

English Language Teachers' Lesson Preparation and Delivery in Orelope Local Government Area, Oyo State

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Abstract

This study investigated English Language teachers' lesson preparation and delivery in English Grammar in at public senior secondary schools in Orelope Local Government of Oyo State. Six research questions were formulated to guide the study. The participants were 20 SS2 teachers of English language from 10 randomly selected public senior secondary schools in Orelope Local Government Area, Oyo State. The instruments used were Teachers' Lesson Preparation ($r=0.79$) and Lesson Delivery ($r=0.98$) rating scales. The study lasted four weeks. Data were analysed using the descriptive statistics of frequency counts, simple percentages, mean and standard deviation. Findings showed that teachers' lesson preparation was good. In lesson delivery, teachers communicated with learners in simple English Language expressions. They were mobile while lessons progressed. They modulated their voices appropriately during lessons delivery but did not reinforce students' efforts appropriately nor used sufficient examples to illustrate concepts during instruction. It is then recommended that teachers be exposed to self-development schemes that could improve their classroom practice in terms of lesson preparation and delivery.

Key words: Lesson preparation, Lesson delivery, English Grammar, Classroom practices.

Introduction

Grammar in speech and writing are the two manifestations of language and each has its own function. To attain fluency, speak and write well, one needs grammar. Izuagba (2007) writes that success is measured in terms of the ability to carry out a conversation in the target language. The implication of this is that students who do not speak the language may not be motivated to learn. Writing is an indispensable skill in language since communication is not completely all about orals. In English Language learning, four skills are connected – Reading, Writing, Speaking and Listening. Through Writing, certain grammatical, idiomatic expressions and vocabulary structures are reflected. 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 in the structure of the sentence emanating from wrong use of articles, concord, tense, preposition etc. Certainly, students can hardly record significant progress in their studies without adequate mastery of the Grammar of the English Language through which most of the courses in primary, secondary and tertiary institutions are taught and tested in.

It is a fact that not everyone who reads can write hence, the writing skill has been seen as the most complex skill among others. The absurdity of Essay Writing scenario in Nigerian secondary

schools is further aggravated with the stated objectives in the syllabuses and what actually goes on in the Essay Writing classrooms. For instance, the National Examination Council syllabus (NECO 2004-06, page 104) states, “The objective of the essay writing section is to test candidates' ability to communicate effectively in writing. The kinds of writing demanded are: “Narrative, Descriptive, Argumentative / Debate, Expository, Letter, Article, Speech, Report, and Creative Writing”. And writing requires the ability to arrange language elements into larger units to form acceptable sequences.

Akinbode (2008) also posited that the grammar of a language covers such points of usage as tenses, spellings, punctuation, concord, parts of speech, lexis and structures. Grammar in this study refers to the acceptability and unacceptability of some patterns of expressions in a language by users of such language. That is, the body of acceptable prescriptive and descriptive utterances about the rules of a language that provides the basis for assessing right and wrong uses. Grammar is the soul of a language being a meaning-making machine. MacDonald and Asiyanbola (2005) considered it as 'the structure of language, the machinery of language... about the system of language, the way we combine words to produce meaning'.

Going by the premium placed on English Grammar in language teaching and learning, Asiyanbola (2005) submitted that Grammar serves as

a guide to reading and writing skills in English. He believes that learners needed to identify concepts like morphemes, clauses, phrases, sentences and their interrelationships in a print before they can read and draw meanings from them and that even this era of the Internet and computers, demand a good performance in English Grammar. This is simply because Grammar produces a set of rules that serve as a monitor for the production and consumption of information. Apart from the school setting, the trend in the urban areas to speak English Language to children from cradle is on the high percentile. Regrettably, the adult speakers of English Language are terrible models for the young ones. This becomes more difficult to stamp out the bad language habits acquired from the footing. Jowitt (2012) posited that.

