# EFFECTS OF SUBJECT-VERB CONCORD INSTRUCTION ON UPPER BASIC THREE STUDENTS' ACADEMIC ACHIEVMENT IN ENGLISH LANGUAGE IN GWAGWALADA AREA COUNCIL, ABUJA, NIGERIA.

**BY**

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**BEING A DISSERTATION SUBMITTED TO POST GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN ENGLISH EDUCATION (M.ED), DEPARTMENT OF ARTS EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ABUJA, ABUJA, NIGERIA**

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## DEDICATION

This dissertation is heartedly dedicated to those that have desire for knowledge and my little daughter Chizzy who has been my companion through this academic journey.

## DECLARATION

I declare that the dissertation is a product of an original research work conducted by me. It has not been presented for the award of any degree in any university. The ideas, observations, comments, suggestions and expressions herein represent my own convictions except quotations, which have been duly acknowledged and reference in accordance with conventional academic tradition.

_____ _____

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**ABSTRACT**

*This research work investigated the effects of subject-verb concord instruction on Upper Basic three students' performance in English in Gwagwalada Area Council, Abuja, Nigeria. To achieve this objective, seven research objectives, seven research questions as well as seven research hypotheses were formulated. The researcher used quasi-experimental research design comprising experimental and control groups) for the study. The Researcher also reviewed some related literatures during which some previous studies relating to the topic were also reviewed. The population for the study was eighteen (18) Upper Basic Schools in Gwagwalada Area Council, Abuja, Nigeria. A sample size fifty (50) U.B three students each was for the experimental and control groups respectively. The actual schools used for the study were selected using non-random convenient sampling technique. However simple random sampling technique was used to select the particular classes on which the intervention was carried out. Ten test questions each were set on the five areas of subject-verb concord in this study. To ascertain the validity and the reliability of the instrument, experts and my supervisors vet the instrument. A pilot test was also conducted on thirty (30) U.B. three students from Upper Basic School Hajj Camp, Gwagwalada Area Council, Abuja, Nigeria. The researcher administered pre-test and post test to the experimental and control groups respectively to determine the effects of subject-verb concord instruction on the students' academic achievement in English Language. The researcher used a t-test to analyze the data collected from the students' pre-test and post test. The result of the analysis of the data collected for the research led to the following findings (among others); the students in experimental group subject-verb concord had a higher mean score than the students in the control group in the post test. The researcher therefore concluded that subject-verb concord instruction has remarkable effects on U.B. three students' academic achievement in English Language in Gwagwalada Area Council, Abuja, Nigeria. Based on the findings, the Researcher made these recommendations among others; subject-verb instruction should be incorporated in the school curriculum by the curriculum planners. Students should be taught subject-verb concord from at least basic four classes to form part of their foundations to learning English grammar. Real objects should be considered as first instructional resources when teaching singular subject-verb concord. Teachers should set questions on subject-verb concord in every terminal examination to get the students acquainted with these rules.*

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# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1. Background to the Study

Communication is the essence of life. To express oneself, one needs to communicate effectively. An individual has to communicate to express his or her feelings, to pass on the intended information to others and share their thoughts and feelings. Communication is directly proportional to the choice of words. The social view point of communication theory considers communication as a result of interaction between the sender (source) and the receiver. This simply means that communication is directly dependent on the content of the speech or information. It is worth noting that how effective one communicates is the basis here. No matter how brilliant a student's idea is, he needs to effectively communicate it to his receiver (the audience).

According to Confucius in Burton (2007) "if the language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone; if this remains undone, morals and arts deteriorate, justice goes astray; if justice goes astray, the people will stand about in helpless confusion. Hence there must be no arbitrariness in what is said". Regardless of any language, competence in grammar is fundamental to one's ability to communicate in a particular language. One's good grasp of grammar implies the ability to send clearer massages and the likelihood of being intelligible and understood by others.

Speaking or writing only is not enough, you need to ensure that the information passed on, is grammatically correct for right interpretation and understanding by the receiver. Language is the main tool of communication. In fact, no society can function properly without language. Omachonu (2011), agrees that there is hardly any human function that does not require language. This is considered as one of the most vital phenomena in human existence. The indispensable role of language has made most societies, especially those in developed world; invest so much in its teaching and learning so as to enhance the quality and effectiveness of its learning. Language teachers, particularly English Language teachers on their part commit a recommendable time and efforts in the teaching of language, so as to enhance grammatical proficiency among the students and the society at large, both in writing and speaking the target language; (English). Akharct (2003), remarks that, "for students to learn how to compose a long piece of writing (essay), they

must master the core skills of sentence construction and organization of ideas, such as coherence and cohesion, use of connectives, etc; since essays are built up through coherent use of sentences that present and develop facts in various paragraphs".

Effective learning of English Language in its totality entails the development of the four language skills in English; listening skill, speaking skill reading skill, and writing skill. The success or otherwise of writing skill of a student depends to largely on the awareness of grammatically correct expressions which is anchored on right choice or form of subjects and their corresponding verbs in terms of number. Without mastery of the subject-verb concord, one cannot have a good progress in academic nor become successful in business in the present generation. This is because, nowadays, official communication in the business world requires grammatically correct expressions. For instance, writing a memo, circular, making promotional statements about the product of a company and so on. The teaching of subject-verb concord is therefore, a major aspect of English Language Teaching (ELT). This in turn enhances students' speaking skills which are made visible in essay writing. Therefore English Language teachers are saddled with the responsibility of ensuring the effective learning and development of students' essay or composition writing competence.

English is the current, highly recognized international lingual franca. As the world unites into a global community, commonly engaged by modern technology, the need to use the English Language has become more and more apparent. It is very essential for one to grasp the core skills of effective writing in English which is rooted in mastery of subject-verb concord rules if one was to partake in global commerce, especially now that English is widely used in business industries and in education. Moreover, Estanislao (2013), concurs to the assertion above hence, "English is learned and studied in the modern world for its obvious practical importance, i.e. as a means to communicate in the international level and as a means to optimize one's access to opportunities in the employment market".

In Nigeria, English has long been a part of the curriculum of varied academic programs. Curriculum has changed drastically but the learning of English remains intact as part of essentials of any secondary school curriculum. It is also a medium of instruction in teaching other subjects such as Mathematics and sciences, among others. "Moreover, one cannot produce good quality writings without a competent mastering of grammar" (Bradshaw, 2013). English

Grammar presupposes eight parts of speech namely: noun, pronoun, adjective, adverb, preposition, conjunctions, interjection and verbs. Students are taught to be competent in the use of these grammatical elements. However, the Researcher who has relatively spent years in the English Language teaching career has noted that one of the main problems of the students is their functional grasp of subject-verb concord. Problems or difficulties ESL students encounter in their use of subject-verb agreement are becoming more obvious and rampant. they cut across the different grades where students belong. From the primary school through the university level, many students are noted in their writing as not being able to abide with the rules of subject-verb agreement.

Errors on subject-verb concord are found not only in students' essays but even in writings of some practitioners in universities. The more worrisome dimension of this problem is the fact that such fiasco extends even to professionals who use English in their lectures or those among the honorable members of state and during national assembly sittings or those engaged in various media outfits. "Errors in subject-verb concord are becoming wide spread and it seems as if many people are either no longer aware of the rules or they simply undermine the importance of grammar rules, for as long as they are able to convey their message" (Tafida & Okunade, 2016). Estrella & Presley (2018) noted that "although the rules on subject-verb agreement have been introduced to students as early as their primary education, they still face problems in acquiring the linguistic competence in their communicative command or use of English". Nayan (2009) also concurs with this thus "despite being instructed on the grammatical rules at younger age, ESL learners are not in-depth in deploying their knowledge of the rules in their actual communication in English".

In this study, the Researcher looks at the effects of subject-verb concord errors in the J.S. three (3) students in Gwagwalada Area Council, Abuja. It is observed that many students are either confused or ignorant of the use of subject-verb concord rules. A number of subject-verb concord errors are made by Nigerian students when writing and speaking English Language. Most Nigerian students construct sentences without agreement or concord between subject and verb, object and verb, pronoun antecedent, complementation and in tenses. It is pertinent therefore, that teaching of grammatical structure happens to be the most fundamental aspect of language study especially that of English. The major stay of this study is on subject-verb concord in English Language. Therefore, there is need for the researcher to observe some errors of

subject-verb concord in written English of some students in some selected Junior Secondary Schools in Gwagwalada Area Council, Abuja.

### 1.2. Statement of the Problem

Without the ability to speak and write correctly and coherently, especially in the areas of subject-verb concord, students might not be able to achieve success academically no matter how much idea or knowledge they may have. Adeyanju (2002, pg. 69), states that 'however, many students at secondary and tertiary levels as well as others in various professions have not mastered the English Language structure usage, mechanics and therefore communicate ineffectively'. This underscores the importance of subject-verb concord instruction to J.S three (3) students in junior secondary schools in general and in Gwagwalada Area Council in particular. When students are not able to demonstrate a recommendable competence in observing the rules of subject-verb concord, they tend to score poor grades in examination especially in essay writing sections. Expectedly, this lapse extends to their communicative skills in written and spoken English even outside the school environment. Such errors are evident in both their official and unofficial communications. The Researcher's experience in teaching and accessing students' essay writing skills in Junior Secondary Schools in Gwagwalada Area Council has shown that many of the students are not able to construct grammatically correct and meaningful sentence. Most of their expressions are often marred with lots of unimaginable grammatical errors especially in use of verb in relation to the subject of the sentences. This study is therefore motivated by the dire need to improve the effectiveness of the use of subject-verb concord in English Language of Junior Secondary Schools in Gwagwalada Area Council, Abuja, Nigeria.

### 1.3 Purpose of the Study.

The purpose of this study is to ascertain the effects of subject-verb concord instruction on Junior Secondary Three students' performance in English Language in Gwagwalada Area Council, Abuja. The specific objectives of this study are to;

1. establish the basis for difference in the mean score achievement between students in experimental and control groups in pre-test results in use of subject-verb concord;
2. determine whether or not, the students in experimental group who were taught singular subject-verb concord would have a higher mean score achievement than the students in the control group taught using conventional method;

3. ascertain whether or not, students in the experimental group who were taught plural subject-verb concord would have a higher mean score achievement than the students in the control group taught using conventional method;
4. find out whether or not, students in the experimental group who were taught indefinite subject-verb concord would have a higher mean score achievement than the students in the control group taught using conventional method;
5. establish whether or not, students in the experimental group who were taught proximity subject-verb concord would have a higher mean score achievement than the students in the control group taught using conventional method;
6. find out whether or not, students in the experimental group who were taught invariable subject-verb concord would have a higher mean score achievement than the students in the control group taught using conventional method;
7. determine whether or not, students in the experimental group who were taught subject-verb concord would have a higher mean score achievement than the students in the control group taught using conventional method in post-test results.

## 1.4 Research Questions

1. What is the mean score achievement different between students in the experimental group and control group in pretest results in the use of subject-verb concord?

2. What is the mean scores achievement of students in the experimental group who were taught singular subject-verb concord and mean score achievement of the students in the control group who were taught using conventional method?

3. What is the mean score achievement of students in the experimental group who were taught plural subject-verb concord and the mean scores achievement of the students in the control group who were taught using conventional method?

4. What is the mean score achievement of students in the experimental group who were taught indefinite subject-verb concord and the mean scores achievement of the students in the control group who were taught using conventional method?

5. What is the mean scores achievement of students in the experimental group who were taught proximity subject-verb concord and the mean score achievement of the students in the control group who were taught using conventional method?

6. What is the mean score achievement of students in the experimental group who were taught invariable subject-verb concord and the mean scores achievement of the students in the control group who were taught using conventional method?

7. What is the mean score achievement of students in the experimental group and control group in post- test results in the use of subject-verb concord?

### 1.5 Research Hypotheses

The following null hypotheses are proposed:

**$H0_1$:** There is no significant difference between the mean score achievement of students in the experimental and control groups in the use of subject-verb concord in the pretest.

**$H0_2$:** There is no significant difference between the mean score achievement of students in the experimental and control groups in the use of singular subject-verb concord.

**$H0_3$:** There is no significant difference between the mean score achievement of students in the experimental and control groups in the use of plural subject-verb concord.

**$H0_4$:** There is no significant difference in the mean score achievement of students in the experimental and control groups in the use of indefinite subject-verb concord.

**$H0_5$:** There is no significant difference in the mean score achievement of students in the experiment and control groups in the use of proximity subject-verb concord.

**$H0_6$:** There is no significant difference in the mean score achievement of students in the experimental and control groups in the use of invariable subject-verb concord.

**$H0_7$:** There is no significant difference in the mean score achievement between students in the experimental and control groups in the use of subject-verb concord in post-test results.

### 1.6. Delimitation of the Study

The main delimitation of this study is on the effects of subject-verb concord instruction on upper basic three students' achievement in English Language in Gwagwalada Area Council,

Abuja, Nigeria. Its content is centered on English Language Teaching (ELT) with the main focus on subject-verb concord instruction.

### 1.7. Significance of the Study

This study will be of great relevance to English Language teachers, curriculum planners, cooperate institutions and the society at large as, English Language is the major medium of verbal communication. Firstly, it will serve as a resource material to English Language teachers at junior secondary school level and beyond. The study will help English Language teachers to identify the real needs of their students with regards to subject-verb concord. Based on the outcome of this study, English Language teachers particularly J.S.3 teachers stand a better chance of producing more competent students in English Language grammar particularly in subject-verb concord area.

Also the curriculum planners of English Language may find this study very useful during curriculum planning. Curricula are reviewed every three to four years to be able to meet up with the current educational needs of learners. During such reviews, the outcome of this study is able to ease the work of the planners. It may serve as a pointer, directing them to the actual needs of the learners as it regards to subject–verb concord area of grammar.

This study will also be very significant to other researchers on related topics. It can add to their literature review (chapter two). Not only that, the recommendations made by the researcher in this study will serve as a basis for other researchers on related topics. The study can add to reference list of other researchers particularly those researching on related topics.

Another group that stands to benefit from this study is prospective English Language teachers. These are teachers in the making, who are yet to graduate to professional teachers. The prospective teacher can find the study very instrumental when given assignments on subject-verb concord related topics. This study will also help to sharpen their grammar even as they communicate unofficially. That way, they are better prepared to teach effectively when they find themselves in the classroom after graduation.

Lastly, corporate institutions like banks, hospitals, companies, media houses, houses of assemble and so on will in no doubt find this study very useful. The study deals on subject-verb concord, which is one of the basics of communication. There are several formal and informal communications that go on in cooperate institution, in form of memos, circulars, formal letters of

different kinds etc. More often those documents contain a lot of grammatical mistakes, but with their access to this study, their grammatical mistakes will be harnessed or reduced to the barest minimum at least, especially as it relates to subject-verb concord.

### 1.8. Operational Definition of Terms

The following terms have been defined contextually to enhance the understanding of this study:

Effective: The right choice and combination of verbs.

$L_1$: First language of a child or language of a child's immediate environment.

$L_2$: Second language of a child, mostly learnt in a formal setting like school.

### 1.9 Abbreviations/Acronyms

The following are the full meaning of the abbreviations used in this dissertation.

B.E.C.E.: Basic Education Certificate Examination.

E.L.T.: English Language Teaching.

G.A.C.: Gwagwalada Area Council.

U.B.E.B.: Universal Basic Education Board.

# CHAPTER TWO

# 2.0 REVIEW OF RELATED LITERATURE

## 2.1 INTRODUCTION

This chapter reviews relevant issues in literature that are related to the topic of the study. The first segment of the review presents a conceptual framework which explores the relevant concepts pertaining to subject-verb concord as one of the basics in mastery of grammar and its competence and proficiency. In addition, it covers a brief history of English grammar. The chapter also contains a theoretical framework and the review of previous studies as the major segment. There is a brief summary to rap-up the chapter.

## 2.2 Conceptual Framework.

This segment centers on the review of various concepts and issues that relate to subject-verb concord as one of the core aspects of grammatical development written and spoken alike especially as it regards to junior secondary schools in Gwagwalada Area Council, Abuja.

### 2.2.1 Subject-Verb Concord as a Tool

In the educational system of Nigeria, English Language is taught as a compulsory subject from basic stage and right through certain levels in some tertiary institutions. Moreover, Most Universities in Nigeria have made it mandatory for their students especially during the first two years irrespective of their area of specialization. “Although English Language is given priority among other subjects throughout the different stages in the education system, students’ English Language proficiency is still an area of great concern” (Alharbi, 2015). Students are assessed differently through each educational level, even though the four skills- listening, speaking reading and writing, are assessed equally through examinations, productive skills such as speaking and writing, are considered very challenging to learners who attempt to perform and produce it.

Learners’ achievement and performance are assessed through productive skills such as writing and speaking. However, their work is usually assessed or evaluated by how correct or otherwise their grammars are. For example, without accurate grammar and correct sentence structure, at all levels including beginner, where basic grammar and correct sentence structure are still a challenge to produce, these two skills can be difficult to be assessed or evaluated. Warden, Chen and Raywolds (2000) note that grammatical errors with verbs, nouns and subject-

verb agreement were prominent among the errors committed by English as a Second Language (E.S.L.) learners as they write business texts such as, lettersof application, letters of inquiry, e.t.c.

Also, Stapa and Izahar (2010) asserted that "learners make mistakes in all the five categories of subject verb concord, namely: the agreement of person, the agreement of number, the agreement of subject, the agreement of coordinated subject and the agreement of notion and proximity.

In English Language, grammar rules are very important and have to be mastered by all ESL learners. In this topic of subject-verb concord rule, the subject must agree with the verb in a sentence (in terms of numbers). A singular subject is followed by a singular verb, and a plural subject takes a plural verb. This rule only applies in the simple present tense. On the other hand, in the case of simple past tense, the main verb 'was' and 'were' are considered. This is the general rule for subject-verb agreement, which is also represented by its sub-rules. "It is obvious that students make mistakes in both general and sub-general rules of subject-verb agreement in their writing". Surina and Kamaruzaman, (2009, p.190.)

On the other hand, other scholars have looked at different types of errors on E.S.L. learners writing and paid particular attention to the acquisition of grammatical rules and errors relating to the influence of the mother tongue on students' English Language proficiency. For instance, Karim, Fathemaz and Hakim (2015) focused on the sources of errors with subject-verb agreement as a result of the 'native or first language' (L1) among undergraduate students and found out that "major grammatical errors were in writing, including the use of incorrect verbs and errors with subject-verb agreement, which led to miscommunication and failure to convey meaning in the L2" (which was English in the case of study). According to behaviorist learning theory as propagated by Skinner and Watson in Okwudishi (2019), "old habits get in the way of learning new habits, and Second Language Acquisition (SLA) is strongly influenced by learners' L1". Spada and Lightbown (2002) noted "that one of the ideas associated with behaviorism was the notion that L1 habits which learner has already established would interfere with the formation of new habits in the L2, hence, Contrastive Analysis Hypothesis (CAH) which was proposed to account for the role of L1 in the L2 learning".

