TEACHER EFFECTIVENESS FACTORS AND LEARNING OUTCOMES IN ENGLISH STUDIES AMONG PUBLIC PRIMARY SCHOOL PUPILS IN THE IBADAN METROPOLIS, NIGERIA

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CERTIFICATION

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DEDICATION

This work is dedicated to the Almighty God, Eternal Rock of Ages, the Author and Finisher of my Faith, who in His infinite mercies rekindle the light of my educational career and gave me sound health, abundant life, wisdom, knowledge and understanding to complete this study despite all odds. All Glory to the Lord of Hosts.

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ABSTRACT

English Studies (ES) is taught in primary schools partly to inculcate in pupils ability to communicate effectively.. However, reports have shown that the learning outcomes of many public primary school pupils in ES are not encouraging in the Ibadan metropolis, which partly accounts for their inability to communicate effectively. Previous studies focused more on interventions to improve learning outcomes in ES than teacher classroom practice factors. This study, therefore, was carried out to investigate teacher classroom factors (professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) as predictors of learning in ES among public primary school pupils in the Ibadan metropolis, Nigeria.

Human Capital Development and Instruction theories provided the framework, while the study adopted the mixed methods design. The multi-stage sampling procedure was adopted. Five local government areas (LGA) in the Ibadan metropolis were enumerated. The random sampling technique was used to select 50 public primary schools (10 per LGA). Fifty teachers (one per school) teaching primary five ES were purposively selected. Instruments used were English Studies Achievement Test (r=0.83), Interest in English Studies (r= 0.91), Professional Development (r =0.90) questionnaires, Instructional Pacing (r =0.92), Use of Instructional Materials (r=0.89), Use of Questions (r=0.86), Feedback Techniques(r=0.83) observation scales. In-Depth Interviews were held with 10 selected teachers (two per LGA). Quantitative data were analysed using Pearson's product moment correlation and Multiple regression at 0.05 level of significance, while qualitative data were content-analysed.

The participants' ages were teachers- 30.80 ± 2.40; pupils-11.16 ± 2.70 years and 62.0 % and 53.0%, respectively were females. Instructional pacing(x=2.01), use of questions (x= 1.96), professional development (x=1.87) and feedback strategies (x=1.84) were low, but the use of instructional materials (x=2.72) was high, all against the threshold of 2.50. Professional development (r = .03), instructional pacing (r = .02), use of questions (r = .22), use of instructional materials (r = .13) and teachers' feedback techniques (r = 0.20) had positive relationships with achievement. Professional development (r = .11), use of questions (r = .11), use of instructional materials (r = .15) and feedback techniques (r = .34) correlated positively, while instructional pacing correlated negatively with interest. The composite contributions of the independent variables to achievement ($F_{(5; 44)}$ = 2.688; Adj. R^2 = .23) was significant, accounting for 23% of the variance, but it was not to interest. Professional development (Beta = .01; .06), instructional pacing (Beta = .12; .23), use of questions (Beta = .23; .04), use of instructional materials (Beta = .12; .22) and feedback techniques (Beta = .05, .33) contributed relatively to achievement and interest, respectively. Professional development activities engaged in by teachers of ES were seminars, workshops, conferences and participating in academic discussions, while teachers' inability to access ES curriculum, pupils' non-possession of prescribed textbooks and literary texts as well as non-availability of instructional materials hindered effective implementation of ES curriculum in primary schools.

Professional development, use of questions, use of instructional materials, feedback techniques and instructional pacing influenced achievement and interest in ES among public primary school pupils in the Ibadan metropolis, Nigeria. Teachers of ES should focus on these classroom practice factors for improved learning outcomes in ES..

Keywords: Professional development, Instructional pacing, Use of questions and instructional materials, Feedback techniques, Achievement and interest in English studies

Word count: 450

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CHAPTER ONE

INTRODUCTION

1.1. Background to the study

The primary level of education is the foundation of the child's basic learning and a very important level of the Nigeria's educational system. The quality of instruction at basic education foundational level could make or mar the quality of the products that go into other levels of education later and, as such, one important school subject that must be effectively taught to boost the quality of pupils at lower and middle basic level is English Studies. English Studies is a core subject in which the different skills of the English language and rudimentary concepts in literature are taught as part of English studies curriculum at the primary school level.

An important goal of the basic and middle basic level of education is to promote literacy for communication efficiency. One of the subjects in the primary education curriculum that could help the pupils to achieve this objective is English Studies. The curriculum of basic education provides that the English language as a subject should be referred to as English Studies at the basic education level. The policy prescribed that the teaching of the subject has to be participatory, explanatory, experimental and centred on the child. In addition, it also maintained that the instilling of enduring literacy and numeracy in children, and development of their capability for communicating effectively are general objectives of primary education in Nigeria NPE, (2013).