... much of the English produced by students in schools in Nigeria, even after many years of classroom teaching is bound to contain many imperfections including many fossilized errors which as suggested above have been largely learned outside the school. Difficult to eradicate, they are often carried over into the usage of tertiary-level students and even of graduates. Pg 839

Certainly, each of the goals detailed above is hinged on Grammar. The place of Grammar in the 2009-2015 syllabus of West African Senior School Certificate Examination (WASSCE) expatiates on the role of Grammar in an ESL (English as Second Language) setting. The aims and objectives are that candidates should demonstrate the ability to (i) use correct English Language (ii) write about incidents in English Language that are appropriate to specified audiences and situations (iii) organise materials in paragraphs that are chronologically, spatially and logically coherent (iv) control sentence structures accurately (v) exhibit variety in the choice of sentence patterns (vi) comply with the rules of Grammar, spelling and punctuation (vii) comprehend written and spoken English (viii) recognize implied meanings, tones and attitudes (ix) use an acceptable pronunciation that can be comprehended by others (x) isolate and summarise relevant information from set passages (Regulations and Syllabuses for WASSCE 2009-2015 pg 203).

A critical look at the extract reveals that assigning Grammar to the back seat in the classroom will be suicidal as almost all the items stated therein will be achieved through proficiency in Grammar and will in addition, totally betray the beautifully stated aims and objectives of the two examination bodies in the country and also rob our children the actualisation of their dreams. Osisanwo (2011) studied the performance of 242 WAEC examination candidates randomly selected from various examinations centres in Nigeria in the WAEC English Language examinations to ascertain the grammatical demands of the paper and how it related to performance. The findings were noted as follows: a. the total marks for English Paper 1 was 150 and out of this, sections that tested the knowledge of Grammar was up to 110 marks which was about 75%. b. in the writing tasks (essay and letter), no candidate got one mark out of ten for Mechanical Accuracy which assessed all round Grammar skills. c. Paper two that tested Lexis and Structure had a ratio of 45.55% in favour of structures. d. in the Comprehension section, as many as 150 candidates out of 242 scored a zero in questions that dealt with Grammar and very poor marks for Expression out of twenty marks. In Summary Writing, expressions and mechanics were poor. Effective teaching and learning of English Language cannot be achieved without the knowledge of English Grammar because the knowledge of Grammar is central to effective language teaching and learning. On the same note, Akinbode (2008) agreed that Grammar is the spinal cord of any language and the users' mastery of it determines their competence and performance in the language. He highlighted the importance of Grammar thus: 'It is therefore apparent that the learning of the English Grammar especially by a second language user is impossible without considerable reference to Grammar, and indeed without a detailed knowledge of grammatical processes. This is because the patterns and forms of a language are what constitutes Grammar - the common core of language.

Ur (1996) furthermore described Grammar as the way a language manipulates and combines words (for bits of words) in order to form longer units of meaning. Good writing requires a working knowledge of Grammar, a refinement of the basic or instinctive knowledge the writer has already had. Good writing is more than the art of obeying grammatical rules. It is the art of arranging words, phrases, sentences and paragraphs in such a way as to

engage and sustain the reader's attention.

Izuagba (2007) averred that Grammar refers to the properties and processes that underlie the use of a language. That is, a set of rules that underlie the ability of speakers to speak and understand that particular language. The implication of this is that speakers of English Language must know the rules of the language and have the knowledge to be able to use it proficiently. Grammar is both competence and performance. English Grammar deals with a system of rules that govern the use of English Language (spoken or written) in order to achieve acceptable forms or sentences of a language. Further still, the role of Grammar in language teaching and learning is relevant in teaching different language skills. For example, Alonge (2017) posited that effective writing requires a working knowledge of Grammar. A number of errors and deviant forms of language use that are commonly observed are students' poor knowledge and sequence of tenses; weakness in concord; winding sentence construction due to illogical thinking; wrong use of prepositions; direct translation from mother tongue thoughts into English; inability to apply right reading speed of reading materials. Being an inescapable aspect of language system because it is a set of principles which permit orderliness when speaking or writing a language; the teaching of the Grammar of a language covers aspects of language usage such as tenses, spellings, punctuation, subject/verb, noun and pronoun agreement (concord), parts of speech, lexis and structures among others. Grammar is an integral part of the English Language Curriculum in Nigeria because the knowledge of Grammar facilitates the effective teaching and learning of the language skills. Similarly, the West African Examination Council Chief Examiner's Report (2013), confirms the importance of English Grammar to students' overall performance in the public examinations.