"However, linguistic researchers in the field of L2 learning value learner errors and consider these errors as part of the natural process of learning a second language" Harmer, (2007). According Ellis (1997 p.35), "errors reflect gaps in a learner's knowledge; they occur

because the learner does not know what is correct". From this perspective, many studies have been conducted for further analysis of learners' errors in general and grammatical structure in particular. According to Stapa and Izahar (2010, pg.5), "social situations and the learners' value and attitudes may influence learner-errors; in fact, subject-verb agreement area is very important to express ideas especially in writing, where verbal communication is absent". The students really need to master the rules in order to write effectively|. These learners' grammatical errors are very important to investigate for both the language learning and teaching. In fact, "learners have to master English grammatical rules effectively and accurately in order to produce an error -free piece of writing" (Stapa and Izatar, 2010) which of course is quite challenging for L2 learners.

Therefore, Ellis (1997) has precisely proposed that "it is important to indentify learners' errors because they not only help the learners, but also the teachers to deal with these errors". Thus, it is vital to identify learners' errors and examine these errors closely in order to assist students in their language proficiency. Once the problems are identified, it is easier for practitioners (teachers) to provide guidelines and proffer solutions in order to surmount this challenge. Mutema and Mariko (2012) stated that "learners' errors should be highlighted, identified and analyzed in order to seek solutions based on the nature of these specific learners' errors". Suffice it to say that "grammar is regarded as one of the fundamentals of language. Regardless of any language, competence in grammar is fundamental for one's ability to communicate in a particular language. One's good grasp of grammar implies the ability to send clearer messages, and the likelihood of being intelligible and understood by others. Moreover, one can still produce good quality writings with a competent mastery of grammar" (Bradshaw, 2013).

### 2.2.2 Brief History of Grammar

During the late 19th century, a renowned grammar writer named Lindley Murray cited the role of 'Grammatical Authorities' in developing the use of the English Language in many European and other Western countries. According to Murray's study, the use of Latin in interpreting the English grammar was distinguished from the ancient Greek approach of the English Language. During the start of the 17th century, the development of the grammar primarily focused on tradition. The significance of the use of English Grammar played a huge role in the commercialization of western societies. It was also during the 17th century when the

use of the Grammar writing was introduced. A series of techniques in improving grammatical skills through speaking and writing were introduced in many European countries during the mid-17th century. In 111 two books about the role of the grammar in Latin countries were published. The two books are the following.

- A Grammar of English Tongue by John Bright Land released during early 18th century. The book contains Bright Land's language through improvement of grammatical skills in the mid-17th century.
- Essay towards a Practical Grammar Usage by James Greenwood. The book contains the use of grammar in targeting people with no Hispanic or Latin cultural background.

A total of 16 new grammars based from Pamphlet for Grammar were introduced during the 17th century. It took more than 115 years before 270 grammar titles were added during the last years of the 17th century. During the first half of 19th centenary, a total of 900 books about the significance of grammar in the English Language were published. Many of the 900 books made use of the 'Egalitarian' and 'Utilitarian' method. In 1848, Edward Shelley wrote a book called "The People Grammar; English Grammar Difficulties for the Million" The book was written for the 18th century readers who were acquiring in-depth knowledge in developing grammatical skills in English Language. William Cobbett's "A Grammar of English Language" in a series of letters was also published in 1848. Cobbett's writings were said to intend the significance of developing grammatical skill in writing and speaking English among students, tutors, soldiers and young apprentices.

There is no doubt that the history of English grammar is firmly connected with the history of English Language. As well as the language itself, English grammar has been influenced by all events and changes in British history over the time periods, from the days when it arrived in Britain to the its contemporary status as a world language, sometimes called Lingua Franca.

There is evidence that Latin, Old Norse, French and Old English (resembling Old German) have influenced the English Language through its history. However, Latin played one of the most important roles in the linguistic point of view, considering grammar as a serious subject to study; the Latin Language ruled the grammar teaching world for centuries.

In this perspective, it is important to mention that traditional English grammars (first attempt appeared in 18th century) describing grammatical patterns derived from Latin grammars. Analyzing English grammar, first grammarians of the eighteenth century (e.g. Robert Lowth) looked at the Language using the terms and grammar distinction which had proved useful through studying grammar patterns. For centuries, people had to know Latin to be accepted in Educated Society of course at first in church environment.

English is a member of the Indo-European family of languages. The Indo European Language include several major branches: Latin and modern Roman Language (French, Spanish) the grammar Language (German English), the Indo-Iranian language (Hindi Sanskrit), the Slavic Languages (Polish Czeh ), the Baltic Languages (Latvian), the Celtic Language (Irish, Welsh) and Greek.

Considering these branches of Indo-European languages, there are two of them which are worth focusing on the development of English, the Germanic and Roman. English is a member of Germanic group and it is further classified as a low West Germanic Language of Indo-European family. There is evidence that this group began as a common language in the Elbe River about 3,000 years ago. This common Germanic Language split into three groups:

1. East Germanic spoken in south Eastern Europe.
2. North Germanic, spoken in writher Europe (Scandinavian language).
3. West Germanic, considered as the ancestor of modern German, Dutch, Frisian, Flourish and English.

As we can see, the history of English Language is fatally tied up with early history of the Germanic Language which further development into other languages as German, English, Scandinavian languages, Dutch, also Yiddish and Afrikaans. As a consequence, English belong to the subgroup of Germanic languages containing many common features inside of this language group and many differences which set them apart from Indo-European languages.

**(a) Old English (449-1066 AD)**

The emergence of English Language dates back to 449 AD (sometime called Anglo Saxon). The Celts families had been living in England and in 43 AD the Romans came. They left England in 410AD and the Germanic tribes, Angles, Saxon, Jutes and Frisians, came. By the arrival of Anglo-Saxon, the language spoken in England was influenced by Celtic but more evidently Latin

language. It is believed that the Germanic tribes had used Latin words on the continent of Europe before they invaded Britain.

According to Hladky in old English, there is one characteristic – inflection. Like other Germanic languages, old English was inflected, i.e. the words head endings indicating functions of those words in the sentence in order to understand the meaning of the iterance. This word order was not very important compared to modern English, in which word order is crucial.

The syntax of old English was more flexible than modern English. Although general word order was subject-verb- object, it varied more, mostly in the placing at the end of sentence, topically a subordinate clause. Nouns were three genders: masculine, feminine or neuter. Numbers of nouns were either singular or plural and there were four cases. There were seven groups of declensions for nouns. Adjectives were either strong or weak and they agreed in gender, case and number with noun they described. Comparatives were formed by adding 'r', to the adjectives and superlatives had many endings: ost,ist, est. Adverbs were derived from adjectives by adding – 'e or lic'. Verbs in infinitive ended in – an. In the present tense, they had markers for number and person. In the past tense the verbs had endings-ed in its weak form and a vowel change in its strong form. Old English had many more strong verbs than modern English. Hladky points out "that the 'be' verbs had only two tense inflections, present and past, which were often used to express complicated relationship". He further comments that the present expressed the present time (both continuous and simple form), and the future time. The distinction between the present and future time was done by only verb – 'beon'- the old form of 'to be' the present tense expressed a single or a continuing act in the past and the pre-preterit sometimes with a strengthening 'aer' meaning before.

**(b) Middle English (106-1500AD)**

David Crystal stated that "a fundamental change in the structure of English took place during the 11$^{th}$and 12$^{th}$ centuries – one without precedent in the history of the language and without parallel. Thereafter he further points out that grammatical relationship in old English was expressed chiefly by the use of inflections". In Middle English they were expressed (as they are today) mainly by word order.

The year 1066 was the beginning of now social and linguistic period in Britain. William the conqueror the duke of Normandy invaded and conquered England. The language introduced

to Britain by the invader was French or to be more specific, Norman French. It was a dialect of old French know as Anglo-Norman. The Normans were of Germanic origin (Norman came from Norman a man coming from the North and Anglo Norman was a French dialect with German influence and Latin roots).

In his highly acclaimed book, Encyclopedia of the English language, David Crystal (2004: 30) points to the French influence on Middle English. Following William of Normandy's accession, French was rapidly established in the corridors of power. French speaking barous were in the corridors of power. Retinues appointed, who brought over their own retinues soon after, French-speaking abbots sand bishops were in place. Within 20 years of the inversion about all the religious houses were under French-speaking superiors.

Large numbers of French merchant and craftsmen crossed the channel to take advantage of the commercial opportunities provided by the new regime. And aristocratic lines remained strong with Normandy, where the nobles kept their estates. As a result, the upper class in England began to speak French while the lower class spoke English (anglo – saxon) this situation continued from over a century. But in 1204 AD, an interesting thing happened – King John lost Normandy and after him, King Edward I spoke only English. Thus, French began to lose its prestige and English become more widely used among the upper classes, and consequently more use of English language immerged.

Trying to find out the reason for survival English language, we can see that in the 11$^{th}$ century English was evidently very well established in order not to be defended by another language. The position of English becomes stronger in the 13$^{th}$ and 14$^{th}$ century when first, prayers, roman documents and other literally works in Middle English appeared. As it has been mentioned, the year of Middle English was one of the most important moments in the history of the language. Turning to Hladky – (1998), we can see that at the end of old English period there were clear signs for decay of the inflection system of verbs. There was the change from synthesis of analysis. The analytical forms and new categories developed and the result is the present implicated system of tenses and aspects. The most obvious reason was because of the stress shifted to the beginning of the word during the evolution of the Germanic languages.

The syntax of the Middle English was stricter and there were prepositions used in sentence. Noun lost the case suffixes at their ends and the generalized plural marker becomes – s

although still competing with old Anglo – Saxon the weak ending –'e' remained. At this period the comparative form –er and superlative –est were finally established, adverbs began to be formed by the ending – ly, although there were some adverbs which were not formed in this way, such as fast, late, hard. Verbs infinitives lost and ending and began to use – to originally a preposition, before the verbs to indicate infinitival form. The third person singular as well as plural, was marked with – (e)eths. Also the singular with (e) s from northern of the dialect emerged. More strong (irregular) verbs changed to weak (regular) verbs. During this period, auxiliary verbs be, have and do emerge and began to be used frequently.

**(c) Early Modern English (1500 – 1800AD)**

After introducing the printing press in English in 1476 by William Caxton and becoming the east midland dialect as the literature standard of English, there can be stated that a new period of the history of English language began. The period of the early modern English was affected by the printing revolution. According to Crystal, "The new invention (Printing press) gave an unprecedented impetus to the formation of a standard language and the study of its properties

Thousands of words were added to English as writers created new words by using Greek and Latin prefixes and affixes. Scholars dealt with such areas of language as grammar, vocabulary, writing system and style. First English dictionary was published by Henry Coclrum in 1963. The influence of Shakespeare and printed King James Bible had a very important impact on English language during the Renaissance.

The syntax was influenced by Latin syntactic style imitating Latin authors (eg Cicero). However word order pattern subject-verb-object remained unchanged. Also there were some developments in sentence structure, such as coordination and subordination. Now conjunctions emerged (eg because) and participial construction become very frequent adjectives lost their endings except for in comparative and superlative, focusing of noun, relative pronouns 'who' and neuter it were first used. Some strong verbs become weak and verbs in the third singular form become – (e)s instead – (e) th. There was more limited use of progressive and auxiliary verb than there is now. However negatives followed the verb and multiple negative were still used.

The era of early modern English was also called the great vowel shift, when all the words changed their pronunciation. The main difference between the early modern English and modern

English was vocabulary. Since 1900 a very large amount of new words has been added to English in a relatively short time. The majority of these words were the result of science and technology, use of Latin and Greek roots and the fact of the British Empire which adopted many foreign words and made them its own. The eighteenth century was also the beginning of new period of interest in English grammar.

### 2.2.3 Grammar and Grammatical Competence

Grammar is core aspect of English language. Mastery of it is not an option to learners of English language particularly L2 learners. Different grammarians have defined grammar in different ways. Larson – Freeman (2001) defined grammar as "a system of meaningful structures and patterns that are governed by particular pragmatic constraints". "It is a description of the rules for forming sentences including an account of the meanings that these forms convey". Thornburg (1999, pg. 164). Boadi, Grieve and Nwankwo (2004, 63) also have it that "grammar is the core aspect of any language and the mastery of it determines competence and performance in a language" Nwani Grace Ugwu & Onwe Godwin Onwe (2014),state that "grammar is one of many words in English which may have very different meanings for different people according to their educational background and experience, or which may be used by the same person with quite different meaning on different occasions" According to Otagburuagu, Obah, Onuigbo and Okorji (2007) "grammar is a set of rules showing how sentences are formed" Alabi (2007) sees grammar as "a set of rules which specifies the organization of lexical items into meaningful larger structures in a language". Boadi et al (2004) posited that recent linguistic studies have come to use grammar to designate "a set of rules which, when mechanically applied, will produce well formed sentence in a language".

Osisanwo (1999) has it that "grammar is a body of descriptive statements about the structure of a particular language". Nwani and Onwe (2014) concurred to Osisanwo's assertion by stating that "grammar is a set of descriptive ways in which language uses patterns of structure to convey meaning". Ur (2002) defines grammar as "the way a language manipulates and combines words in order to form longer units of meaning"." There is a set of rules which govern how units of meaning may be constructed in any language. One may say that a learner who knows grammar is one who has mastered and can apply these rules to express himself or herself in the acceptability of the language forms (Chung and Pullum, 2015).Moreover, Ur (2009) sees grammar as "the way a language operates and combines words so as to express certain kinds of

meaning, some of which cannot be conveyed adequately by vocabulary alone. These include the way ideas are grouped and related, and the purposes of utterance such as statement, question, request, appeal etc". "Grammar may also serve to express time relations, singular or plural distinctions and many other aspects of meaning. There are rules which govern how words have to be manipulated and organized so as to express these meanings such as when a competent speaker of the language will be able to apply the rules so as to convey his or her chosen meaning effectively and acceptably" Estrella & Dr. Presley (2018). Effects of lack of knowledge of these rules are the essence of this study. The indispensability of mastery of grammar is substantiated in the assertion below; "moreover, grammar may speak even louder and more insistently than those of its denotations; most of the connotations carry a negative overtone, and yet many of the connotations are based on misunderstandings of the basic definitions of the word. Developing an awareness of the multiple connotations associated with the subject of grammar may help English teachers to understand students' potential aversion to studying grammar, as well as their own difficulties or confusions about the subject" Allen (2013, 203).

In his own attempt to define grammar, Burns (2009) says that "in grammar people come to recognize the structure and regularity which is the foundation of language and people gain the tools to talk about the language system". He added that "grammar is essentially about the systems and patterns people use to select and combine words". By studying grammar, learners are exposed to the structure and regularity which is the foundation of language and people gain the tools to talk about language system. Similarly, Mellish and Ritche (2008) articulate that "in developing a grammar, one has to devise a suitable set of grammatical categories to classify the words and other constituents which may occur". (Subject-verb concord is the category in this context). Algeo and Pyles (2010), outline that grammar is sometimes defined as "everything in a language that can be stated in general rules and lexis as everything that is unpredictable". But that is not quite true. Certain combination of words called collocations, are more or less predictable.

Additionally, Kirham (2010) summarizes grammar, to its core, "'as the rules of language'. But how these rules are imagined and what these rules encompass can vary greatly from definition to definition". In the same way, Richards (2016) posits "that grammar as the system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in

English". The rules for constructing grammatically correct sentences belong to sentence grammar. According to Nassaji and Fotos (2011), "grammatical competence is the speakers' knowledge of the forms and meanings that exist in grammar, and a theoretical knowledge of how to use them". This type of knowledge is reflected in the grammar rules. Therefore, one can say that grammatical competence occurs when one who must have mastered grammatical rules is able to apply them correctly in his or her written and spoken communications. Correspondingly, tasks that are sentence-based typically develop the grammatical competence.

Likewise, Eisenmann and Summer (2012) state that "not only has grammatical competence focus long been considered a necessary part of language instruction, it has also even to this day often been considered a sufficient condition for successful language learning". In formal grammar teaching, the classroom content are typically organized mainly based on analysis of language forms, rather than language functions and real communication. The language is often divided into parts and taught in isolation.

However, Larson-Freeman (2010) explains that "grammatical competence has a different starting point than a formal grammar, and the focus is mainly on social interactions, communication and that is why some forms are more appropriate than others". "Grammar does have to do with rules and the structure of a language" Estrellla & Dr. Presley (2018). Also, Ur (2009) views grammatical competence as "anything the learners are asked to do that produces a clear outcome and that the function of the task is simply to activate the learners in such a way as to get them to engage with the material to be practiced in an interesting and challenging way". Other terms used in relation to grammar tasks are exercise and activity. The term exercise often refers to the conventional textbook procedure which focuses much on correct forms, and can be done correctly without much understanding and meaning. Furthermore, Chomsky (1965) elucidates that grammatical competence is defined as "the ability to recognize and produce distinctive grammatical structures of a language and to use them effectively in communication". On the other hand, Hymes (1972), views about grammatical competence was thought to be more realistic wherein he defined grammatical competence as "the ability to use grammatical competence in a variety of communicative situations", thus bringing the sociolinguistics perspective into Chomsky's linguistic view of competence.

Ellis (2009), explicates grammatical competence in relation to implicit and explicit knowledge. Ellis distinguishes two senses of grammatical difficulty: (1) the difficulty learners have in understanding a grammatical feature, and (2) the difficulty learners have in internalizing a grammatical feature so that the students are able to use it accurately in communication. Ellis further argues that the first sense of grammatical difficulty relates to explicit knowledge, while the second sense relates to implicit knowledge.

**Syntax**

Yule (2014) explains that "the word syntax has been derived from a Greek word 'syntaxis' which means 'arrangement'. It implies the way in which words are arranged so as to reveal relationship meanings within sentences and often between them. It studies combinations of words including word structure and sentence structure". Crystal (2008) views syntax as "a traditional term for the study of rules governing the way words are combined to form sentences in a language. It can also be defined as the study of interrelationships between elements of sentence structure and of the rules governing the arrangement of sentences in sequence". In this use, one might then talk of syntax of word. Yule (2009) says syntax is 'a setting out together' or 'an arrangement'. "It also concentrates on the structure and ordering of components within a sentence".

From the above definitions, it is obvious that syntax has to do with the rules ordering the way words are combined. These words enter into a relationship which is syntactic and paradigmatic to give meanings. Murphy (2010), says that "a syntactic relation exists between words that go together in a syntactic structure. For example, water and swim. Syntactic relations also involve members of different grammatical categories. Syntactically, elements relate with one another in horizontal or linear pattern. For instance, 'he ate the food' ('he' as the subject relates with the verb 'ate' which makes 'food' the object a victim).

