primary school pupils in Ogun State.

Recommendations

Based on the findings of the study, it is recommended that;

1. Educational authorities should prioritize the implementation of comprehensive teacher training programs focused on grammar instruction. These programs should be tailored to the specific needs of primary school educators in Ogun State, providing them with the knowledge, skills, and resources necessary to deliver effective grammar instruction.
2. There is a need to revise the existing grammar curriculum in primary schools to ensure alignment with educational standards and best practices. Additionally, adequate resources and materials should be allocated to support grammar teaching and learning, including textbooks, digital resources, and supplementary materials.
3. Policymakers and educational institutions should promote the adoption of innovative pedagogical approaches, such as communicative language teaching and task-based learning, to enhance grammar instruction effectiveness. These approaches foster active student engagement and facilitate meaningful language use in authentic contexts.
4. Engaging parents, community stakeholders, and local organizations is essential for creating a supportive environment that reinforces grammar education initiatives. Collaborative efforts involving schools, families, and communities can enhance students' motivation, participation, and overall success in grammar learning.
5. Advocacy efforts should be directed towards policymakers to prioritize grammar education within the broader educational agenda. This includes advocating for policies that allocate sufficient resources, prioritize teacher training, and integrate grammar instruction into curriculum frameworks.
6. Regular monitoring and evaluation mechanisms should be implemented to assess the effectiveness of implemented strategies and identify areas for improvement. Feedback from teachers, students, and stakeholders should inform ongoing efforts to enhance grammar education outcomes in primary schools.

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