Candidates' expressions were generally poor and their usage of vocabularies so limited. Grammatical errors such as: spelling and punctuation errors, misuse or omission of the articles and the misuse of pronouns were common features in candidates' essays. In order to remedy these problems, teachers at their senior secondary level should expose the candidates to speech,

vocabulary development as well as lexis and structure (pg 6-7).

This excerpt from the West African Examination Council Chief Examiner's report shows that poor knowledge of English Language Grammar is one of the factors responsible for the perennial poor performance in English Language from students' essays. It could be deduced that there is no mastery of Grammar of the language because when Grammar is wrong, everything will be wrong with the use of language. Succinctly put, English Language being one of the core subjects in Nigeria educational system, educators have adopted examination as one of the methods of determining students' level of cognition with a view to ascertain whether they have mastered what they have been taught. Odongo (2006) asserted that examinations serve as part of human culture readily available to assess the effects of teaching and learning, to distinguish and select talented people.

According to the WAEC Chief examiners' report (2015), 'the common weaknesses noticed in the candidates' scripts were misinterpretation of the questions, inability to express themselves in good language... remedies which include the understanding of the question before attempting them as well as avoiding single word answers where an explanation is required.' He further explained that in English Language in particular, students had difficulties in expression of ideas correctly, inability to punctuate correctly, incorrect Grammar, limited range of vocabularies and grammatical errors. In Nigeria, students find it difficult to understand instructions accompanying tests hence, most students fail in school certificate subjects for lack of proficiency in English Language. This may be as a result of the persistence of difficulties faced by students in the use of the English Grammar that the reform of the language of instruction for national development attained popular use over the decades. Furthermore, according to UNESCO (2000), the English Language was regarded as one of the subjects worst taught in Nigerian schools. To this, the West African Examinations Council (WAEC) Chief Examiner's Report of 2015 had it that 'This paper was well within the experience of the candidates and the standard compared favourably with those set in the previous years. The candidate's performance however was generally disappointing'.

Inasmuch Grammar is not an explicit skill

considered in the teaching of English Grammar considering Reading, Writing, Speaking and Listening but achievement in these four skills is pegged on it. The understanding of grammatical structures allows a language user to interpret a message and also needs to be able to form acceptable expressions with it. Considering Reading and Comprehension, meaning is not easily drawn from vocabularies in the passage but also by the simple knowledge of the interrelationships that lie between certain elements of a sentence. This justifies the place of Grammar in language learning and teaching. With the poor performance of students in English Language being a reflection of their poor mastery of grammatical elements, the question of pedagogy arises. What is pedagogy and who uses it in the language classrooms in our public secondary schools? On this, Connor (2016) ascertained that 'many good teachers are adoptive rather than rigid in their approach to teaching children and only loosely base their instructions on a given method. Pedagogy is very vital in every teaching-learning situation. Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. Effective teachers use an array of teaching strategies because there is no single universal approach that suits all situations. Different strategies used in different combinations with different groups of students will improve learning outcomes. Some strategies are better suited for certain students' backgrounds, learning styles and abilities. Effective pedagogy incorporating an array of teaching strategies support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of differences should be implemented across all key learning and subject areas Agu (2011).