Paradigmatic relation occurs when a set of words form some sort of paradigm, such as a semantic paradigm that contains members of the same grammatical category that share some semantic characteristics. Murphy (2013) says "paradigmatically related words are, to some degree, grammatically substitutable for each order. For example, blue, black, green, grey and any other member of the colour paradigm can sensibly and grammatically occur in a phrase. It is as a result of knowledge of rules of grammar that sentences are formed to express feelings and give

account of events or happenings in a written form (essay)". Grammar is a summation of the study of any language which includes their words and their functions, and how words are combined to form sentences. Adeyeye and Nwabueze (2000, P.78) say that "agreement or concord is used to describe the relationship (harmony) between the inflectional forms of different elements within a sentence". Sequel to the above definition, concord deals with subject and verb of a sentence which can be inflected. It also means that a verb agrees in form with its subject and that a verb has more than one form, in which each form matches with a particular kind of subject. Sullivan (2012) also noted that, "a single relationship lies at the heart of every sentence in the English language. Like an indivisible nucleus at the centre of an atom, the subject-verb pair unifies a sentence. It can be surrounded by a number of modifying words taking on a new meaning. But, no matter how many adjectives, adverbs and independent clauses become attached, the basic unit remains. The subject- verb guarantees that the sentence means something. Without this core, a sentence fragments and loses its power to speak".

Mclean, (2013) adds that "parts of sentences must agree or correspond with other parts in number, person, case and gender. Because subjects and verbs are either singular or plural, the subject of a sentence and the verb of a sentence must agree with each other in number". That is the crux of subject verb concord. Mudrak (2014) concurs with the assertion above but elucidates that errors are more common when other clauses or phrases intervene subject and verb in a sentence. Thus: "in English, the verb of a sentence must agree with the subject, specifically in terms number". However, when other clauses intervene between the subject and the verb, errors in subject-verb agreement become more common. In every sentence, it is important to identify the true subject and ensure that the verb agrees in number with that element and not another noun in the sentence". "Unfortunately, as in most relationships, the subject and the verb may disagree at times and then the entire sentence can stand awkward" (www.sitesmedia.s3.amazonaws.com ). Rodriguez (2015) adds that "correct use of singular verbs and plural verbs also depends on writer's ability to correctly identify the subject of a sentence and to determine if the subject is singular or plural". Lastly, Vaurula (2012) noted that; "even though subject-verb agreement is one of the basic features of the English grammar and has been referred to as a fairly simple or easy semantic feature, even advanced learners and sometimes also native speakers fail to use the features correctly. This is especially in the case of third person singular that is acquired fairly late among the different morphemes studied in English as a second language. Grammatical

morphemes of English emerge in learner language at different times and the rates at which they are mastered vary greatly. When it comes to subject-verb agreement, plural noun-s is acquired much earlier than the third person singular- s and, consequently, there have been various attempts at trying to explain the phenomenon".

**Types of Concord**

Haruna and Ahmed,(2021) posited that concord is generally discussed under three different types, namely;

- Grammatical concord
- Notional concord
- Concord of proximity

**(a) Grammatical Concord**

This refers to the agreement of subject and verb, pronoun and its antecedent, subject and compliment e.t.c. It is the most fundamental type of concord in which the verb matches in number with the subject. A singular subject agrees with a singular verb and a plural subject agrees with a plural verb. Haruna et al further say that grammatical concords are of two types, namely; concord of number and concord of person. Concord of person deals with 1st person, 2nd person and 3rd person, Leech & Startvic (2002). Concord of number deals with the singularity and plurality of the subject. Concord in number between subject and verb (in present tense) seems to be the most crucial concord in English. Subject-verb concord is a feature restricted to the present tense of the verb except the verb 'to be' which has distinct forms for number and person for both present and past tense forms. Oluikpe (2007), says to apply this rule, three things are essential:-

a. The subject governs the verb form and is not distracted by other structures which may be close to the verb;
b. One should be able to determine the subject of a sentence and;
c. One should know the correct singular and plural forms of the verb.

Quirk and Greenbaun (2012) state that "a clause in the position of subject counts as a singular for the purpose of concord". For instance:-

1. <u>How they got there</u> <u>doesn't</u> concern me.
   *sing. sub.* *sing. vb*

The same is true of noun phrases and prepositional phrases.

2. To treat them as hostages is criminal.

   *sing. sub* *sing. vb*

3. After the exam is the time to relax.

   *sing. sub* *sing. vb*

Nominal relative clauses on the other hand, since they are equivalent to noun phrases may have singular as well as plural verbs, depending on the context. For instance:

What *were* once human dwelling are now nothing but piles of rubbles.

*nom. rel. cl(plu.vb)* *plu. vb.*

The same Quirk and Greenbaun (2012) also note that it is possible to generate the rule as 'a subject which is not definitely marked for plural requires a singular verb'. This extends to clausal and adverbial subjects, the tendency in informal speech for 'is' or 'was' to follow a pseudo-subject. There is existential subject such as:

There is hundreds of people on the waiting list.

Apparent exceptions to the subject verb concord rule arise with singular names ending with 's' which ordinarily depicts plural inflection (Mathematics, measles, billiards, phonics etc), or conversely plural nouns lacking the inflection (cattle, staff, people, clergy etc) for example:-

i. Measles is a very serious disease.
   *sing. sub.* *sing. vb*
ii. The staff are hardworking.
   *sing. plu.* *plu. vb.*
iii. Linguistics is the study of language.
   *sing. sub.* *sing. vb*

However, some nouns in the plural form can both be singular or plural. According to Hopper et al (1984) and Sabin (1999); "when nouns denote field of knowledge or activity, they are singular; in other uses, they are plural". The following illustrations explain more.

- Government is a broad subject.
- Several governments, past and present neglect this fact absolute power corrupts absolutely.

Similarly, Speak Good English Movement (2021), noted that: "A singular verb has 's' added to it in the present tense such as writes, plays runs and uses forms such as is, was, has and does. A plural verb does not have an 's' added to it, such as write, play, run and uses forms such as are, were, have and do". Examples include:-

Jack enjoys playing golf.

*sing. sub.* *sing. vb*

The men enjoy playing golf every Sunday.

*plu. sub.* *plu. vb*

However, there are exceptions to this rule mentioned earlier. If the two nouns joined by and represent a singular idea, then the verb is singular. E.g.:-

Bread and butter is available at request.

*denoting one idea* *sing. vb*

Fish and chips is my favourite meal.
*denoting one idea* *sing. v*

The quality of our students essay has fallen drastically.

In the above case, the verb 'has fallen' agrees with the subject (first noun mentioned) or head now of the phrase 'quality'. In the case of pronouns; he, she and it take a singular verb while you, we, and they take a plural verb.

Eg. We think that she is innocent.

*Plu.sub.* *plu. vb.* *sing. sub.* *sing. vb.*

**(b) Notional Concord**

This second type of concord is semantically based. It refers to agreement according to the idea of plurality in a group noun rather than a singularity of a noun. Different words or group of words take either singular or plural verb. This is illustrated below using the word 'family';

(i) A new family have moved in across the street.

(ii) A new family has moved in across the street.

In (a) above, the word 'family' notionally takes the plural verb (have) but in (b), it grammatically takes the singular verb (has). A singular verb is used when the group is considered as a single undivided body. People often get confused when deciding whether a singular or plural verb should agree with some collective nouns. E.g., should we say,

The football team are ready for their photograph? Or

The football team is ready for its photograph?

Well, it all depends on whether we are thinking of the team as a single collective unit or as individuals. If it is the former, then the verb should be singular. However, if we are considering the team as comprising individual members who are not acting as a single unit, then we use plural verb other examples.

- My family (considered as a collective unit) comes from Niger.
- The audience (considered as individuals) is clamouring for more songs but the singer left the stage.
- Your bunch of keys (considered as a collective unit) is on the table.

**(c) Concord of Proximity**

This is the agreement of a verb with the closely preceding subject. The verb takes its number from whatever pronoun or noun phrase that precedes it and functions as a subject. This is evidently illustrated in the example below.

(i) No one except his own supporters agree with him.

In the sentence above, the verb 'agree' agrees with the number of 'supporters'. Although the head noun 'No one' is singular, the verb agrees with the nearest noun. It is very important to note that proximity concord is reinforced by notional concord.

(i) Either the students or the teacher is to blame for the bad results.

In the sentence above, the verb ‘is’ agrees with the number of teacher. Although the head noun ‘the students’ plural, the verb agrees with the nearest noun; ‘teacher’.

When a singular and plural noun or pronoun (subjects) are joined by ‘or’ or ‘nor’ the verb should agree with the subject nearer to the verb. E.g.:-

The girls or their father collects the newspapers every morning.
*sing. sub.* *sing. vb*

In the above example, the singular verb ‘collects’ agrees with the noun closest to it, the singular noun ‘father’. This study will concentrate on grammatical concord and proximity concord leaving out notional concord.

**Proximity Subject-Verb Concord**

Proximity means nearness in distance or time, whereas concord means agreement. Subject-verb concord is the agreement relationship between grammatical units. Proximity subject-verb concord is the subject-verb agreement that occur where we have two or more subjects in a sentence joined together by either … or, not only... but, neither ... nor, or, e.t.c. The rule of proximity concord states that the verb in the sentence should always agree with the subject closer to the verb, hence the name proximity concord. This implies that if a singular subject is the one closer to the verb, a singular verb is used. However, if it is a plural subject, a plural verb should be used automatically.

Examples:-
Either John or the children are in the house.
*plu.sub* *plu.vb.*

In the above sentence, we have two subjects; ‘John’ and ‘children’. The first subject ‘John’ is singular and the second subject ‘children’ is plural. Therefore, we have a plural verb ‘are’. The reason we used a plural verb ‘are’ is because of the fact that the second subject children which is close to the verb is plural.

Other examples are:-

- Either the boys or the girl goes to school.
*sing.sub.* *sing.vb.*

- Neither James nor the labourers are at work.
  *plu.sub.* *plu.vb.*
- Not only the student but also the teachers are unhappy about the result.
  *plu.sub.* *plu.vb.*
- Neither the headmaster, the teacher nor anyone else likes the result.
  *sing.sub.* *sing.vb.*
- Either your brakes or your eyesight is at fault.
  *sing.sub* *sing.vb.*

In the examples above each verb agreed with the subject that is closer to it.

**Invariable Nouns**

These nouns are used only in singular form, even though they end in 's'. This is because they represent an entity or idea. They are called invariables because their form does not change. These include names of academic subjects such as classics, Economics, Mathematics etc. diseases; measles and mumps, news etc. e.g.:-

a. Mathematics was never my best subject at school.

b. Aerobics is a great fun, you should try it Edwin Ashorth, 2019.

c. The news is bad.

d. Billiards is my favourite game.

Although one may think that they are plural, hence the tendency of using plural verb, one should remember that those nouns only look like plural. They are followed by a singular verb because they represent a single entity. Below is a list of singular nouns (invariable nouns) that end in 's':-

**Studies and activities**

i. Acoustics
ii. Aerobics
iii. Aerodynamics
iv. Aeronautics
v. Athletics
vi. Classics
vii. Economics
viii. Electronics

ix. Genetics
x. Linguistics
xi. Logistics
xii. Mathematics
xiii. Mechanics
xiv. Obstetrics
xv. Physics
xvi. Politics
xvii. Statistics
xviii. Thermodynamics
xviii. News.

**Games illnesses**

i. Billiards
ii. Diabetics
iii. Bowls
iv. Measles
v. Cards
vi. Mumps
vii. Darts
viii. Rabies
ix. Draughts
x. Skittles
xi. Rickets
xii. Shingles

However, few of these can also be used as plurals in some cases. E.g.: linguistics, classics and acoustics are used in the singular but when they do not refer directly to a science for subject, they occur in plural. E.g.:-

The statistics are unreliable (different data).

The acoustic are very bad in hall (different gadgets).

Note that nouns like this do not begin with capital letters because in this case, they are not proper nouns.

There are a number of nouns which end in ‘s’ and form their plural forms by adding ‘s’

| **Singular** | **plural** |
|---|---|
| Class | classes |
| Lens | lenses |

Recall that some nouns ending in ‘s’ are followed by a singular verb when they refer to one unit or by a plural verb when they refer to more than one unit; means, species, e.g.:-

a. There is no good means to obtain the aim.
b. Different means have been used to obtain the aim.

It is important to also note that summation plurals which is a term that denotes tools and articles of dress consisting of two equal parts are used in singular verbs especially in the construction of sentences; a pair of …. e.g.:- glasses, bellows, scissors etc.

**Subject of a Sentence**

The subject of a sentence is always a noun or pronoun that performs the action in a sentence or experiences the state of being. It can include modifying nouns phrases or clauses.
For example**:**

i. He has always loved her from their childhood.
*subj.*
ii. At last, Ngozi has become a medical doctor.
*subj.*

Albert, (2022) states that “while subjects usually appear before predicates in a sentence, they are allowed to show up fashionably later and still be considered as the subject”.

For example:

Back in the SOS lived a mad man who foretold passersby their future.
*vb.* *subj.*

If lived is the main action in the sentence, man who performed the action is the subject of the sentence even though it came after the verb. Additionally, subject of a sentence can be categorized in; (a) simple subject. (b)

**Differentiating among simple subjects, complete subjects and compound subjects.**

Simple subjects consist of only one noun or pronoun that performs an action or experiences a state of being in a sentence.

For example:-

She is amazing

Complete subjects include the noun or pronoun that performs the action or experiences a state of being in a sentence in addition to all of the nouns modifiers, such as articles, adjectives or prepositional phrases.

For example:-
The main character in Stephen King's Invent the Shining loses his mind while isolated in the Overlook Hotel.

In the above sentence, *character* is the simple subject, but when combined with a prepositional phrase, an appositive phrase, an article and an adjective, a complete subject is formed.

Compound subjects consist of two or more nouns or pronouns that perform the same action or experience the same state of being in a sentence.

For example:
Danny and Windy hid in the labyrinth from Jack.

In the sentence above, since two different nouns perform the action of hiding, both nouns make a compound subject together.

Albert (2022) went further to give the following three tips to help understand subject of a sentence.

Tip 1:-

The subject of a sentence can never be a direct object or an object of a preposition.

For example

Can we buy popcorn at the movie theatre today?

In the sentence above, *we* is the subject, popcorn is the direct object and movie theatre is the object of the preposition, 'at'. It will be illogical for the popcorn to buy itself or for the movie theatre to buy the popcorn.

Tip 2.

A sentence can have multiple subjects, either side by side or in separate clauses.

For example:-

As the volleyball soared over the net, the opposing team scrambled to return it and failed.

The above sentence has two nouns(subjects) performing two different actions. Even though these are not compound subjects, because they are performing different actions, they are each the subject of their own clause.

Tip 3.

The subject of a sentence does not have to come before the predicate.

For example

In the middle of the yard sat a big golden doodle puppy.

Even though the sentence above began with a prepositional phrase, yard cannot be the subject of the sentence because it is the object a prepositional phrase. Therefore, the big golden doodle puppy is the subject of the sentence because it performed action of sitting.

**Indefinite Subject-Verb Concord**

Indefinite pronouns (subjects) refer to people or places, object or things without pointing to specific one. Indefinite pronouns like collective nouns can be singular or plural, depending on how (the context) they are used in a sentence. Some guidelines to indefinite subject-verb agreement are;

- Indefinite pronouns that end in ‘one’ are always singular. These include anyone, someone and one.
- Indefinite pronouns that end in ‘body’ are always singular these word include anybody, somebody, nobody
- Indefinite pronouns both, few, many, others and several are always plural
- The indefinite pronouns all, any, more, most, none and some can be singular or plural depending on how they are used. This is represented in a tabular form below.

| **Singular** | **Plural** | **Singular or plural** |
|---|---|---|
| Anyone | both | all |
| Each | few | any |
| Everyone | many | more |
| Everybody | others | most |
| Everything | several | non |
| Nobody | | some |
| Nothing | | |
| Someone | | |
| Anybody | | |
| Anything | | |
| One | | |
| Somebody | | |
| Something | | |

Examples in sentences include:-

| | | | |
|---|---|---|---|
| <u>One</u> | of the satellites | <u>is</u> | lost in the space. |
| *Sing.indef. sub* | | *sing. vb.* | |

Too many onions in a stew often cause an upset stomach.

*Plu.indef. sub.* *plu .vb.*

Millions cast their votes that day and most were mesmerized by the event.

*Plu. indef. sub.* *plu .vb.*

**Verb**

A verb is a word that describes what subject of a sentence does. Verbs indicate physical or mental actions, occurrences and states of being. Eg.: come, start, run, is, believe, hate, play, etc. according to Donald &Sven (1997), "verbs move, verbs do, verbs strike, soothe, grin, cry, exasperate, decline, fly, hurt, and they matter more to our language than any other part of speech".

Examples in sentences:

Udo goes to school.

The kitten is playing.

Mum hates noise.

They are great.

Every sentence must have at least one verb. At the most basic level, a sentence can consist solely of a single verb in the imperative form eg.; Come. In this case, the implied subject is 'you'.

**Subject**

There are six subject (pronouns) forms in English, thus:

| | |
|---|---|
| I | first person singular |
| You | second person singular |
| He/she/ it | third person singular |
| We | first person plural |
| You | second person plural |
| They | third person plural |

Verbs and subjects must agree in number. If the subject is singular, the verb must also be singular. Similarly if the subject is plural, the verb must be plural. This is called subject-verb agreement.

Verbs are also conjugated based on tenses. There are three main tenses in English.

- Past tense (an action has occurred before the moment of speech).
- Present tense (an action is taking place at the moment of speech).
- Future tense (an action will take place after the moment of speech).

Each tense has a simple, progressive, perfect and perfect progressive aspect with its own rules for conjugation. The forms a subject takes in each aspect depend on the subject and on whether the verb is regular or irregular. Below is a table illustrating the various forms the regular verb ‘look’ takes in the first person singular when conjugated.

**Table 1: Conjugation of First Person Singular 'Look'**

| Aspect | past | Present | Future |
|---|---|---|---|
| Simple | I looked at the painting | I look at the painting | I will look at the painting |
| Progressive | I was looking at the painting | I am looking at the painting | I will be looking at the painting |
| Perfect | I had looked at the painting | I have looked at the painting | I will have looked at the painting |
| Perfect progressive | I had been looking at the painting | I have been looking at the painting | I will have been looking at the painting. |

**Mood**

The mood of a verb indicates the tone and the intention of the sentence. There are five grammatical moods in English. The table below represents the grammatical moods.

**Table 2: Grammatical Moods**

| Grammatical mood | Function | Example |
|---|---|---|
| Indicative | Expresses a fact. | Tony likes chocolate. |
| Imperative | Expresses a command or a request. | Wash the dishes. |
| Interrogative | Asks a question. | Did you do your home work? |
| Conditional | Expresses a condition. | If you want to borrow that book, you can. |
| Subjunctive | Expresses a wish demand, doubt or hypothetical situation. | If I were rich, I would have bought a land. |

**Stative Verbs and Dynamic Verbs.**

Stative verbs describe a state of being or perception (e.g. She is, it seems, they belong etc). They can also be used to describe a mental, emotional or physical state (e.g. I loved, you hear). Stative verbs are typically used for a state of being that is generally unchanging so they cannot be used in progressive (continuous) tense.