A teacher's experience in a language class is measured by the quality of knowledge at his or her disposition to impart knowledge or act a model while the learner's ability to grab the content and to use the knowledge acquired in other linguistic situations is facilitated by the learner's understanding of the functionality of the language. For effective teaching to take place, Roberts (2003) stated that the skilful teacher needs use the many different methods and techniques at his or her command. Even though there is a great diversity in teaching methods and techniques, there is no one of them that can be regarded the best for every teaching situation. This is

therefore assumed that a carefully designed teaching method can work wonders in making learning more effective. **However, to teach or not to teach Grammar has attracted Proponents and Opponents.** The major arguments against Grammar Translation articulate around three axes. First, the failure to bridge the gap between what is learnt and what is put in practice.

Many ESL teachers are faced with the unfortunate fact that students can perform well in a Grammar test but in their writing, would commit those same mistakes they have been trained to avoid. Second, the strong influence of the Communicative Approach for the last two decades together with Krashen's Acquisition Theory (1981) and the Direct Method have largely eclipsed explicit GT as the focus shifted from form to meaning and from correctness to communication competence. Third, Lewis' Lexical Approach Theory (1993) has put more stress on vocabulary and lexical chunks than on formal Grammar and proved to be quite effective in specific situations and for special purposes.

Why is pedagogy important? It is important because teaching English Language as a second language in the public senior secondary schools in my area of study demands a lot of expertise especially when the learning and speaking of the English Language is very limited as the learners have less opportunity to practice the target language outside of their classrooms. Some of their teachers also lack content knowledge and so cannot give what they do not have. It therefore becomes difficult for the subject teacher to encourage some enthusiastic students to use the target language. Studies have shown that teacher's education, ability and experience are associated with increased students' performance across schools. It takes a competent teacher to be able to teach the language skills effectively and to make learners competent in the use of the language Fakeye, (2015).

From the foregoing, the teacher is seen to be in the focal point of learning experiences and outcomes. Pedagogy or what is commonly referred to as teachers' technical skills or practices are what distinguish professional teachers from non professionals. In our today's educational practice, pedagogical skills appear to be a rare commodity even among professionally trained teachers. Kimberly (2009) stated that teachers must be knowledgeable in their field of study. Teachers are unproductive if they are unfamiliar with the contents to be taught. To elucidate on that, the minimum qualification for

teaching in Nigeria is the Nigeria Certificate in Education (NCE) as stated by the Federal Government of Nigeria in NPE, (2004). In most schools, the story is different as most unqualified people teach English Language. Kolawale (2015) stated that a good teacher is one who possesses expert knowledge of his or her subject area as well as sound methodology to impart the knowledge. Unfortunately, most teachers in our schools today became teachers by accident and so are grossly ignorant of the fact that teaching is a job which requires interest, charisma, disposition, talent and commitment, etc and therefore they cannot go extra miles, show or have positive attitude towards teaching or even think for the learners under their tutelage Adegbola, (2014). This by extension reflected in the performances of students during public examinations.

The position was corroborated by Kolawole (2000), Adegbile (2007) and Ayodele (2007) as they torch lighted the challenges in the areas of methodology, materials, overpopulation, teacher quality and quantity among others. Lack of modern language facilities Kolawale and Olatunji, (2007), poor reading habits Ezeokoli (2005), poor instructional strategy Kolawale (2003), incompetent teachers and issues of phonemes, grammar, syntax and cultures of learners of second language Njoku (2001), mad-rush to finish the syllabus which hinders thoroughness Kolawale (2015) and many more. The quest to find sustaining solutions to the poor performance of students in English Language has made some scholars to embark on some researches. Kolawale (2015) emphasised that teachers are the ones who implement the curriculum by interpreting/implementing a given curriculum by bringing both the learners and materials together. They influence the selection of subjects, content areas, materials and bring their experiences into full bear on the proceedings of the meeting where vital decisions are made. He noted in the same book that teachers do not merely serve as instructional technicians who are made to rigidly implement a given curriculum the way it has been given to them.