**Stative verbs in sentences**

Obi believes in his capabilities.

Joy writes well.

It is therefore wrong to say;

Obi is believing in his capabilities.

**Dynamic Verbs**

A dynamic verb is used primarily to indicate an action, process, or sensation. It is also called an action verb or an event verb. Examples in sentences;

Eket is coming.

Umar can teach for hours.

**Linking verbs**

A linking verb (also called copular verb) connects the subject of a sentence with the subject compliment (ie, a noun or adjective that describes it). Common linking verbs include the verbs; be, seem, become and feel.

Example:-

Great <u>is</u> nice. (be).

The pillow <u>feels</u> soft. (feel).

Most linking verbs can also be used as action verbs; describing a specific action rather than a state. (eg. Edem <u>feels</u> the pillow). (action)

**Auxiliary Verbs**

Auxiliary verbs (also called helping verbs) include the ‘be’ verbs such as is, are, do,have etc. They are used in connection with another (main) verb to modify its meaning. Auxiliary verbs can be used to indicate tense, mood and voice. They are also used to form negative statement when used with words like ‘not’ and ‘never’.

Examples:-

I am waiting.

*aux.vb* *m.vb*

Did you enjoy the meal?

*aux. v* *m.vb*

The door was locked.

*aux. vb.* *m.vb.*

Linda has not spoken to me for a week now.

*aux.vb.* *neg.* *m.vb.*

**Modal Verbs.**

Modal verbs are auxiliary verbs that are used with another (Main) verb to express ability, permission, possibility, necessity or obligation. The main modal verbs are can, could, may, might, must, ought to, shall, should, will and would. Model verbs do not change form.

Examples:

I can read Arabic and Hebrew (ability).

*mod. vb.* *m.vb* .

Martin should speak a little louder (necessity).

*mod. vb.* *m. vb.*

Laz ought to perform at the talent show (obligation).

*mod. vb.* *m.vb.*

**Phrasal Verbs.**

A phrasal verb is made up of two or more words that act as an individual verb. Phrasal verbs typically combine a verb with an adverb or preposition to create a meaning independent of the original meaning of the words. For example, the verb 'kick' and the preposition off combine to form the phrasal verb 'kick off' which means begin.

Other example of phrasal verbs and their meanings as extracted from www.grammerly include:-

Back up – defend.

Break down – stop working (machines).

Call around – contact multiple people.

Calm down – relax after an energetic or irritated state.

Call off – cancel.

Cheer up – make someone happy especially if they are previously sad.

Come between – disturb a relationship.

Come down with become sick.

Come up with – think of an idea especially as the first person to do so, or to proffer a solution.

## 2.3 Theoretical Frame work

Subject-verb concord rules derived its theory from Structural Grammar (S.G.) theory propounded by a Swiss linguist Ferdinand De Saussure. The theory conceives language as a semiotic system whose elements are defined by their relationship to other elements within the system. The theory of Structuralism deals with how elements of a sentence such as morphemes, phonology, clauses, phrases and parts of speech are put together. It deals with how these elements work together to have a greater meaning than any other single elements. Ferdinand examines language as a dynamic system of interconnected units. S.G. assumes that what is seen on the surface is also straight forward behind the word of a sentence. S.G. is also characterizes by the procedures known as substitution, by which word class membership is established and through which smaller structures are expanded to larger ones.

E.g. The boy is – Noun phrase/verb phrase.

Ferdinand's S.G. theory is consolidated with Chomsky's Transformational Generic Grammar (T. G. G.) theory. T.G.G. theory affirms that relationship among various elements of a sentence and among possible sentences of a language, uses processes or rules (some of which are transformations) to express these relationships, Chomsky believes that the relationship among the various elements of a sentence follow some stipulated rules. However, Chomsky contradicted

earlier tenets of structuralism by rejecting the notion that every language is unique. T.G.G. tries to show that the underlying structure (in their deeper relation to one another), of the sentences are very similar.

Chomsky's `Transformational Generative Grammar (T. G. G.) theory views grammar as a system in which the elements work together using processes or rules to express the relationships or interconnectivity among them. Noun and verb are the major elements of grammar. These have stipulated rules students must follow to have a meaningful sentences. This unique feature of subject-verb concord is directly related to Chomsky's Transformational Generative Grammar (T. G. G.), hence the suitable language theory to the present study. Chomsky believes that the relationship among the various elements of a sentence follow some stipulated riles. These rules must be adhered to by the students to enhance competence and mastery of English language. The theory deals how these elements work together to have greater meaning than single element.

## 2.4 Review of Previous Studies

A number of researchers had carried out studies in various capacities. Few of such studies are reviewed in this section. Oriabor (2013) researched on challenges in the teaching and learning of concord in the use of English Language. The purpose of the study was to analyze the concord errors in the written composition of JSS III students in some selected secondary schools in Abeokuta Central Local Government Area, Ogun State. The research design employed in this research was survey research design. Information(data) was obtained from respondents using survey method (questionnaire). A total of seventy-two (72) copies of questionnaire were administered on the respondents who were randomly drawn from the population. Sixty two (62) copies were retrieved, and a total of sixty (60) questionnaires were analyzed to identify the errors in writing grammatically correct subject-verb agreement sentences by the students. The study also used secondary data sourced from text books, journals, research projects, newspapers, magazines and website publications. The data collected were analyzed using descriptive statistical method of analysis including percentages. At end of the study, the study revealed that

majority of J.S.S. III students in Abeokuta Central Local Government Area, Ogun State have problems applying the rules of concord. Most of the errors committed were under subject-verb concord of number and person, pronoun-antecedent concord, concords involving indefinite pronouns, subject-compliment concord, and subject-object concord. The findings also revealed that the student exhibited a lot of mother tongue interference as some sentences showed direct translation from mother tongue.

Oriabor (2013) is related to the present study in many ways. The purpose was to assess subject-verb agreement errors on written composition of JSS III students of an entire local government area just like the present study. Nevertheless while the study used survey method (questionnaire) for data collection, the present study used data from the test conducted on the students hence quasi-experimental research involving experimental group and control group. The present study did not employ secondary source of data but the study in review used secondary source of data.

The importance of correct use of subject-verb concord is also highlighted in Obi and Ezekulie (2014). The researchers investigated preachers' application of English concord rules. The purpose for the study was to investigate the degree of competence exhibited by pastors in the application of English grammatical concord rules. The method of data collection employed by the study was covert participant observation. Hence, the two researchers disguised as worshipers and attended religious programs in eight (8) randomly selected churches in Awka metropolis. The researchers attended a total of twenty (20) preaching sessions within a period of two months. Electronic devices were also used to record the sermons for accuracy. Notes were taken as well by the researchers during the observations to forestall any recording lapses. Only concord related errors are extracted and presented for analysis on the ground of their relevance to the study. The findings of the study reveal that subject-verb concord related errors have the highest occurrence of 113 times while subject object concord errors have the least occurrence of 7 times. Other principles that guide the co-occurrence of certain highlighted elements for an acceptable linear sequence pose a big challenge to some Nigerian preachers. Those challenges are more in the observation of the rules of concord particularly in subject-verb concord with the highest occurrence of 113, pronoun antecedent concord and inconsistency in tenses usage.

Obi and Ezekulie (2014) relates to the present study in their prime focus of subject-verb concord. However, this work differs with the present work in the area of the target population. The target population of the present study is students but that of this study is preachers. The study also used covert participant observation data collection but the present study used quasi-experimental method for data collection.

There are other people that conducted study on related topics. Ekwueme,& Okongor (2015) carried out a study on concord and problems associated with Nigerian learners of English Language. Their study was an attempt to investigate how and to what extent the students (of Department of English, Federal University Dutse) are able to master the rules that govern the acceptable English sentence structure. The researchers marked the scripts of 100 level students and 200 level students who offered Eng. 105: Practical Grammar and Eng. 201: Advanced English Syntax in English department of the university. This also served as the population of the study and the respondents to the instrument. The instrument for the data collection was the students' scripts and the data was the students' scores. After marking the students' scripts, the researchers discovered that majority of the students made errors on; over generalization of rules of English grammar, competent conflict or transfer of mother tongue into the second language. Moreover, the researchers also discovered that most errors made by the students were on concord agreements. The method of data analysis was not stated by the researchers.

The study of Ekwueme & Okongor is related to the present study many ways. The study was on concord related problem among the students as in the present study. The instrument and the data for this study and the present study were the students' scripts and their scores respectively. However, this study differs with the present study in the population. The population of the present study was stated. But this study did not state the population of the study. Another difference is that the study used survey method to collect data, while the present study was quasi-experimental research method. This study was conducted on the students of advanced level, but the present study was on junior secondary school level of an entire area council. Also, Chinyere et al did not state the method of data analysis but the present study stated and used descriptive method of data analysis.

Similarly, Mapoi (2015) investigated subject-verb agreement errors in English on third year students at National University Lesotho. The purpose of the study was to study the

logistic environments in which subject-verb agreement errors occur in students' academic work. The paper also aimed at finding out if these errors were competence errors or performance errors. The study used survey method for data collection. First, fifty five (55) third year students who offered the course Environment and Conservation of Africa were made to write an essay in their field of study (pre-test), without any focus on subject-verb agreement. The test scripts were used to identify subject-verb agreement errors and the linguistic environment in which such errors occurred. All subject-verb errors identified were recorded against their script numbers. As each script was analyzed, a comment was made on any factors in the linguistic environment that appeared to have contributed to each agreement error.

In the second stage, a follow-up test was administered to the same group of students. This time, only forty one (41) of them who attended the class were assessed. Thirty (30) questions were picked from the test they wrote. These questions were a mixture of correct, incorrect and complex or ambiguous sentences. There were eleven (11) sentences without errors, fifteen (15) with subject-verb agreement errors and four (4) complex or ambiguous sentences. The incorrect sentences which were picked were the ones which had types of agreement errors which were found to be common in many scripts, these were the main target. With the ambiguous sentences, the purpose was to see if the students can correct them despite the ambiguity. The correct sentences were used as distracters. They were asked to trick (√) against the correct sentences, and a cross (X) the incorrect ones. For each of the incorrect ones, they were asked to underline the error and give the correct answer. The study concluded that subject-verb agreement errors are prevalent in students writing, these errors are directly to inappropriate commission or addition of the third person inflection. Another source of errors is from words that come between the subject and the verb especially when such words do not agree in number with the main subject of the sentence.

Mapoi (2015) is related to the present study in the area of the focal point which is subject-verb agreement. The research was also quasi-experimental as in the present study though with little modifications. Like the present study, this study also used students' test as instrument for data collection. However, the study differs with the present study in some areas thus; the population of the study was just a class in a department of a university. But the present study has a wider population of junior secondary school in an area council. The study was conducted on students of higher institution but the present study was conducted on J.S.S. students. Mapoi

(2015) did not state his method of data analysis but the present study stated and used descriptive method of data analysis.

In the same vein, Tafida and Okunade (2016) investigated subject-verb agreement problems among English as Second Language (ESL) learners, with the purpose of addressing the grammatical problems, relating to subject-verb agreement on hundred level undergraduates of Federal University of Technology, Minna. Essay of one hundred and twenty (120) sampled students who offered GSR – 110 for 2014/2015 academic session were analyzed and errors of subject-verb agreement were indentified. It was revealed that the students have problem of subject-verb concord in the areas of nouns, pronouns, tenses and interfering expressions. The findings of the study was that subject-verb agreement errors involving pronouns has the highest occurrence of one hundred and forty (142) frequency, followed by tenses with one hundred and seven (107), nouns and intervening variables had sixty five (65) and sixty four (64) respectively.

This study is related to the present study in the treatment of subject-verb agreement problems among second language English learners within an academic setting, which is the centre of attraction to both studies. Both studies also used students' test as the instrument for data collection. However, whereas the population of this study was drawn from a tertiary institution, the population of the present study is drawn from junior secondary schools in an entire area council.

Another researcher Iwan (2016) conducted a study on An Analysis of Students' Ability in Using Subject-Verb Agreement. The purpose of the study was to describe the ability of the students in using subject-verb agreements of the three tenses, namely simple present tense, simple past tense and present perfect tense. The population of study was thirty (30) grade eight students at the first semester of SMP Islamiyah Kotaagung. The research design used in this study was survey research design and students' test was the instrument used to collect data for the study; multiple choice questions to be precise. Data analysis was done using descriptive statistical method. Iwan (2016) showed that 7% of the students had excellent scores, 31% of the students had a fair performance and 7% of the student had a very poor performance in the ability to use subject-verb concord correctly. This showed that a lot of the students had problem of subject-verb concord having scored 31% against 7% that had excellent scores.

This study is related to the present study in the centerpiece of subject-verb concord. The both studies also used multiple choice questions and students as instruments (respondents) for data collection. The two studies equally shared the same level of student for their data collect and statistical tools of percentage. However this study focus on the tenses (simple present, simple past and present perfect) but the present study focused on subjects and their agreement with verbs without much attention to past tense and past participles. Also this study used survey research method but the present study used experimental research method.

Anisa and Karlina (2018) conducted a research on the Student's Ability in Using Subject-Verb Agreement in Senior High School. The purpose of the study was to describe the approach used by teachers in teaching subject-verb agreement (concord), the students' ability in using subject-verb agreement and the errors made by the students in using subject-verb agreement. The research design use by the researcher was descriptive qualitative design. The data for the study was obtained from two sources; teacher and students. They were given questionnaire as the instrument for data collection. The majority of the students ability in using subject-verb agreement fell in the poor category with 58% followed by very poor which was 23%. When asked their opinion towards the importance of subject-verb concord, 63% of the students agreed that it is important to learn subject-verb concord. The findings of Anisa and Karlinas (2016) revealed that students' ability to use subject-verb agreement correctly was very poor.

This research relates to the present study in their area of concern. The study investigated the students' ability in the use subject-verb agreement as in the present study. But the differences abound. The population of this study was senior high school of a particular school but the population of the present study is junior secondary three (J.S.S 3) students of a whole area council. While the instrument for data collection for this study was questionnaire, that of the present study was students' (respondents) scripts on the tests administered. This study administered questionnaire to both teachers and students but the present study used only the students.

Alyas (2019) conducted a study on a quantitative approach analysis on subject-verb agreement problem among English as Second Language (ESL) learners: A case study of Pakistani students. The purpose was to look into writings of Pakistani origin L2 learners and find out the mistakes related to subject-verb agreement. The study used quantitative research method.

The data was taken from International Corpus Network of Asian Learners of English (ICNALE); a platform that gathers the responses of learners from ten (10) Asian countries and English native. Only Pakistani Learners' data was considered in the study. A written essay of eighteen (18) Pakistani students on part time job was taken as the sample size. Their errors were classified under fours type of subject-verb agreement errors which include; noun errors, tenses errors, subject errors and verb omitting errors. Alyas used a pie chart to represent his data in percentage, the performance of the students in the four areas of interest and his findings showed that L2 learners do most mistakes in tenses with 62.5% of the total errors recorded.

This study is related to the present study in the area of subject-verb concord. Both studies used student's scripts as the instrument for data collection for the studies. However, this study represented the data in pie chart and percentages but the present study did not. Again, this study used secondary data; the respondents were not aware of the study. This study also covered tenses errors and verb omitting errors but the present study was on subject-verb concord only.

There are other studies that established the correct use of subject-verb concord as the bedrock of any grammar spoken and written alike. Haruna and Ahmed (2020) investigated concord usage in English: an overview. The work was an attempt to reveal other areas apart from subject and verb that are worth noting as far as grammatical agreement is concerned. The study sees concord as the general grammatical term of a language; the relationship between two grammatical units, one unit which triggers the agreement relation known as 'controller' and the other unit which is determined by the controller known as targets. The study further revealed that units are determined by synthetic and semantic characteristics which are called agreement features. Moreover, the study added that if the subject is the controller and the verb is the target, the agreement features are represented by the use of number and person. In simple terms grammatical concord simply means that a form of one word requires a corresponding form of another.

The major relationship between this study and the present one is that both studies investigated concord. However the present study concentrated on traditional concord between subject and verb but this study has drawn attention to other concord of concern with the general syntactic relations of the grammatical elements used in sentences. The investigation by Haruna

and Ahmed was more of review. There was no specific target population, research design and data collection.

Peter, Duraippah and Tee (2021), also investigated on Enhancing the Achievement of Subject-Verb Agreement among the Year 5 Students Using Word Bricks Game. The purpose of their study was to investigate the achievement of subject-verb agreement among Malaysian students of year five (5) using the words brick game and the students' perception towards learning subject-verb agreement using word bricks game. Qualitative research design was used in the study. Observations and interviews were used as the methods of data collection. The participants (respondents) were forty (40) pupils from a primary school in Kuala Lumpur. The instructor gave the players five conditions on construction of their sentences in WBG. The first team to correctly complete all the five patterns wins the ga me. On one brick, one word is typed. The players (respondents) were made to sit in pairs or small group. A name was assigned to each group and each group received an almost identical number of bricks. The rule of the games was clearly read out to the groups. The groups must make grammatically correct sentences that exactly follow the rules and in the order given. They were asked to call the instructor whenever they think they have correct phrase. If the phrase was grammatically correct, the team got a point. The first set to make a sentence according to each pattern earned up to five points. The findings of the study revealed that WBG can help the achievement of subject-verb concord among the year five (5) pupils. It can help the construction of simple sentences using subject-verb agreement. In addition, it can help students to detect problematic sentence in subject-verb agreement (SVA) and the pupils' memories can be improved by playing game which made learning fun to them.

The study of Peter et al (2021) relates to the present study in the area of their focus points. Both studies dwelt on subject-verb agreement. However, the difference between the two studies abound. First the population and the respondents on this study was year five (5) pupils of a particular lower school. But the respondent and population of the present study was J.S. three students of a whole area council. The study used word brick games as his instrument for data collection instrument but the present study used students' tests. The research design for the study was qualitative research design while the present study was quasi-experimental research design.

The relevance of subject-verb concord to any academic setting especially, to L2 learners of English Language cannot be over-emphasized. Atodo (2021) investigated concord errors among students of the Federal Polytechnic, Idah. The purpose of the study was to identify concord errors committed among student of the school and identify factors responsible for those errors. The population of the study was 2016/ 2017 set of year one Higher National Diploma (HND1) students from different departments of the school. As part of the teaching process, an exercise on essay writing was conducted during the first semester exam. Three different questions were given to the students out of which they were asked to write on any one of their choice. The essay topics given to them were carefully selected to be of interest to the students so that it allowed them generate free and unrestricted flow of expression in the use of English especially in the use of simple present tense. The students were given ample time to read through their works in order to identify mistakes which are product of chance circumstances. Fifty (50) scripts were randomly selected as sample for the analysis and each was closely examined to identify the different types of concord errors committed in the essay. Descriptive method of data analysis was also used to analyze the data collected. The findings of the study were that students committed more errors on subject-verb concord than in pronoun concord, errors in compound and complex sentences.

Atodo's study is related to the present study in the centre-piece which is subject-verb concord. The two researchers also used students' tests as the instrument for data collection and descriptive method of data analysis. However, the population of the study was HND I students of Federal Polytechnic, Idah, Kogi State which was a higher institution but the population of the present study was all the junior secondary schools in an area council.

The impertinence of subject-verb concord in the teaching and learning of English grammar is indisputable. A study conducted by Emad (2022) on Analysing the Errors Made by Advanced Students on Subject-Verb Concord at Misan University supported this. The aims of the study were to investigate the main problems faced by advanced students and to reduce the grammatical errors made by students in the area of subject-verb concord by enriching their grammatical knowledge concerning subject-verb concord.

The population of the study was 66 Iraqi EFL third year students. A multiple choice test of (20) twenty questions was administered to the respondents (students). This was used to assess

the students' understanding of uses of subject-verbs concord. The method of the study was experimental design method. At the end, Emad's findings included.

1. Teaching of subject-verb concord by ordinary/conventional method is less effective.
2. Using strategy in teaching subject- verb concord has many benefits. It allows the learners to be more acquitted with grammar learning.

This study relates to the present study in so many areas. The two studies sort to know the impact of subject verb concord instruction on the students. Both studies also share the same research design of experimental research design that involved experimental group and control group with pre-test and post-test administered, on the respondents (students). The finding of this study and present study are also similar which states that teaching of subject-verb concord by ordinary method is less effective.

However the difference between this study and the present study is in the population and scope. This study used 68 third year students of a university but the population of the present study was J.S.S. 3 student of an area council.

Adewole, Seriki and Chahur (2022) investigated the use of grammatical concord in the written English of face book users in the Federal Capital Territory (F.C.T.). The purpose of the study was to examine how face book users within the Federal Capital Territory of Nigeria communicate in the English language, with particular attention to the syntax of subject-verb agreement. Their research was based on the general theory of structuralism as propounded by Ferdinand the Saussure and other linguist s in his line of reasoning. The researchers used survey method to gather their data for the study. Data was gathered from the six (6) area councils of FCT these are: Abaji Bwari, Gwagwalada, Kuje, Kwali and Municipal area councils. In each of the area council, five (5) posts were selected to bring out a total number of thirty (30) posts to serve as the population of the study. And each set of the five is presented in a separate table. The findings as analyzed show the extent to which grammatical concord errors are made by second language speakers of the English language especially in agreement of verbs and their subjects. Hence most of the face books users do not recognize the first person pronoun "I" as grammatically plural. Other users are inconsistent in their use of subject-verb concord. In complex sentences, the subject may agree with the main clause but disagree with the subordinate clause(s).

The study of Adewole Et al (2022) and the present study are related in their focal point which is the correct use of subject-verb concord in written English language particularly by ESL speakers. However, this study focused on the face book users which do not have any direct interaction with the researchers, while the present study is targeted of J.S.S students with direct interaction between the researcher and the respondents. The study also covered the six area councils of the F.C.T., but the present study was one area council; Gwagwalada Area Council. Another area of difference is that this used survey method while the present study used quasi-experimental method.

In another related studies, Abdous, Sadiq and Daura (2022), carried out a study on An Assessment of the Use of English Grammatical Concord in the Compositions of Senior Secondary School Students. Their studies stressed the pivotal role of subject-verb concord on students' performance. The purpose of the study was to find out the type of misuses in concord that prevent senior secondary school students from communicating well in writing. 370 students were selected from four (4) secondary schools to write an essay on any of four topics given to them by the Researcher. The Researcher used mixed method research (MMR) which is a method that combines qualitative and quantitative approaches. The instrument for data collection was an essay written by the students on descriptive essay. The researcher assessed the students' performance in the use of three aspects of concord; agreement between verb and subject in terms of number, person and agreement between pronouns and their antecedents.

The findings of Abdous et al revealed that the use of concord is very chaotic in writings of the students. All the three aspect have been problematic to students. Nevertheless, the analysis showed that pronoun/antecedents concord was easier for the students to use while the concord in person appeared to be more complicated to them in their use of concord. The students made mistakes of various types involving disagreement between verbs number, as well as mismatches between pronouns and their referents.

This study is related to the present studies in the target respondents. Both studies used students. Again the two studies sort to know the students' ability in the use of subject-verb concord both studies also used descriptive data analysis of mean and standard deviation. Nevertheless, this study used mixed method research (MMR) but the present reach used quasi-

experimental research method. In addition to this, this study analyzed the students essay for the studies but the present studies used multiple choice questions for the studies.

Vitrii, Lusi and Sari (2022), conducted a study on The Subject-Verb Agreement Errors on students' writing. The purpose was to diagnose the errors made by the students as well as to explore the factors that contribute to the errors. The research method employed in this study was descriptive research method. Students' final projects were analyzed to identify subject-verb agreement related error as the data for the study. A total of twenty – six (26) scripts were analyzed. The population of the study was university of Pahlawan Tuanku Tambusai. The findings of the research showed that the student errors on concord of person-verb concord were higher than it was in other aspects of subject-verb concord.

This study is similar to the present study in their area of concentration. The two studies tried to unravel the subject-verb errors committed by the students. The findings of the study confirmed that students find subject-verb concord problematic especially in written communication. However, there are some dissimilarities; the method of this study was descriptive research method. But the present study is a quasi-experimental method, even though the method data analysis was the same descriptive analysis. Also this study was on university students but the present study was on junior secondary students. In addition, the instrument for data in this study was student essay but the present study used objective question.

Any which way ,there is no gainsaying the fact that studies that focused on learners of English as a second language and who has remarkable problems on the proper use of subject – verb concord in both written and spoken English have proven to be beneficial to the present study. These studies were Dr. O.A Oribabor (2013), Obi Edith Ifeyinwa and Ezekulie Chienlo (2014), Chinyere Ukaegbu-Ekwume and Takim Ajom Okongor (2015), Mamapoi Irene Chele (2015), Iwan Kurniawan Sepizanna (2016), Tafida and. Shittu Kelami Okunade 2016, Anisa Kurniadhani Suryo & Karlina Yustisia (2018), Alyas Rafia (2019), Haruna Shuaibu Ibrahim Ghali & Ahmed baba Mustapha (2020), Peter, Ong, Kunasunthary, Duraippah & Tee,Ony (2021), Atodo Wilfred Ocholi (2021), Emd, Jasem Mohammed (2022), Adewole Adigun Alegbe, Josephine Eleip Senki and Chahur A.A (2022), Abdous, Taiguero, Sadiq Mohammed & Ramatatu Jibir Daura (2022) and Vitri,Angraini Hardi, Lusi,Marleni & Nurhidiyah (2022).

## 2.5. Summary

The researcher based the study on Ferdinand De Saussure's (1857-1913) theory of structuralism, which states that language is a self – contained relational structure, the elements of which device their existence and their value form their distributions and oppositions in texts or discourse. Besides, considerable and various effects of subject verb concord instruction on students and non students particularly in second language situations from different language scholars were discussed. The centre piece of the previous studies and the present study was ascertaining the effectiveness of subject-verb concord instruction on the students and other language users. However there were differences in the areas of participants' choice age, duration, location, methodologies and method of data analysis. Some focused on writing and others on speaking, while the present study focused specifically investigated the effects of subject-verb instruction on the students' performance written English Language in the following areas: singular subject-verb concord, plural subject-verb concord, indefinite subject-verb concord, proximity subject-verb concord and invariable subject-verb concord. So, the information from the previous studies reviewed would be of relevance when discussing my findings in chapter four.

# CHAPTER THREE

## 3.0 METHODOLOGY

### 3.1. Introduction

This chapter describes the methodology adopted for this study. Thus; the research design, study population, sample size and sampling techniques are clearly defined. Other areas covered in this chapter include data collection instrument, procedure for data collection and method of data analysis.

### 3.2 Research Design

The Researcher adopted quasi-experimental research design. The research design involves two groups, namely experimental group and control group as contained in the research objectives, questions and hypotheses. It availed the Researcher the opportunity to study through classroom teaching and observations with the view of establishing the effects of subject-verb concord instruction on junior secondary three students' achievement in English Language in Gwagwalada Area Council, Abuja, Nigeria.

### 3.3 Population of the Study

The population of this study covered all the J.S.S. three (3) students in the public junior secondary schools in Gwagwalada Area Council, Abuja, Nigeria. There are nineteen [19] public junior secondary schools in the area council. However, this study covered eighteen (18) schools only since one of the schools did not have J.S.S 3 as at the period of this study. The total number of students in the remaining eighteen schools was seven thousand three hundred and forty three (7,343). Therefore, this study was based on this population of the students.

### 3.4. Sampling Size and Sample Procedure

The sampling size for this study was one hundred (100) J.S.S.3 students; that is fifty (50) students for each group. This was randomly selected from the selected sample schools for experimental and control groups respectively. The sample of the fifty (50) students was considered appropriate because it made it convenient for the Researcher and her assistant to teach and co-ordinate the students on whom the study was carried out. A simple random sampling technique was employed to select the classes on which the actual study was carried out in the selected schools. The selection of the schools on which the study was conducted was done

using non random convenient sampling technique. In view of this J.S.S. Anagada was selected as the experimental group while J.S.S. Yimi was selected as the control group.

### 3.5 Instrumentation

Since the study was a quasi-experiment research design, the data collection instrument for the study was a self set assessment test questions on the selected areas of subject-verb concord rules. A total of ten (10) questions were set on each of the rules.

### 3.6. Validity and Reliability of the Instrument

The instrument (i.e. question papers) was subjected to a face and content validity by the supervisors. Their comments and suggestions were considered before the final copy of the instrument. To check the content reliability of the instrument, a pilot test was conducted. According to Harris, (1969) "pilot test involves testing out the test content on a group that is comparable to the one for whom the test is being developed". Grolund (1976) stated that "the consistency of assessment findings from one measurement to the next is referred to as reliability". Following the assertions above, the instrument (question paper) was administered to a set thirty (30) J.S. three (3) students from J.S.S. Hajj Camp and the Researcher was satisfied with the students' active participation on the pilot test.

The internal consistency of effects of subject-verb concord was established through the scores generated from the 30 students using Chrobach Alpha Method, analysis and reliability co-efficient of 0.86 was obtained, which shows that the instrument was appropriate and reliable. This made the Researcher to proceed to use the instrument for the main study.

### 3.7. Data Collection Procedure

Data collection procedure to this study was done systematically, following these steps:-

I. Letter of introduction to the schools selected for the research.
II. Meeting the teachers.
III. Sampling of the classes.
IV. Sampling of the students.
V. Pre-tests.
VI. Intervention/treatment.
VII. Post- tests.

Letters of introduction were collected from the head of the department (Arts Education). Each of the letters was submitted to the principal of each of the schools on which the study was carried out, to get his or her approval before using his or her school for the study. With the help of the principal in the school for control group, the Researcher met the head of languages department of the school who assigned her a professional English Language teacher. The English teacher served as the research assistant.

A simple random sampling technique was used to select the classes on used for the actual study in J.S.S. Anagada. This served as the experimental group. Letters A – D was written on four pieces of paper and well folded so that the letters were not revealed. A child was invited to pick a paper out of the four. The class he picked became the experimental group. The same process was repeated in J.S.S. Yimi to select the actual class for control group.

Another simple random sampling technique was employed to select the element (Students) of the study since the number in the class was up to seventy. The Researcher wrote numbers 1 to 50 on pieces of paper, folded them very so that the numbers were not revealed. This was put in a black leather bag seventy (70) folded papers. Then the bag was taken round the class. Only the scripts of the students that picked the numbers 1 to 50 were used for the study. Moreover, on the first week of the study, the Researcher administered the pre-test to the experimental group while the Research Assistant administered the same test to the control group on the same period and at the same time.

Meanwhile, the Researcher spent five (5) weeks for intervention/ treatment. One week each was used to teach the experimental group each of the five areas of the subject- verb concord selected for the study. The first week and the last week were used for pre-test and post-test respectively. Meanwhile, at the end of every test, the Researcher marked and recorded the scores against each answer scripts of the randomly selected fifty (50) students only for both the experimental and control groups separately.

### 3.8 Method of Data Analysis

Mean and standard deviation was used to answer the research question in order to unveil the performance differences of the two groups. Also, a t-test was used to test the hypotheses at 0.5 level of significance to demonstrate whether the hypotheses were being rejected or accepted.

# CHAPTER FOUR

## 4.0: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 Introduction

This chapter presents the analysis of data and results to the research questions and hypotheses stated in chapter one. The results are presented in tables.

### 4.2 Data Presentation

The seven research questions formulated for this study were answered using the data gathered from the students' tests. The data collected were analysed using mean and standard deviation. Each research question was restated and analysed with reference to related literature viewed while the results of the hypotheses were tested as shown in the tables and discussed.

**Research Question One:** What is the difference between mean score achievement of the students in the experimental group and control group in their established basis for use of subject-verb concord in pre-test results?

**Table 3**: **Mean and Standard Deviation on Achievement of Students in the Experimental and Control Group.**

| Group | N | Mean | | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Post-test | | | | Agreed |
| Experimental | 50 | 35.88 | 58.46 | 8.34 | 22.58 | 1.5061 | |
| Control | 50 | 33.48 | 37.34 | 7.34 | 3.86 | 1.1120 | |

Results in table 3, indicated that the mean gain of the students in the experimental group was 22.46 and that of those in the control group was 3.86. The grand mean difference between the groups was 16.82 while the mean difference was found to be 18.60 in favour of the students in

the experimental group. It then implied that the mean achievement score of students who were taught subject verb concord was higher than those taught using Conventional Method. There was difference in achievement that existed between the experimental group and others in the control group. The students in the experimental group achieved better than the other students in the control group.

**Research Question Two:** What is the mean score achievement of the students in the experimental group taught singular subject-verb concord and the mean score achievement of the students in the control group taught using conventional method?

**Table 4: Mean and Standard Deviation on Achievement of Students in the Experimental and Control Group.**

| Group | N | Mean | | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Post-test | | | | Agreed |
| Experimental | 50 | 28.63 | 58.46 | 6.23 | 9.58 | 1.3211 | |
| Control | 50 | 25.21 | 28.33 | 4.43 | 3.12 | 1.1211 | |

Results in table 4, indicated that the mean gain of the students in the experimental group was 9.58 and that of those in the control group was 3.12. The grand mean difference between the groups was 6.46 while the mean difference was found to be in favour of the students in the experimental group. It then implied that the mean achievement score of students who were taught singular subject verb concord was higher than those taught using Conventional Method. There was difference in achievement that existed between the experimental group and others in the control group. The students in the experimental group achieved better than the other students in the control group.

**Research Question Three:** What is the mean score achievement of the students in the experimental group taught definite subject-verb concord and the mean score achievement of the students in the control group taught using conventional method?

**Table 5: Mean and Standard Deviation on Achievement for Experimental and Control Group.**

| Group | N | Mean | | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Post-test | | | | Agreed |
| Experimental | 50 | 28.45 | 56.20 | 7.16 | 27.75 | 1.3123 | |
| Control | 50 | 32.17 | 35.18 | 5.76 | 3.01 | 1.1621 | |

Results in table 5, indicated that the mean gain of the students in the experimental group was 27.75 and that of those in the control group was 3.01. The grand mean difference between the groups was 24.72 while the mean difference was found to be in favour of the students in the experimental group. It then implied that the mean achievement score of students who were taught definite subject verb concord was higher than those taught using Conventional Method. There was difference in achievement that existed between the experimental group and others in the control group. The students in the experimental group performed better than the other students in the control group.

**Research Question Four:** What is the mean score performance of the students in the experimental group taught indefinite subject-verb concord and the mean score performance of the students in the control group taught using conventional method?

**Table 6: Mean and Standard Deviation on Achievement for Experimental and Control Group.**

| Group | N | Mean | | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Post-test | | | | Agreed |
| Experimental | 50 | 34.28 | 53.20 | 6.06 | 18.52 | 1.5061 | |
| Control | 50 | 33.48 | 35.98 | 6.76 | 2.50 | 1.1120 | |

Results in table 6, indicated that the mean gain of the students in the experimental group was 18.52 and that of those in the control group was 2.50. The grand mean difference between the groups was 16.02 while the mean difference was found to be 18.82 in favour of the students in the experimental group. It then implied that the mean achievement score of students who were taught indefinite subject verb concord was higher than those taught using Conventional Method. There was difference in achievement that existed between the experimental group and others in the control group. The students in the experimental group achieved better than the other students in the control group.

**Research Question Five:** What is the mean score achievement of the students in the experimental group taught proximity subject-verb concord and the mean score achievement of the student in the control group taught using conventional method?

**Table 7: Mean and Standard Deviation on Achievement for Experimental and Control Group.**

| Group | N | Mean | | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Post-test | | | | Agreed |
| Experimental | 50 | 30.13 | 47.20 | 7.06 | 17.07 | 1.3013 | |
| Control | 50 | 33.24 | 36.18 | 5.76 | 2.94 | 1.221 | |

Results in table 7, indicated that the mean gain of the students in the experimental group was 17.07 and that of those in the control group was 2.94. The grand mean difference between the groups was 14.13 while the mean difference was found to be 14.13 in favour of the students in the experimental group. It then implied that the mean achievement score of students who were taught proximity subject verb concord was higher than those taught using Conventional Method. There was difference in achievement that existed between the experimental group and others in the control group. The students in the experimental group performed better than the other students in the control group.

**Research Question Six:** What is the mean score achievement of the students in the experimental group taught invariable noun subject-verb and the mean score achievement of the students in the control group who are taught using conventional method?

**Table 8: Mean and Standard Deviation on Achievement for Experimental and Control Group.**

| Group | N | Mean | | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|---|
| | | Pre-test | Post-test | | | | Agreed |
| Experimental | 50 | 37.13 | 57.31 | 6.06 | 20.18 | 1.1101 | |
| Control | 50 | 34.23 | 36.18 | 5.76 | 1.95 | 1.2311 | |

Results in table 8, indicated that the mean gain of the students in the experimental group was 20.18 and that of those in the control group was 1.95. The grand mean difference between the groups was 18.23 while the mean difference was found to be in favour of the students in the experimental group. It then implied that the mean achievement score of students who were taught `invariable noun subject-verb concord was higher than those taught using Conventional Method. There was difference in achievement that existed between the experimental group and others in the control group. The students in the experimental group performed better than the other students in the control group.

**Research Question Seven:** What is the mean score achievement of the students in the experimental group and control group in Post-test results in the use of subject-verb concord?

**Table 9: Mean and Standard Deviation of Post-test Score in the Experimental and Control Group.**

| Group | N | Mean | SD | Mean Gain | Std Error Mean | Decision |
|---|---|---|---|---|---|---|
| | | Post-test | | | | Agreed |
| Experimental | 50 | 58.20 | 6.06 | 22.32 | 1.211 | |
| Control | 50 | 38.98 | 5.76 | 5.50 | 1.231 | |

Results in table 9 above showed the post test mean score of students in the experimental and control group. It showed that students in the experimental group has mean score 58.20 with standard deviation of 7.06 and mean gain score of 22.32 while the students in the control group had a mean score of 38.98 with standard deviation of 5.76 and mean gain score of 5.50. the overall mean difference between students in the experimental and control group was 16.82 in favour of the experimental group. This means that students in the experimental group achieved higher after being exposed to the treatment.