Furthermore, teachers decide on what to teach and how to teach it according to the needs, ability and learning styles of their students because they interact with the learners daily and know how they fend in the school environment. In this 21st Century, 'teaching has gone beyond the art and science of conserving and transmitting knowledge,

concepts and skills to succeeding generations, to influencing observable and measurable students' outcomes. Hence, Clark and Walsh (2002) defined pedagogical skills as "consisting primarily of knowledge about classroom assessments, methods of motivation of students, personal knowledge about particular students and their families, socio-interactional skills. From this, we could infer that not everyone in the classroom today possesses the needed pedagogical skills to influence students' learning and by extension, their academic performance. Similarly, the National Board for Professional Teaching Standards (NBPTS, 1998) in the United States of America sees pedagogy as follows:

Content pedagogy refers to the pedagogical (teaching) skills teachers use to impart the specialized knowledge/content of their subject area(s). Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, dispositions, and commitments that allow educators to practice at a high level (p. 1).

In addition, so much depend on the methods that are used to engender learning. Although there has been controversy as to which is more important in the teaching and learning process, the teacher or the method. Methods have the potential of making it possible for students to learn fast or slow them down, altogether. In order to underscore the importance of methods in the instructional delivery process, Kolawale (2015) observed: 'in the teaching situations, it is the methods used, more than any other factor that determines the results achieved (pg 11-12). But Eggen and Kauchauk (1996) in Kolawale (2015) have noted after reviewing literature, that the teacher is the most important educational factor affecting student's learning and development. Also, according to Kolawale (2015), the teacher, through the methods used is in a position to teach concepts,

procedural skills, principles and academic rules. This he stated was however contingent upon the teacher's proper training and motivation which explained why the government is being asked by experts in education to do more for teachers in the school system because when they are happy and feel secured, they can lead learners to the promise land. The National Policy on Education (2004) lent credence to this by stating that, 'no nation can rise beyond the quality of its teachers.'

Poor academic performance has been linked to several factors which include high teacher-student ratio, shortage of good teaching staff, poor quality of educational leadership, political instability and politicisation of educational programmes, automatic promotion, age of the learners, and inadequate essential physical facilities and equipment Ewetan, (2017); Akinwunmi and Odunsi, (2008). Meaningful improvements in the quality of education that students receive are determined by the quality of teachers Ewetan (2017). Therefore, quality teaching and learning are a sine qua non for students' academic performance. Among many factors that contribute to student's academic performance, teachers matter the most. When it comes to students' performances, a teacher is estimated to have two or three times the impact of any other school factor, including services, facilities and even leadership Yusuf, (2015). The best way to assess teachers' effectiveness is to look at their on-the-job performance including what they do in the classrooms and how much progress their students make on achievement tests. Quality teachers are considered to be those who bring about students' learning Harris, (2006).

Studies have shown that teacher quality whether measured by content, experience, training and credentials or general intellectual skills are strongly related to students' achievement Hammond, (2009). This implied that teachers' competence, qualification, teaching experience and classroom behaviours are strong variables indicating students' performance. *The importance of experienced teachers in schools has been highlighted by many researchers Akinleye (2001, Commeyras (2003). The result backed the point that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years Alonge (2007). Teachers' prolonged engagement with students enables them to exert influence on character formation and socialiation of*

Teachers' pedagogical practices enable classroom teachers to have a good and thorough understanding of the subject they teach (English Language, for instance) and appreciate how the knowledge gained overtime in their subject areas can be created, organised and linked to other areas of knowledge. Also, pedagogical skills make teachers aware of the preconceptions and background knowledge that students typically bring to each subject, strategies and instructional materials that may be of assistance in addition to understanding and solving the possible difficulties likely to arise in the classroom and modify their practice accordingly (National Board for Professional Teaching Standards, (NBPTS 1998). Also, Mckenzie (2003) identified seven elements (categories) which indicate the direction and importance cum the scope of pedagogy. The elements are needs assessment, professional growth, classroom culture, strategy, resource management, problem-solving, and orchestration. Similarly, it has been argued severally that teaching resources or teaching and learning materials/resources are determining factors in the attainment of instructional objectives at the classroom level of the educational enterprise. Instructional delivery cannot be said to be effective when teachers assume the role of a "sage on stage", doing the talking alone.