### 4.3 Testing of Hypotheses

This section analysed the testing of the hypotheses stated in chapter one. Seven hypotheses were formulated. T-test was used to analyse the scores.

**$HO_1$:** There is no significant difference in the mean score achievement of the students in the experimental and control group in the use of subject-verb concord in pre-test results.

**Table 10: Paired Sample t-test on the Difference in the Post-test Achievement of Students.**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| Experimental | 50 | 58.20 | 5.72 | 98 | 7.23 | 0.125 | 0.000 | Rejected |
| Control | 50 | 38.98 | 4.76 | | | | | |

Result in table 10 showed that there was significant difference between the mean achievement scores of students in the experimental group and those in the control group. As a result, first hypothesis was rejected. In other words, respondents from both groups differed significantly in their mean achievement score which favoured the experimental group.

**$HO_2$:** There is no significant difference between the mean score achievement of the students in the experimental and control groups in the use of singular subject-verb concord.

**Table 11: Paired Sample t-test on the Difference in the Post-test Achievement of Students.**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| Experimental | 50 | 38.20 | 4.06 | 98 | 1.23 | 0.122 | 0.000 | Rejected |
| Control | 50 | 28.33 | 4.76 | | | | | |

Result in table 11 showed that there was significant difference between the mean achievement score of students in the experimental group and those in the control group. As a result, the second hypothesis was rejected. In other words, respondents from both groups differed significantly in their mean achievement score which favoured the experimental group.

**$H0_3$:** There is no significant difference between the mean score achievement of the students in the experimental and control group in the use of plural subject-verb concord.

**Table 12: Paired Sample t-test on the Difference in the Post-test Achievement of Students.**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| Experimental | 50 | 56.20 | 6.72 | 98 | 2.23 | 0.124 | 0.000 | Rejected |
| Control | 50 | 35.98 | 4.76 | | | | | |

The independent sample t-test statistics of table 12 revealed the mean score is 56.20 and the standard deviation is 6.72 for the experimental group, while the control group recorded the mean score 35.98 with the standard deviation 4.76. The table also showed that the observed t-calculated value is 2.23 and the p-value is 0.124. The null-hypothesis was thus rejected because there was a significant difference in the academic achievement of students taught the use of plural subject-verb concord instruction and those taught with conventional method in junior secondary schools.

**$H0_4$:** There is no significant difference in the mean score achievement of the students in the experimental and control group in the use of indefinite noun subject-verb concord.

**Table 13: Paired Sample t-test on the Difference in the Post-test Achievement of Students**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| Experimental | 50 | 53.20 | 4.06 | 98 | 1.13 | 0.114 | 0.000 | Rejected |
| Control | 50 | 35.98 | 6.76 | | | | | |

From table 13, it revealed that students taught indefinite noun subject-verb concord had the mean score of 53.20 and the standard deviation of 4.06, while the students taught in the control group recorded the mean score of 35.98, with the standard deviation of 6.76. The table also showed that the t-calculated value is 1.13 and the p-value is 0.114. The null hypothesis was hereby rejected because there was significant difference in the achievement of students taught indefinite noun subject-verb concord and those taught in the control group.

**$H0_5$:** There is no significant difference in the mean score achievement of the students in the experiment and control group in the use of proximity subject-verb concord.

**Table 14: Paired Sample t-test on the Difference in the Post-test Achievement of Students**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| **Experimental** | 50 | 47.20 | 7.06 | 98 | 2.14 | 1.31 | 0.000 | Rejected |
| **Control** | 50 | 36.18 | 5.76 | | | | | |

The independent sample t-test statistics of table 14 revealed that the mean score is 47.20 and the standard deviation is 7.06 for the experimental group, while the control group recorded the mean score of 36.18 with the standard deviation of 5.76. The table also showed that the observed t-calculated value is 2.14 and the p-value is 1.31($P<0.005$). The null-hypothesis was thus rejected because there was a significant difference in the academic achievement of students taught the use of proximity subject-verb concord and their counterpart in the control group.

**$H0_6$:** There is no significant difference in the mean score achievement of the students in the experimental and control group in the use of invariables noun subject-verb concord.

**Table 15: Paired Sample t-test on the Difference in the Post-test Achievement of Students**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| **Experimental** | 50 | 57.31 | 8.72 | 98 | 1.431 | 1.23 | 0.000 | Rejected |
| **Control** | 50 | 36.18 | 7.76 | | | | | |

The independent sample t-test statistics of table 15 revealed the mean score of post-test is 57.31 and the standard deviation is 8.06 for the experimental group, while the control group scores recorded the mean score is 36.18 with the standard deviation 7.76. The table also shows that the observed t-calculated value is 1.431 and the p-value is 1.25 ($P<0.005$). The null-hypothesis is thus rejected because there was a significant difference in the post-test academic achievement of students taught using invariables noun subject-verb concord and their counterpart in the control group.

**$H_{07}$**: There is no significant difference between the post-test mean score of students in the experimental group who were exposed to subject-verb concord and their counterpart who were not exposed to treatment.

**Table 16: Paired Sample t-test on the Difference in the Post-test Achievement of Students in the Experimental and Control Group**

| Group | N | Mean | SD | Df | t-cal | t-crit | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|---|---|---|
| **Experimental** | 50 | 56.20 | 6.72 | 98 | 2.11 | 2.131 | 0.000 | Rejected |
| **Control** | 50 | 35.98 | 4.76 | | | | | |

The t-test analysis on table 16 above indicated the mean score of students in the experimental group to be 58.20 with standard deviation of 5.72 while the control group had a mean score of 38.98 and standard deviation of 4.76. The table also showed that t-cal value was 2.11 and the P-value is 2.131. The null hypothesis was therefore rejected as analysis showed that there was significant difference between the students in the experimental and control group in favour of the experimental group.

**4.4 Summary of Findings.**

The findings of this study after pre-test, treatment, post-test and analysis of the data collected, revealed that:

1. The experimental group that was taught subject-verb concord achieved better in the post-test than the control group.
2. The experimental group that was taught singular subject-verb concord achieved better in the post-test than the control group.
3. The experimental group taught plural subject-verb concord achieved better in the post-test than the control group.
4. The experimental group that was taught indefinite subject-verb concord achieved better in post-test than the control group.
5. The experimental group who were taught proximity subject-verb concord achieved better in post-test than the students in control group.
6. The experimental group taught invariable subject-verb concord achieved better in post-test than the control group.
7. The experimental group that was taught subject-verb concord achieved better in post-test than the control group.

## 4.5 Discussion of Findings

The core objective of this study was to find out the effects of subject-verb instruction on U.B. three students' achievement in English Language in Gwagwalada Area Council, Abuja, Nigeria. There were seven research questions and corresponding seven research hypotheses were formulated. These were tested with SSPS programme and t-test statistical tool for data analysis.

Hypothesis 1 was rejected after the analysis of the data collected from the post test of the students' results in subject-verb concord in table 10. The t-test statistical analysis showed that the experimental group who was exposed to subject-verb concord treatment performed significantly better than those in the control group who were not exposed to the treatment. The students learnt to observe subject-verb concord rules correctly particularly in the areas of singular subject-verb concord, plural subject-verb concord, indefinite subject-verb concord, proximity subject-verb concord and invariable subject-verb concord. However, learning of the indefinite subject-verb concord and invariable subject-verb concord were a bit challenging but the Researcher used different instructional resources to explain better to the students. She also emphasized the use of concrete objects to learn the indefinite subjects. The result was also in agreement with those of studies conducted in ESL context learners. Other researchers agree with the findings of the present study on the effectiveness of subject-verb concord instruction on students' performance in English Language. Adewole &Chachur (2022) discussed the concord errors made by second language speakers of English Language especially in agreement of verbs and their subjects. Most users of face book are inconsistent in their use of subject-verb concord. The major relationship between the present study and the study of Adewole &Chachur (2022) was in their focal point. Both studies investigated effects of subject-verb concord on written English Language of the respondents. The findings of Mopai (2015) show that the students improved greatly in their use of subject-verb concord after the treatment.

The second hypothesis stated that there is no significant difference between the mean scores performance of the students in the experimental and control groups in the use of singular subject-verb concord. However, after analysis of the data collected at post-test results, the hypothesis was rejected. It meant there was a significant difference in performance between the post-test mean scores performance of the students in the experimental and control groups due to the treatment the experimental group received on singular subject-verb concord. The findings indicated that teaching the learners the rule of singular subject-verb concord, using real objects with many examples and guiding them on the correct way to use it in sentences made

experimental group perform significantly better than the control group. Oriabor (2013) investigated challenges in the teaching and learning of concord in the use of English Language by J.S.S. three students in selected school in Abeokuta central Local Government Area, Ogun State and found out that the student made more mistakes on subject of number and persons. The present study is in line with the result. In addition, Peter, Duraippah & Tee (2021) looked into enhancing the achievement of subject-verb concord among the year 5 pupils using Word Bricks Game (W.B.G.). The findings show that it helped the pupils detect and correct problematic sentence in subject-verb agreement particularly in the area of singular subject-verb concord.

The third hypothesis states there is no significant difference between scores performance of the students in the experimental and control groups in the use of plural subject-verb concord. However, after analyzing the data collected at post-test, the hypothesis was rejected, it meant there was a significant difference in the performance between the post-test mean scores performance of students taught plural subject-verb concord and those not taught. Students in the present study who were taught plural subject-verb concord improved significantly in their use of plural subject-verb concord in the post-test. The findings of this study agrees with those of Sadiq and Daura (2022) who investigated the use of English grammatical concord in composition of senior secondary school students. The results of their study indicated that the students recorded the highest subject-verb concord errors in concord of number particularly plural subject-verb concord. The study was carried out in a second language classroom. Additionally, the findings of Haruna and Ahmed (2020) who investigated concord usage in English: an overview. The result of their study revealed that agreement are represented by the use of number and person, especially number (plural)

The fourth hypothesis states that there is no significant difference in the mean scores performance of the students in the experimental and control groups in the use of indefinite noun subject-verb concord. The table shows that the mean scores of the students performances of the students in the experimental and control groups were 53.20 and 35.98 respectively. This implied that the students who were taught indefinite subject-verb concord performed significantly better than those not taught. The hypothesis was therefore rejected due to the significant difference in the mean scores performances the students in experimental and control groups which favoured the experimental group. Other researchers agree with the findings of the present study on the effectiveness of subject-verb instruction on the performance of students in English Language. Atodo (2021) studied concord errors among students of Federal Polytechnic, Idah. After teaching

2016/2017 set of H.N.D. 1 students, a test was administered to them to identify the concord errors committed by them. Atodo (2021) revealed that the students committed more errors in pronoun concord. The students were not sure of the correct verb to use with indefinite subjects in terms of number. The major present study by Atodo (2021) and the present study was that both studies investigated subject-verb concord. The findings of Tafida and Okunade (2016) on subject-verb problems among English as a second language learners also showed that the students committed more errors on pronoun concord with the highest frequency of 142, tenses was 107, nouns was 65 and intervening variables was 64.

The fifth hypothesis states that there is no significant difference in the mean scores performance of the student in the experimental and control groups in the use of proximity subject-verb concord. Students in the experimental group who were taught proximity subject-verb concord improved significantly in their writing skills particularly in subject-verb concord. The investigation revealed that teaching proximity subject-verb concord substantially enhanced the students' performance in English Language. This concludes that the experimental group who was taught proximity subject-verb concord performed better in their use of proximity subject-verb concord than the control group who were not taught it in post-test. The findings of this study are in line with that of Ekwueme and Okongor (2015) who investigated concords and problems associated with Nigerian learners of English. After marking the scripts of 100 level and 200 level students of Federal University, Dutse, Nigeria, the researchers discovered that the students committed more errors on overgeneralization of rules of English grammar particularly concord agreement. Their study shows that students are not able to strike an agreement between compound subjects of a sentence and their verbs. The results of this study also correlates with that of Mopai (2015) on subject-verb agreement errors in English on third year students of National University Lesotho which showed that students committed more errors on words that come between the subject and the verbs especially when such words do not agree in with the main subject of that sentence.

The sixth hypothesis states that there is no significant difference in the mean scores performance of the students in the experimental and control groups in the use of invariable subject-verb concord. Nevertheless, after analysis of the data collected at the post-test, the hypothesis was rejected. It meant that there is a significant difference in the performance between the post-test mean scores performance of students taught invariable subject-verb

concord and those not taught it. The findings revealed that teaching the students invariable subject-verb concord exposes them to the right choice of verb forms to use with invariable subjects. Ghali and Mustapha (2020) investigated concord usage in English. An overview and their finding revealed that units of grammar are determined by synthetic and semantic characteristics called agreement features. Ghali and Mustapha added that if the subject is the controller and the verb is the target, then a form of subject requires a corresponding form of verb. Moreover, Emad (2022) who investigated the errors made by advanced students on subject-verb concord in Missan University. The result of his study indicated that teaching

# CHAPTER FIVE

## 5.0. SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Introduction

This chapter develops on the conclusions draw from the study on effects on subject-verb concord on achievements of Junior Secondary Three (3) students in Gwagwlada Area Council, FCT Abuja. In this chapter also, the researcher makes recommendations suggestions to encourage further studies by future researchers. The chapter therefore has the following sub-headings: summary, conclusion, recommendations and suggestions for further studies.

### 5.2. Summary of the Study

This study focused on assessing effects of subject-verb concord instruction on the achievement of upper basic three (3) students in Gwagwalada Area Council, Abuja, Nigeria. Five research questions and five hypotheses were used for the research and there were two sets of assessment scores gathered from the pre-test and post-test. The Researcher used mean, standard deviation and t-test to analyze the mean scores at the significance of 0.05. There were significant differences between the mean achievement scores of the students taught:

i. singular subject-verb concord.

ii. plural subject-verb concord.

iii. indefinite subject-verb concord.

iv. proximity subject-verb concord.

v. invariable subject-verb concord.

There was a review of literature, under which the following were discussed extensively as they relate to the present study; conceptual and theoretical frame work, review of studies carried out by scholars on related topics and summary of the reviews.

The study adopted a quasi-experimental research design and the study was carried out in Gwagwalada Area Council, Abuja, Nigeria. The population of the study was made up of all the U. B. three students of Gwagwalada Area Council, Abuja, Nigeria. Two schools were selected; J.S.S. Anagada and J.S.S. Yimi were selected as experimental and control groups respectively. Each group comprised fifty (50) students. The instruments used for the study were pre-test,

treatment using subject-verb concord materials and post-test and the researcher's manual. The test had five sections of ten questions each made up of singular subject-verb concord, plural subject-verb concord, indefinite subject-verb concord, proximity subject-verb concord and invariable subject-verb concord.

Since the study used descriptive research method, the data collected from the students' test (respondents) were analysed using mean and standard deviation. The hypotheses were tested with t-test

The findings of the study have epoch-making implications to the teachers of English Language in a second language environment. The same applies to school administrators, curriculum planners and parents.

## 5.3. Conclusion

The main concern of this study was to determine the effects of subject-verb concord instruction on upper basic three students' achievement in English Language in Gwagwalada Area Council, Abuja. Results from review of literature and primary sources show that students achieved better in English studies when taught subject-verb concord. From the Researcher's findings, it was concluded that teaching of subject-verb concord impacted significantly on the achievement of the students. That was why those who were taught the rules achieved better than those not taught it.

## 5.4. Recommendations

In the light of the above findings, the following recommendations are made for teachers, curriculum planners and government.

1. For the students to be acquainted with subject-verb concord, the government through the curriculum planners should include subject-verb concord in the school curriculum. This should start as early as of Basic Four (4).
2. During the treatment, the Researcher observed that the students participated more actively during singular subject-verb classes due to the real objects the Researcher used as the instructional resources. English Language teachers are therefore advised to consider use of real objects (whenever possible) first as instructional resources when teaching singular subject-verb concord to students. This brings the of the learners' experience closer to the, hence more effective learning.

3. Apart from using real objects as instructional resources, English Language teachers should use examples that are closer to the experiences of the students when teaching plural subject-verb concord. The teachers should also stress the unique nature of the first person singular 'I' which is grammatically plural to the students when teaching plural subject-verb concord.
4. English Language teachers should be resourceful by using varied instructional resources when teaching indefinite subject-verb concord. During the treatment, the Researcher observed that differentiating between singular indefinite pronouns and plural indefinite pronouns was very challenging to the students. The teachers should therefore strike their differences by closely relating them to the instructional resources.
5. During the study, it was discovered that the learners interchanged the correlation of 'or' and 'nor' to either and neither. Based on that, the Researcher recommends that many activities be given to the students on proximity subject-verb concord maximum retention of the rule by the students.
6. For English Language teachers to effectively teach invariables subject-verb concord, sufficient time should be allocated to it. This will create the opportunity for the teacher to extensively exhaust the different invariable subjects to the learners. The teachers should remind the students that despite ending in 's', invariable subjects represent one entity which must be used with singular verb.
7. During the study, the Researcher discovered that subject-verb concord is not in the curriculum of junior secondary schools. Government through the ministries of education, other related agencies and curriculum developers should include this in the curriculum. They should organize workshops and seminars to retrain the teachers on subject-verb concord. English language teachers should not teach subject and verb in isolation, they should be taught together. This will enable the students to see the grammatical relationship between subject and verb hence, subject-verb concord.

### 5.5. Contributions to Knowledge

The contribution of this study to knowledge is summarized in these paragraphs.

The findings of this work have revealed that there are remarkable effects of subject-verb concord instruction on J.S.S. three students' performance in English Language. This is evident because the experimental group performed better in all the areas of subject-verb concord taught. This is

because teaching subject-verb concord exposed the students to the grammatical relationship between the subject and verb of a sentence, and the rules that guide it.

**5.6. Suggestions for Further Studies.**

The scope of this research is limited to Junior Secondary Schools in Gwagwalada Area Council Abuja. The constraints of the time and fund are responsible for this. It is the researcher's candid belief therefore that there should be more studies to compliment this effect. More efforts in this regard will lead to the enhancement, mastery and application of the rules of subject – verb concord in written and spoken English of students in Nigeria.

The following are therefore suggested for further research.

1. Mother tongue influence, challenge to subject-verb concord instruction on junior secondary three students' performance in English Language in Gwgwalada Area Council, F.C.T., Abuja.
2. Appraisal of teaching methods used in subject-verb concord instruction in Junior Secondary Schools in Gwgwalada Area Council, F.C.T., Abuja.
3. Effects of subject-verb concord on instruction on the performance of junior secondary three students in Bwari Area Council.
4. Effects of subject-verb concord on written communications in co-operate institution in F.C.T., Abuja.
5. An investigation on effective use of subject-verb concord in senior secondary three students' essay, Gwgwalada Area Council, F.C.T., Abuja.

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## APPENDIX III

## SCHEME OF WORK

WKS CONTENTS

1. Resumption test (Pre – test). Revision of first term work.
2. Listening to speeches on human rights, gender issues, value orientation etc. highlight correct intonation and stress. Making statements, command and questions using correct stress, intonation and rhythm. Type of composition. Subject – verbs concord. Types of prose.
3. /I:/ sound and /i/ sound. Consonant duster. Essentials of summary writing – identification of topic sentences and key ideas from different passages reading for critical evaluation. Meaning and aspects of critical reading. Single subject -verb concord. Reading of the recommended text (prose).
4. Phases and question tags. Essential of summary writing plural subject – verb concord. Reading of prose.
5. Reading a descriptive composition (aspects of descriptive composition writing narrative composition. More on plural subject – verb concord chanting of poems.
6. Conversation among students. Summary writing. Indefinite subject – verb concord. Reading the recommended prose.
7. Asking and answering questions informal letter. Word building using suffixes to form new words. Reading to answer question and give option. More on indefinite subject – verb concord. Reading the recommended prose text.
8. /h/ in occurring and non-occurring words features of informal letter. More an indefinite subject – verb concord. Summarizing in a number of sentences. There, characters and plot of the recommended prose text.
9. Stress pattern. Formal letters: letter of appreciation and letter of complaint. Proximity subject – verb concord. Comprehension passage from the student, text. Reading prose for mood, tone, symbolism and imagery.
10. /Ɵ/ sound and /f/ sound. Revising formal letter. Invariable subject-verb concord. Reading for major and minor points from the students' text. Reading recommended poem for theme, structure and symbolism.

11. /j/ and /r/ sounds. More on summary writing. Invariable subject – verb concord. Reading of drama text.
12. Revision of the term's work post test.
13. Examination

## APPENDIX IV

## PRE-TEST AND POST- TEST QUESTIONS

## SINGLE SUJECT-VERD CONCORD

Fill in the gap(s) in the sentences below with most suitable word from the option lettered a-d.

1. Each time he ----- his mouth he ----- something foolish (a)open, says (b)opened, said (c)opening, saying(d)opens, says
2. My mother ----- to my leaving the dishes unwashed every night (a)hated (b) hates (c) hate (d) hating
3. The felling of tree ----- to the environmental pollution (a) contributes (b) contribute (c)contributed(d) contribute
4. The sports I ----- most is swimming (a)like (b)likes (c)liking (d)liken.
5. It is I who ----- to blame for the lapses (a) was (b) am(c) is (d) are.
6. At the end of the week ---- the tests. (a) comes (b) coming (c) come (d) go.
7. My dog ---- water every day. (a) drinks (b) drink (c) drunk (d) drinking.
8. Ubot ----- every night. (a) prays (b) prayed (c) pray (d) praying.
9. My name----- Enoch.(a)are (b) is (c) was (d) were.
10. I ----- home every December. (a) travel (b)travels (c) travelling (d) travelled.

(1 mark each)

**PLURAL SUBJECT-VERD CONCORD** **F**ill in the gap in the sentences below with most suitable word from the option lettered a-d.

1. The spectators ----- arrived (a) has (b) had (c)have (d)hasn't(d)having.
2. The teachers ----- well equipped modern schools (a) wants (b) wanting (c)want (d)wanted.
3. Good citizens ----- expected to abide by the stipulated laws (a)are (b)is (c)were (d)aren't
4. We ----- expecting them in the evening, but they arrived at dawn (a)are (b) was (c)is (d)were.
5. Children often ----- to live to their parent expectation (a)try(b)tries(c)tried (d)trying.
6. The tests ----- at the end of the week. (a) coming (b) came (c) come (d) comes.
7. Mary and John usually ----- football. (a) play (b) playing (c) played (d) plays.
8. The children ----- very playful. (a) is (b) are (c) was (d) plays.
9. The cars -- --- packed at the garage.(a) are (b) was (c) is(d) then.

10. Fruits ----- very vital for our growth. (a) were (b) will (c) are (d) was.

(1 mark each)

**INDEFINITE NOUN SUBJECT- VERB CONCORD**

Fill in the gap in the sentences below with most suitable word from the option lettered a-d.

1. One of the muggers ----- been arrested by the police. (a) have (b) (c) is (d) has.
2. Every one of the boys ----- excited about the picnic. (a)was wanting (b)is seeming (c)seen(d)seems.
3. Each of the winners ----- to receive five thousand dollars (a) are (b)is (c)have (d)were.
4. None of the boys ----- here. (a) were (b) are (c)is (d)have.
5. Nobody ----- surprised that the thief was convicted. (a) were (b) was (c) is (d) are.
6. Each of our staff members ----- to fill an evaluation form. (a) have (b) are (c) has (d) were.
7. Anyone who ------ a day off must still fill out a leave form.(a) wants (b) wanted (c) want (d) wanted.
8. Someone ----- left a cup of coffee on the copier. (a) having (b) has (c) have (d) haven.
9. Both of the dogs ----- collars. (a) has (b) haven (c) having (d) have.
10. Several of my friends ----- sick. (a) is (b) was (c) are (d) has.

(1 mark each)

**PROXIMITY SUBJECT-VERB CONCORD RULE**

Fill in the gap in the sentences below with most suitable word from the option lettered a-d.

1. Either he or you ----- to clean up the mess right now.(a)has (b)was(c)have (d)were.
2. The farmer with his son ----- millet (a) grows (b) grow (c) were growing (d)has been growing.
3. The coach, as well as the player ----- given fantastic gift (a)was (b)were (c)are (d)is
4. Neither jack nor gill ----- there yesterday. (a)are (b)were (c)is (d)was
5. Mr Bello, with his wife and children ----- to the united state. (a) travelling (b)have travelled (c)is travelling (d)has travelled.
6. Both Ade and Ola ----- along. (a) walks (b) has walk (c) walk (d)walking.
7. The teacher, in collaboration with the coaches ----- training the team now.(a) was (b) is (c) are (d) were.

8. Neither Bello nor the boys ----- seen around the house yesterday. (a) was (b) is (c) are (d) were.
9. It was not only Christians but also Fatima ----- running away.(a) was (b) is (c) are (d) were.
10. Either Ayo or the teachers ----- missing the points here.(a) is (b) are (c) was (d) were.

(1 mark each)

## INVARIABLE NOUN SUBJECT-VERD CONCORD

Fill in the gap in the sentences below with most suitable word from the option lettered a-d.

1. Mathematics ----- that we commit many formula to memory (a) requiring (b)requires (c)required (d)require.
2. The news of the accident ----- very tragic. (a)are (b)is (c)being (d)were
3. Measles ----- deadly to children under the age of five (a) are (b)were (c)is (d) are.
4. This species of fish ----- in fresh water (a)left (b)lives (c)lived (d)live
5. The scissors ----- mine. (a) are (b) is(c) were (d) was .
6. Economics ----- a dynamic subject.(a) are (b)were (c) was (d) is.
7. A pair of sunglasses----- now around 8k. (a) are (b)were (c) was (d) is.
8. Mumps ----- infertility to male children. (a) caused(b) cause (c) causes (d) causing
9. Politics ----- a dirty business. (a) are (b)is (c) were (d) is being.
10. The news of his achievements ----- everywhere. (a) were (b)are (c) is (d) is being.

(1 mark each)

## APPENDIX V

## Marking Scheme

Singular Subject-Verb.

1.d (2). b (3).a (4).a (5).b (6).a (7). a (8).a (9).b (10). a

Plural Subject-Verb Concord

(1).c (2).c (3).a (4).d (5).a (6).c (7).a (8).b (9).a (10). C

Indefinite Subject-Verb Concord

(1).d (2).d (3).b (4).c (5).c (6)c (7).a (8).b (9).d (10). c

Proximity Subject-Verb Concord

(1).c (2).a (3).a (4).d (5).b (6).c (7).c (8).d (9).a (10).b

Invariable Subject-Verb Concord

(1).b (2).b. (3).c (4).b (5).b (6).d (7).d (8).c (9).b (10).c

## APPENDIX VI

## RESEARCHER'S MANUAL

### Pre-Test / Post-Test

**Class:** J.S. 3A.

**Period:** 3rd.

**Duration:** 40 Minutes.

**Subject:** English Studies.

**Topic:** Subject-Verb Concord.

**Sub-Topic:** Pre-test.

**Specific Objectives:** By the end of the test, the learners should be able to:

(i) clearly understand the instructions.
(ii) attempt ten question each from (a) Single subject-verb concord. (b) Plural subject-verb concord. (c) Proximity subject-verb concord. (d) Indefinite subject-verb concord. (e) Invariable subject-verb concord.

| | |
|---|---|
| **Previous Knowledge** | The learners have been taught sentence structure. |
| **Instructional Resources** | Questions on the selected subject-verb concord areas. |
| | |
| **References** | Question paper on subject – verb concord. |

## TEST ADMINISTRATION

| Stages and Steps | Teacher's activities | Learners' activities | Learning points |
|---|---|---|---|
| **Introduction** | The teacher asks the learners few questions on sentence structure. | The learners answer the questions correctly. | Arousing the learners' interest to the test. |
| **Presentation** | The teacher administers the test to the learners by distributing the question papers to the class. | The learners collect the question papers and write the test. | Ascertaining the learners' knowledge of subject-verb concord before the treatment. |
| **Summary and Conclusion** | The teacher collects the learners answer script for marking | The learners hand – in their answer scripts to the teacher. | |
| **Assignment** | Study singular subject-verb concord. | The learners copy in their notebook. | Preparing the learners for the next topic. |

## LESSON ONE

**Class:** J.s 3A.

**Period:** 3rd.

**Duration:** 40 minutes.

**Subject:** English Studies.

**Topic:** Subject-Verb Concord.

**Sub-Topic:** Singular Subject-Verb Concord.

**Instruct. Resources:** Realia.

**Learning Objective:** By the end of the lesson, the learners should be able to:

(i) give the concept of singular subject.

(ii) state the rule of singular subject-verb concord.

(iii) make at least five correct sentences illustrating the rule of singular subject-verb concord.

**Previous Knowledge:** The learners have been taught sentence structure.

**References:** F. Ademola - Adeoye et al. (2014) New Concept English for Junior Secondary Schools, Book 2 pg. 209.

LESSON DEVELOPMENT

| **Stage/Steps** | **Teacher's Activities** | **Learners Activities** | **Learning Points** |
|---|---|---|---|
| **Introduction** | The teacher asks the learners, one at a time, to list the parts of a sentence. Then she tells them that there are some rules guiding the use of subject and verb in a sentence which she will teach them today. These rules are called subject verb concord or agreement rules. | The learners answer questions Correctly and listen attentively to the teacher. | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |
| **Step I** | . The teacher guides the | The learners give the concept of | Identification |

| | | | |
|---|---|---|---|
| | learners, one at a time, to give the concept of singular subject and copy in their note books. | singular subject correctly and copy in their notes, thus; "singular subject occurs when the noun or pronoun which forms the subject of a sentence is in singular form. "Eg., John, cake, he, she, it etc. | and clarification of the concept. |
| **Step II** | The teacher guides the learners to state the rule of singular subject -verb concord and copy in their note books. | The learners state the rule of singular subject verb concord correctly and copy in their notebooks thus "the rule of singular subject-verb concord states that singular subject must take a singular verb". | Promoting cooperative learning between the teacher and the learners. |
| **Step III** | The teacher illustrates this using some realia like the students and any other items in the class. Then she guides the learners to make sentences to show singular subjects matched with singular verbs in sentences. | The leaners react to the realia. Then make sentences observing the rule of singular subject-verb concord in step II above and copy in their notebooks thus.<br>1. The <u>baby</u> <u>cries</u> a lot.<br>2. My <u>teacher</u> <u>teaches</u> well.<br>3. Their <u>desk</u> <u>has</u> been broken..<br>4. The <u>hen</u> <u>is</u> brooding.<br>5. <u>This</u> <u>term is</u> activity packed.<br>6. <u>Does</u> <u>she</u> <u>play</u> ball?<br>7. <u>Tun rides</u> bicycle.<br>8. <u>He</u> <u>is</u> a business man.<br>9. The programme is very interesting.<br>10. <u>Joy</u> <u>is</u> a tall girl. | Building the learners' confidence in classroom activities. |

| | | | |
|---|---|---|---|
| **Evaluation** | The teacher evaluates her lesson using these questions:<br>(i) Give the concept of singular subject.<br>(ii)State the rule of single subject-verb concord.<br>(iii) Make any three correct sentences illustrating singular subject-verb concord. | The learners answer the questions correctly. | Ascertaining the attainment of the stated objectives. |
| **Summary and Conclusion** | The teacher goes over the lesson in a nutshell. | The learners listen attentively to the teacher. | Consolidating the lesson taught. |
| **Assignment** | 1. State then rule of singular subject-verb concord.<br>2. Make any other five sentences illustrating the rule of singular subject-verb concord. | The learners copy in their note books. | Tracking a proper and clear understanding of the topic. |

## LESSON TWO

**Class:** J.S. 3A.

**Duration:** 40 minutes.

**Subject:** English Studies.

**Topic:** Subject-Verb Concord.

**Sub-Topic:** Plural Subject-Verb Concord.

**Instructional Resources:** Realia

**Learning objectives:** By the end of the lesson, the learners should be able to:

(i) give the concept of plural subject.

(ii) state the rule of plural subject-verb concord.

(iii) make at least five correct sentences illustrating the rule of plural subject-verb concord.

**Previous knowledge:** the learners have been taught singular subject-verb concord.

**References:** F. Ademola-Adeoye et al. (2014) New concept English for Junior Secondary Schools, Book 2 p.209.

## LESSON DEVELOPMENT

| **Stages and Steps** | **Teacher's Activities** | **Learners' Activities** | **Learning Points** |
|---|---|---|---|
| **Introduction**: | To teacher asks the learners few questions on the previous lesson. | The learners answer the questions correctly. | Arousing the learners' interest to the topic of the day |
| **Presentation** | | | |
| **Step I** | The teacher guides the learners to give the concept of plural subject. She makes them say it repeatedly for mastery of the rule. | The learners give the concept of plural subject correctly and copy in their notebooks thus; "plural subject occurs when the noun or pronoun that forms the subject of a sentence is in plural form". Eg. We, they, John and Janet, schools, books etc. | Identification and clarification of the concepts. |

| | | | |
|---|---|---|---|
| **Step II** | The teacher illustrates plural subjects to the class using the students and any other objects in the class. Then she guides the learner to state the rule of plural subject-verb concord and copy in the notebooks. | The learners respond to the teacher's illustrations. When state the rule of plural subject-concord correctly and copy in their notebooks, thus; "the rule of plural subject-verb concord states that a plural subject must be conjugated with a plural verb". | Promoting cooperative learning between the teacher and the learners. |
| **Step III** | The teacher guides the learners to make correct sentences illustrating plural subject-verb concord and copy in their notebooks. | The learners make correct sentences illustrating subject-verb concord rule and copy in their notebooks, thus;<br>(i) Mum and dad celebrate their Birthday on the same day.<br>(ii) We are good to go.<br>(iii) My students answer intelligently.<br>(iv) Are you ready for the game?<br>(v) But you were told when she came.<br>(vi) Schools observe mid-term break next week.<br>(vii) The children are excited.<br>(viii) We are trying our best.<br>(ix) Parents want their wards to excel. | Promoting cooperative learning between the teacher and the learners |
| **Evaluation** | The teacher evaluates her lesson using these questions;<br>1. Give the concept of plural subject. | The learners answer the questions correctly. | Ascertaining the attainment of the stated objectives. |

| | | | |
|---|---|---|---|
| | 2. State the rule of plural subject-verb concord.<br>3. Make five correct sentences illustrating plural subject-verb concord. | | |
| **Summary/Conclusion** | The teacher briefly goes over the lesson stressing the main points. | The learners listen attentively to the teacher | Consolidating the lesson taught. |
| **Assignment** | 1. State the rule of plural subject-verb concord.<br>2. Make any other three sentences illustrating plural subject-verb concord. | The learners copy in their notebooks. | |

## LESSON THREE

**Class:** Js 3A.

**Duration:** 40 minutes.

**Subject:** English Studies.

**Topic:** Subject-Verb Concord.

**Sub-topic:** Indefinite Subject-Verb Concord.

**Instructional Resource:** Flash cards on indefinite subjects or pronouns.

**Learning Objectives:** By the end of the lesson, the learners should be able to:

(i) give the concept of indefinite subject and give at least 5 examples.

(ii) state the rule of indefinite subject-verb concord.

(iii) make at least five correct sentences illustrating indefinite subjects-verb concord.

**Previous Knowledge:** The learners have been taught plural subject-verb concord.

**Reference:** Q. Adams et al (2016). New Concept English for Junior Secondary Schools, Bk. 2 pg. 186.

LESSON DEVELOPMENT

| **Stages /Steps** | **Teacher's Activities** | **Learners' Activities** | **Learning Points** |
|---|---|---|---|
| **Introduction** | The teacher asks the learners few questions on the pervious knowledge. | The learners answer the questions correctly. | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |
| **Step I** | The teacher guides the learners, one at a time to give the concept of indefinite subjects and give at least five examples of it and copy in their notebooks. | The learners give the concept of indefinite subject with five examples correctly and copy in their notebook, thus: "indefinite subject refers to any subject that does not refer to any | Identification and clarification of the concepts. |

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|---|---|---|---|
| | | particular person or thing in a sentence. | |
| **Step II** | The teacher explains more to the class with the list of indefinite subjects on the flash cards. She also explains to the class that indefinite subject can be singular or plural. Then she guides them to list more indefinite subjects identifying the singular ones and plural ones then, and state the rule of indefinite subject-verb concord and copy in their notebooks. | The learners under the guidance of the teacher, observe and listen attentively to the teacher then list more indefinite subjects identifying singular and plural ones correctly and copy in their notebooks, thus: singular; one, none, everybody, someone, nobody, somebody, each, anyone, everyone, everything, nothing, anybody, anything, something. Plural; both, few, many, others, several e.t.c. They also state the rule of indefinite subject-verb concord: thus: "singular indefinite subjects attract singular verbs while plural indefinite subjects attract plural verbs\|" | Promoting cooperative learning between the teacher and the learners. |
| **Step III** | The teacher guides the learners, one at a time to make correct sentences with the indefinite subjects listed in step II above and copy in their notebooks. | The learners make correct sentences with the indefinite subjects and copy in their notebooks, thus:<br>1. <u>One</u> <u>has</u> to be careful.<br>2.<u>Someone</u> <u>has</u> to do the it.<br>3. <u>Nobody</u> <u>is</u> above mistake.<br>4.<u>Everyone</u> <u>is</u> a suspect.<br>5.<u>None</u> of us <u>likes</u> football.<br>1.<u>Each</u> <u>gets</u> a price for playing.<br>2.<u>Everybody</u> <u>is</u> a winner.<br>4.<u>Nothing</u> <u>has</u> been done.<br>5.<u>Both</u> <u>are</u> qualified.<br>6.<u>Many</u> <u>were</u> at the beach.<br>7.<u>Few</u> <u>know</u> that. | Building the learners' confidence in classroom activities |

| | | | |
|---|---|---|---|
| | | 8.Some are actually smart.<br>9.Most cookies are sugary.<br>10.Several are already on vacation. | |
| **Evaluation** | The teacher asks the learners these questions:<br>1.Give the concept of indefinite subject.<br>2.State the rule of indefinite subject-verb concord.<br>3.Make one sentence each with someone, nobody, each, both and others. | The learners answer the questions correctly. | Ascertaining the attainment of the stated objectives. |
| **Summary/Conclusion** | The teacher goes over the lesson in a nutshell. | The learners listen to the teacher attentively. | Consolidating the lesson taught. |
| **Assignment** | What is indefinite subject? State the rule of indefinite subject-verb concord. | The learners copy in their notebooks. | Tracking a proper and clear understanding of the topic taught. |

## LESSON FOUR

**Class:** J.S.S 3 A

**Period:** 3rd

**Duration:** 40 minutes

**Subject:** English Studies

**Topic:** Subject – verb Concord

**Sub – Topic:** Proximity subject – Verb Concord

**Learning Objectives:** By the end of the lesson the learners should be able to:

(i) give the concept of proximity subjects and list at least three examples.