The study is embarked upon following the worries on the deteriorating performance of students in English Language at the public senior secondary schools in the country which is attributed to teachers' poor pedagogical practices of English Grammar in the classrooms. They refer to the various types of tasks, ways of working or types of activities and practices which guide effective teaching and learning. Such practices include: preparing well in advance, using relevant lesson plans / notes, using questions, using teaching aids, prompt setting of written and practical exercises, provision of feedback to learners on assessments and undertaking of remedial teaching to ensure effective learning Agu (2011). Thus, pedagogical practices investigated are characterised by whether a teacher draws lesson plans, has instructional organisation, uses questions, makes provision for assessment patterns and feedback, has classroom interaction with students and so on.

Studies have linked teachers' pedagogical practices to academic achievement of students at public senior secondary schools subjects with little emphasis on actual description of teachers' pedagogical practices especially in English Grammar

classrooms and also in Orelope Local Government Area of Oyo State.

Statement of the problem

The English Language in Nigeria operates as her official language, language of pedagogy, global interactions and a pre-requisite for academic advancement in the tertiary institutions as well as an index of academic excellence. Despite its national importance, secondary school students record discouraging achievements at public examinations annually. Examination bodies have over the years showed concerns over this discouraging trend and have then linked it to students' insufficient use of Grammar in its acceptable forms especially in their essays at public examination. Studies have also linked it to class size, students' cultural background, students' poor reading culture, poor methodologies and many more but with less emphasis on teachers' preparation of lessons and lesson delivery. Therefore, this study investigated the English Language teachers' lesson preparation and delivery in English Grammar in some selected public senior secondary schools in Orelope Local Government Area of Oyo State.

Significance of the study

This study is expected to give a firsthand piece of information on the pedagogical practices of teachers of English Grammar in public senior secondary schools in Orelope Local Government and possibly review the existing methodologies. Arising from lapses and deficiencies that need to be corrected, the study will provide a platform for other researchers to investigate teachers' use of pedagogy in the teaching of English Grammar and for the education authority to organise workshops and

seminars for teachers in the local government on the need to use pedagogy in teaching. It is hoped that this research work will add to the studies on the appraisal of pedagogical practices in English Grammar classrooms. It is equally believed that the results of this study would reinforce discussions on the issue and also allow for more concerted efforts at tackling problems related to teachers' use of pedagogy in Orelope public senior secondary schools.

Methodology

Two research questions were answered.

1. What is teachers' rating in preparation of lessons?
2. What is teachers' rating in lesson delivery?

The study covered 20 public senior secondary schools two teachers of English Grammar in 10 public senior secondary schools in the local government. The descriptive design was adopted. The participants were 20 English Language teachers (two per school). Instruments used were Teacher's Rating Scale on Preparation of Lesson ($r=0.79$) and Teacher's Rating Scale in Lesson Delivery ($r=0.98$). Data collection was done in the selected public senior secondary schools by the researcher who observed the lessons and recorded them to assess teachers' lesson preparation and lesson delivery in the English Grammar classrooms. Data collected were analysed using descriptive statistics of simple percentages, mean and standard deviation.

Results

Research Question 1: What is teachers' rating in preparation of lessons in English Grammar classrooms?

Table 1: Rating on teacher's preparation of

Table 2: Rating on teacher's lesson delivery in English Grammar classrooms

S/N	Teacher's lesson delivery	1	2	3	4	5	\bar{x}	S.D
1	Teacher communicates with learners in simple English	1 5.0%	2 10.0%	6 30.0%	10 50.0%	1 5.0%	3.40	.94
2	Teacher is mobile while lessons progress	1 5.0%	2 10.0%	5 25.0%	12 60.0%	-	3.40	.88
3	Teacher modulates his or her voice as appropriate	1 5.0%	2 10.0%	7 35.0%	10 50.0%	-	3.30	.88
4	Teaches reinforces students' efforts appropriately	1 5.0%	3 15.0%	6 30.0%	10 50.0%	-	3.25	.91
5	Teacher illustrates concepts with insufficient examples	4 20.0%	1 5.0%	5 25.0%	10 50.0%	-	3.05	1.19
	Weighted $\bar{x} = 3.28$							