(ii) state the rule of proximity subject-verb concord.

(iii) make at least five correct sentences that illustrate the rule in (ii) above.

**Instruct. Resources:** Stripes on correlative words.

**Previous Knowledge:** The learners have been taught plural – verb concord

**References**: Q. Adam et al, (2016). New Concept English for Junior Secondary Schools, bk.2 pg 102.

## LESSON DEVELOPMENT

| Stages/ Steps | Teacher's Activities | Learners' Activities | Learning Points |
|---|---|---|---|
| **Introduction** | The teacher asks the learners few questions on the previous lesson. | The learners answer the questions correctly. | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |
| **Step I** | The teacher guides the learners, one at a time to give the concept of proximity subject-verb concord and copy in their notebooks. | The learners give the concept of proximity subject-verb concord correctly and copy in their notebooks thus:<br>"Proximity subject is the practice of relying on the noun that is closest to the verb to determine whether the verb is singular or plural". | Identification and clarification of the concepts. |
| **Step II** | The teacher shows the list of correlative<br>words to the class, and leads them to call out the words. Then she guides them to mention more. She also leads the learners to state the rule of proximity subject-verb concord and copy in their notebooks. | The learners read the words aloud under the guidance of the teacher. Then list make correlative words correctly an copy in their notebooks thus:<br>1. Either ……. Or<br>2. Neither …… nor<br>3. Such ……. That<br>4. Whether …… or<br>5. Not only .. but also<br>6. Both … and<br>7. No sooner … than<br>8. …as well as…<br>9. …together with… | Promoting cooperative learning between the teacher and the learners. |

| | | | |
|---|---|---|---|
| | | They also state the rule of proximity subject-verb concord correctly and copy in their notebooks, thus: the rule states that when a compound subject not joined by 'and' contains both singular and plural nouns, the verb should agree with the part of the subject closest to it". | |
| **Step III** | The teacher explains the rule more to the class. Then guides the learners, one at a time to make correct sentences with the correlative words in step II above to illustrate proximity subject-verb concord rule, and copy in their notebooks. | The learners make sentences using the correlative words above correctly and copy in their notebooks thus:<br>1. Neither the vice principal nor the <u>teachers</u> <u>like</u> the firm.<br>2. Neither the teachers nor the <u>vice principal</u> <u>honours</u> the principle.<br>3. Either the prefects or <u>I</u> <u>am</u> supposed to anchor the event.<br>4. Not only have the people of the land but also the <u>priest</u> <u>defies</u> the tradition.<br>5. Whether the man or her | Building the learners' confidence in classroom activities. |

| | | | |
|---|---|---|---|
| | | children come, I must settle the case today.<br>6. Whether the children or the man comes, I must settle the case today.<br>7. Either shoes or the bag belongs to her.<br>8. Both the bag and the shoes belong to her.<br>9. Beauty together with her friends is expected at the party.<br>10. The farmers with the doctor visits the poultry daily. | |
| **Evaluation** | The teacher asks the learners these questions.<br>(i) Give the concept of proximity subject and list any three examples.<br>(ii) State the rule of proximity subject-verb concord.<br>(iii) Make any five sentences listed in (ii) above. | The learners answer the question correctly. | Ascertaining the attainment of the stated objectives. |
| **Summary Conclusion** | The teacher goes over the lesson in a nutshell. | The learners listen attentively to the teacher. | Consolidating the lesson taught. |
| **Assignment** | 1. State the rule of proximity subject – verb concord.<br>2. Make any five sentences to illustrate proximity subject – verb concord. | The learners copy in their notebooks | Tracking a proper and clear understanding of the taught. |

## LESSON FIVE

**Date:** 26th February, 2022.

**Class:** J.S.S 3 A

**Period:** 3rd

**Duration:** 40 minutes

**Subject:** English Studies.

**Topic:** Subject-verb concord

**Sub-Topic:** Invariable subject-verb concord (plural- like subject)

**Learning Objectives:** By the end of the lesson the learners should be able to:

(i) give the concept of invariable subject.

(ii) state the rue of invariable subject-verb concord.

(iii) make at least five correct sentence illustrating the rule above.

**Instructional Resources:** Table on some invariable nouns.

**Previous Knowledge:** The learners have been taught proximity subject-verb concord.

**Reference:** Adam Olalaye et al (2014). New concept English for Junior Secondary Schools, Bk.2pg.149.

**LESSON DEVELOPMENT**

| Stage / Steps | Teacher's Activities | Learners' Activities | Learning Objectives |
|---|---|---|---|
| **Introduction** | The teacher asks the learners few question on the previous lesson taught. | The learners answer the questions correctly. | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |
| **Step I** | The teacher guides the learners, one at time to give the concept of invariable subject and copy in their notebooks. The teacher explains more on the concept to the class. | The learners give the concept of invariable subject correctly and copy in their notebooks thus:- "invariable subjects (noun) are those plural like subjects that end in 's' but they are not plurals. | Identification and clarification of the concepts. |
| **Step II** | The teacher shows the table of invariable nouns to the class, makes them read them aloud one at a time. She also leads them to list more invariable nouns. Then she guides the learners to state the rule of invariable subject-verb concord and copy in their notebooks. | The learners read the invariable nouns on the table as guided by the teacher then list more invariable nouns. They also state the rule of invariable subject-verb concord and copy in their notebook thus:<br>1. Subject names: phonetics, economics, mathematics etc.<br>2. Disease names measles, mumps, rickets etc.<br>3. Game name: draughts dart, billiards, skittles bowls, craps, dominos, checkers.<br>4. Miscellaneous: news. They also state the rule of | Promoting cooperative learning between the teacher and the learners. |

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| | | invariable subject-verb concord thus: invariable subjects take a singular verb since they represent one entity. | |
| **Step III** | The teacher explains to the class that there are other words that fall under invariable nouns but this lesson considers only the ones that end in 's'. the she guides them one at a time to make sentences with the example listed in step II above | The learners listen attentively to the teacher then make correct sentences with the word listed in step II above and observing the rule in step I above and copy in their notebook thus.<br>1. Phonetics <u>is</u> one of the subjects you must study.<br>2. Measles is common among the number five (5) years children.<br>3. Darts is becoming very popular.<br>4. The news is a good one<br>5. Mathematics is the science of quantities.<br>6. Mumps is a viral disease.<br>7. Rickets affect bone development in children.<br>8. Politics is a social course.<br>9. Billiards is my favorite game.<br>10. There <u>is</u> no good <u>means</u> to obtain the aim. | Building the learners' confidence in classroom activities. |
| **Evaluation** | The teacher evaluates her lesson with these question:<br>(i) Give the concept of | The learners answer the questions correctly. | Ascertaining the attainment of the stated objectives. |

| | | | |
|---|---|---|---|
| | invariable subject and list any ten examples.<br>(ii) State the rule of invariable subject-verb concord.<br>(iii) Make any five correct sentences illustrating the rule in (ii) above. | | |
| **Assignment** | (i) State the rule of invariable subject-verb concord.<br>(ii) Make any five correct sentences illustrating the rule stated in (i) above. | The learners copy in their notebooks | Tracking a proper and clear understanding of the topic taught. |

**LESSON SIX**

**Class:** J.S. 3 F.

**Period:** 3rd .

**Duration:** 40 Minutes.

**Subject:** English Studies.

**Topic:** Structure.

**Sub-Topic:** Verb.

**Learning Objectives :** By the end of the lesson, the learners should be able to:

(i) give the concept of verb.
(ii) list of least ten (10) example of verb.
(iii) make at least five sentences with the verbs listed in (ii) above.

**Learning Resources:** Realia

**Previous Knowledge :** The learner use verbs in their communications, consciously or unconsciously.

**Reference:** G. Egbo,(2015). Comprehensive English for Secondary Schools.

**LESSON DEVELOPMENT**

| Stages /Steps | Teacher's activities | Learners' Activities | Learning Points |
|---|---|---|---|
| **Introduction** | The teacher performs few actions in class and asks the learners to identify the action . Then she tells them that today, she is going to teach them more of words that describe actions. | The learners identify the actions correctly | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |
| **Step I** | The teacher calls on the learners, one at a time to give the concept of a verb and copy in their notebooks. Then the teacher explains to the class that verb also expresses a state of being. | The learners give the concept of verb correctly and copy in their note book thus. "A verb is a word that describes an action performed by the subject in a sentence". "It also expresses a state of being of the subject of a sentence. | Identification and clarification of the concepts. |

| | | | |
|---|---|---|---|
| **Step II** | The teacher uses the Realia to explain further to the learners. Then she guides them to list examples of verbs and copy in their notebooks. | The learners listen attentively and react to the Realia. Then they, one at a time list examples of verbs and copy in their notebooks thus:. run, clap, write, fight, drive, eat, was, jump, sleep, punish, talk, play sing, cry, make, see, sit, play, clear, cut, etc. State of being: is, are, were, was, be become etc. | Promoting cooperation learning between the teacher and the learners |
| **Step III** | The teacher guides the learners to make sentences using some of the verbs listed in step II above and copy in their notebooks. | The learners make correct sentence with the verb above and copy in their notebooks thus:<br>i. I <u>write</u> on the board<br>ii. My daddy <u>plays</u> guitar.<br>iii. My mother <u>is</u> a doctor.<br>iv. The man <u>slapped</u> her wife.<br>v. He <u>became</u> on engineer. | Building the learners' confidence in classroom activities |

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|---|---|---|---|
| **Evaluation** | The teacher evaluates her lesson using these questions.<br>i. Give the concept of a verb.<br>List any ten (10) verbs you know.<br>iii. Make any five sentences with the example listed in (ii) above. | The learners answer the questions correctly. | Ascertaining the attainment of the stated objective. |
| Summary | The teacher goes over the lesson in a nutshell | The learners listen attentively. | Consolidating the topic taught. |
| Assignment | List any other five verbs you know. | The learners copy in their notebooks. | Tracking a proper and clear understanding of the topic taught. |

**LESSON SEVEN**

**Class:** J.S.S 3F.

**Period:** 3rd.

**Duration:** 40 Minutes .

**Subject:** English Studies .

**Topic:** Structure.

**Sub – Topic:** Sentence Structure .

**Specific Objectives :** By the end of the lesson, the learners should be able to:

(i). give the concept of sentence structure

(ii). list the three main parts of a sentence and give the concepts

(iii). identify the parts in a sentence.

**Instr. Resources:** Sentence Stripes.

**Previous Knowledge:** The learners have been taught subject and verb of a sentence.

**Reference:** Comprehensive English for Secondary Schools.

**LESSON DEVELOPMENT**

| Stages/ Steps | Teacher's Activities | Learners' Activities | Learning Points |
|---|---|---|---|
| **Introduction** | The teacher asks the learners, one at a time few question on the previous knowledge. | The learners answer the question correctly. | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |
| **Step I** | The teacher guides the learners, one a time to give the concept of sentence structure and copy in their notebooks. | The learners give the concept of sentence structure correctly and copy in their note books this: "sentence structure is the order of parts of a sentence" | Identification and clarification of the concepts. |
| **Step II** | The teacher guides the learners to list the basic parts of a sentence and the concepts, then, copy in their notebooks. | The learners list the basic parts of a sentence and give their concepts correctly thus:-<br>i. Subject<br>ii. Verb<br>iii. Compliment<br>- <u>Subject</u> is the performer or doer of the action in sentence<br>- <u>Verb</u> is a word that represents the action in a sentence.<br>- <u>Compliment</u> is all the parts of a sentence when you remove the | Promoting cooperative learning between the teacher and the learners. |

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| | | subject and verb. | |
| **Step III** | The teacher uses the sentence stripes to illustrate more to the class. Then she guides the learners to make sentences and identify the parts; then copy in their notebooks. | The learners make correct sentences and identify the parts correctly, then copy in their notebooks thus:<br>i. The cat ate the rate<br>S v c<br>ii. We came late to school<br>S V C<br>iii. Can you come please ?<br>V S V C<br>iv. The train is here<br>S V C<br>v. The students did very well<br>S V C<br>vi. Rain fell yesterday<br>S V C | Building the learners confidence in classroom activities |
| **Evaluation** | The teacher asks the learner these questions:-<br>i. Give the concept of sentence structure.<br>ii. List the parts of a sentence and give their concept.<br>iii. Make any three sentence and copy in | The learners answer the questions correctly. | Ascertain the attainment of the stated objectives. |

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|---|---|---|---|
| | their notebooks. | | |
| **Evaluation** | The teacher evaluates her lesson using these question.<br>i. Give the concept of a verb.<br>ii. List any ten (10) verbs you know<br>iii. Make any five sentence with the examples listed in (ii) above. | The learners the questions correctly. | Ascertaining the attainment of the stated objectives. |
| **Summary/Conclusion** | Then teacher goes over the lesson in a nutshell. | The learners listen attentively to the teacher. | Consolidating the lesson taught. |
| **Assignment** | The teacher asks the learners to list any other three verbs and make one sentence with each. | The learners copy in their notebooks. | |

## LESSON EIGHT

**Class:** J.S. 3 E.

**Period:** 3rd.

**Duration:** 40 Minutes.

**Subject:** English Studies

**Topic:** Structure.

**Sub – Topic:** Subject of a Sentence.

**Specification Objectives:** By the end of the lesson, the learners should be able to:

(i). give the concept of a subject of sentence.

(ii). list at least five (5) examples of subject .

(iii). make at least one sentence each with the subject listed in (ii) above.

**Instruction Resources:** List of some nouns and pronouns.

**Previous Knowledge:** The learners have been making sentences.

**Reference:** Ademola – Adeoye et al (2018) New Concept English For Junior Secondary Schools Bk.2 P.56.

## LESSON DEVELOPMENT

| Stages /Steps | Teacher's Activities | Learners' Activities | Learning Points |
|---|---|---|---|
| **Introduction** | The teacher calls on the learners, one at a time to make few sentence. | The learners make the sentences correctly. | Arousing the learners' interest to the topic of the day. |
| **Presentation** | | | |

| | | | |
|---|---|---|---|
| **Step I** | The teacher guides the learners to give the concept of subject of a sentence, and copy in their note books. | The learners give the concept of subject of a sentence correctly and copy in their notebooks thus:<br>"subject of a sentence is the person or thing that performed the action in a sentence. | Identification and clarification of the concepts. |
| **Step II** | The teacher shows the table of nouns and pronouns to the class, makes than pronounce them one after the other. Then guides them to list more pronouns and nous and copy in their notes. | The learners list pronouns and nouns correctly and copy in their notebooks thus: (i) Ike (ii) Adamu (iii) Ojo (iv) he (v) she (vi) I (vii) you (ix) principal ( x) birds ?(Xi) car. | |
| **Step III** | The teacher guides the learners to make correct sentences with the nouns/pronouns listed in step II above and copy in | The learners make sentences with the subjects (nouns/pronouns) listed in step two above and copy in their notebooks, thus:<br>i. <u>Ike</u> slapped her sister<br>ii. <u>He</u> plays foot ball<br>iii. <u>You</u> eat lots of fruits | Learners' confidence in classroom activities. |

| | | | |
|---|---|---|---|
| | their notebooks | iv. The bird just laid an egg<br>v. She is a good girl<br>vi. The principal is in a meeting<br>vii. Ojo loves her mother.<br>viii. Adamu sells Siya tec | |
| **Evaluation** | The teacher evaluates her lesson using these questions.<br>i. Give the concept of subject of a sentence.<br>ii. List any five nouns of pronouns (subject) you know<br>(iii) make one sentence each with the example listed in (ii) above. | The learners answer the question correctly.. | Ascertaining the attainment of the stated objectives. |
| **Summary/ Conclusion** | The teach goes over the lesson in a nutshell. | The learners listen attentively to the teacher | Consolidating the lesson taught. |
| **Assignment** | Make any five sentence and underling the subject | The learners copy in their notebooks. | Tracking a proper and clear understanding of the topic taught. |

## APPENDIX VII

## LIST OF JUNIOR SECONDARY SCHOOL IN GWAGWALADA AREA COUNCIL WITH POLUTATION OF THEIR J.S.S 3 STUDENTS

| S/N | Name of school | No. of Males | No. of Female | Total |
|---|---|---|---|---|
| 1 | J.S.S Anagada | 136 | 125 | 261 |
| 2 | J.S.S Dobi | 208 | 140 | 348 |
| 3 | J.S.S Dukpa | 91 | 52 | 143 |
| 4 | J.S.S Giri | 168 | 167 | 335 |
| 5 | J.S.S Rufata | 28 | 11 | 39 |
| 6 | J.S.S Gwako | 156 | 161 | 317 |
| 7 | J.S.S Gwagwalada | 466 | 459 | 925 |
| 8 | J.S.S Haji Camp | 150 | 181 | 331 |
| 9 | J.S.S Ibwa | 73 | 48 | 121 |
| 10 | J.S.S Old Kutunku | 260 | 243 | 503 |
| 11 | J.S.S Kutunku 1 | - | - | - |
| 12 | J.S.S Pebeyi | 32 | 9 | 41 |
| 13 | J.S.S Paiko Kori | 185 | 116 | 301 |
| 14 | J.S.S Phase 3 | 382 | 355 | 737 |
| 15 | J.S.S Sabon Geri | 285 | 284 | 569 |
| 16 | J.S.S Tungan-Maje | 344 | 350 | 694 |
| 17 | J.S.S Tsaunui | 27 | 7 | 34 |
| 18 | J.S.S Yimi | 232 | 222 | 454 |
| 19 | J.S.S Zuba | 595 | 605 | 1,200 |
| | **TOTAL** | **3818** | **3535** | **7353** |

**Source: Gwagwalada Council Area Zonal Inspectorate Office.**

**APPENDIX VIII**

TEST SECTION