Table 2 shows teachers communicates with learners in simple English ($\bar{x}=3.40$) ranked highest and followed by teachers are mobile while the lessons progress ($\bar{x}=3.40$). Teachers modulate their voices as appropriate during lesson delivery ($\bar{x}=3.30$). Teachers reinforce students' efforts appropriately ranked third going by ($\bar{x}=3.25$) while teachers illustrate concepts with insufficient examples ($\bar{x}=3.05$) came least in the ranking. From this table, it can be deduced that teachers communicated in simple English expressions effectively, moved round the class during lessons delivery effectively too but were poor at modulating their voices to emphasise certain points. Teachers also did not reinforce students' inputs effectively and were inefficient at illustrating concepts with examples as their lessons progressed which showed that they were probably inexperienced or had inadequate knowledge of classroom practices.

Discussion of Findings

Teachers' preparation of lessons in the teaching of English Grammar

Teachers' preparation of lessons in this study rated forty percent which was well above the weighted mean and that was earned by teachers who stated clearly their lesson objectives. This finding was consistent with that of Adigun (2016) in their studies that teachers' preparation for lessons enabled them to prepare for content delivery. This, they posited empowers the teacher with knowledge, skills, attitudes and values which should exceed the borders of the curriculum in order for them to explain in details to the learners. This finding also was in line with Fakeye (2015) and Adigun (2016) who in their studies found out that teacher's preparations of lesson cum their subject mastery in Summary writing was above average. However, the rest of the teachers fell short in the preparation of lessons according to the instrument used for the study which disagreed with Bangbade (2014) who submitted that the teachers' preparations of lesson delivery can influence high levels of learning.

Teacher's lesson delivery in the teaching English Grammar

The findings of this study have shown that teachers communicated in simple English expressions in course of their lesson delivery but their expressions were fraught with grammatical errors. Also, some of the teachers observed were unduly loud and a particular teacher spoke to the chalkboard throughout the period of observation in class by the researcher. Some teachers were abusive in their choice of words, spoke in vernacular, committed too many grammatical blunders and one of them used some expressions considered too high for the level of students in that class. That according to Adeyemi (2018) meant no sense to the students. Kolawale (2015) in his finding discovered that teachers' lesson delivery must not only be clear but also suit the age and maturity levels of the learners because it pays

nothing to instruct learners and expect learning outcomes when the lesson is above their mental capacities. This fell short in the lesson delivery of some of the participants of this study.

The finding on teachers' insufficient use of examples during their instructions however disagreed with the use of examples in lesson delivery as recorded by Bills and Watson, (2008) in their study that the use of examples has always played a central role in the development of and in the teaching of Mathematics in the sense that examples play an important role when the teacher uses certain examples to explain and give mathematical understanding to the students. This could be because the study was carried out in another subject and in a different environment from the one used in the study

Summary of findings

Findings revealed that:

In lesson planning, teachers were good at stating lesson objectives before commencement of new instructions but unfair at distributing time evenly across various stages of their lessons. In lesson delivery, teachers communicated with learners in simple English Language expressions. They were mobile while lessons progressed. They modulated their voices appropriately during lessons delivery but did not reinforce students' efforts appropriately. They also did not use sufficient examples to illustrate concepts during instruction.

Conclusion

The study investigated teachers' lesson preparation and lesson delivery. It can be concluded from this study that teachers' lesson preparation and lesson delivery are of utmost importance in the teaching and learning of English Grammar. Hence, they must be properly taken into consideration for improved English grammar instruction.

Recommendations

Teachers should realise the educational needs of the 21st century. They should also be exposed to self development schemes that could enable them develop and improve upon their classroom practices through the Internet by watching videos of great instructors of English Grammar. They should also seek personal professional growth or development that can improve their communicative competence for lesson delivery.

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