The English Studies in Nigerian primary school curriculum is a core subject. The subject generally has not less than five periods allotted to it in a week and in some schools, it may even be given up to seven or eight periods. English Stuies also enjoys an abundance of textbooks and other teaching materials in contrast to the indigenous languages (Oyatope, 2019).

Despite the good intention of introducing English studies at basic level of education, scholars have observed that the primary pupils' performance in English Studies is still very poor (Ekah and Ukut,2011). The Universal Basic Education Commission (UBEC) in 2010 and 2013 conducted national assessments on curriculum

items from four core primary school subjects. These subjects were English Language, Mathematics, Social Studies and Primary Science in primary five in 2001 and in the upper primary levels (4 — 6) in 2003. Results show that only one out of every five pupils could answer correctly over 30% of the test items, while the 2003 study reveals a 25 — 50% scores range for primary four, 25 — 39% scores range for primary 5 and 21 — 40% scores range for primary six across the subjects.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) Global Education Monitoring (GEM) Report (2008) maintains that 87% of children in sub-Sahara Africa do not reach proficiency level in reading and that more than one in four young people in the region could not read or write proficiently. In addition, the different learning achievement assessments carried out nationally in primary schools between 2010 and 2013 in Nigeria which were facilitated by the United Nations Children Education Fund (UNICEF), UNESCO and the Universal Basic Education Commission (UBEC) showed that pupils' performance had always been below expectation and very low by international standards. Other attempts at considering specific indicators of observed poor performance by pupils in English language have listed poor understanding of the grammar rubrics, inadequate knowledge of acceptable sentence patterns and the poor quality of teaching by teachers.

Poor academic performance at public primary schools is traced to political instability and politicisation of educational programmes as well as poor reading ability of pupils (Ewetan,2017). Teachers are at the centre of meaningful improvements in the quality of education at this and later levels of education (Ewetan,2017). It is therefore incontrovertible that in order to raise the standard of instruction for good academic attainment, the place of teachers cannot be undermined. Among many factors that contribute to a pupil's academic performance, teachers matter the most. When it comes to pupils' performance, a teacher is estimated to have two or three times the impact of any, other school factor, including services and facilities. (Yusuf and AbdulKareem, 2015).

The spate of poor achievement in English language , and by extension in English Studies at public primary school has resulted in poor interest of pupils in the subject. Studies have shown that interest in a subject may make or mar students' performance in it.. Pupils' interest is an important consideration for teachers when planning instructional programmes. Icheku, (2017) defines interest as an affective construct that depicts feelings of like or dislike toward something. The fore-going is a pointer to the

fact that the interest of pupils in English studies could propel better learning. Consequently, the need to investigate pupils' interest in English studies in the environment of teacher classroom practice variables in relation to the other variables is focused here.

Efforts at scaling up pupils' achievement in and attitude to English Studies at primary schools have made scholars to work on strategies to effectively teach different aspects of the subject. Among such strategies are literature circles and story telling (Kolawole, 2016), picture walk and role play (Akande,2018), as well as Cooperative Integrated Reading and Composition Learning Strategy and Group Investigation Learning Strategies (Oyatope,2019) among others. Though, some contributions to different aspects of the subject over the years through these studies are acknowledged, these previous studies did not focus on teacher classroom practice factors that could influence primary school pupils' achievement in and interest in English studies as a whole.

One of the important factors that could influence the learning outcomes of pupils in English Studies is teachers' professional development. Franke, (2012) defines teacher professional development as activities a teacher can engage in to keep abreast of new development, evaluate and improve his classroom performance. Such activities, according to him, include participating in in-service courses, and workshops, participating and attending professional meetings and reading professional journals.

The use of instructional materials could also affect the quality of teaching and learning of English studies. One of the problems hindering effective teaching and learning of English Studies at public primary school is teachers' inability to access, improvise and use the necessary enrichment materials that can stimulate the desired intellectual development and communicative competence. No matter how effective a teaching method is, it must be effectively combined with teaching resources before learning can occur.

Another factor that could determine the quality and quantity of learning is teachers' speed in lesson presentation which is technically referred to as the pace of instruction. The pace of instruction is how slow or fast the teacher is in talking and presenting class activities. The pace of instruction may be slow or fast. The pace with which the teacher moves from different stage of lesson to another plays an essential role in language learning. When teachers vary the pace and rhythm of instruction, they are providing covert instructional and behavioral support that is responsive to a wide

range of pupil needs and abilities. A dull and drab lesson could slow down the quantum of learning made by pupils. On the other hand, sprightly presented lessons tend to raise the bar of accomplishments made by pupils. When instructional activities are rapidly presented, concentration of learners on the lesson and frequency of responses in class are scaled up. This then helps to move away the mind of learners from destructive and distractive activities in class (Adeyemi, 2019).

Teachers' use of questions is another classroom practice factor in this study. It deals with the nature and manner a teacher asks questions in the course of lessons. Questioning is an essential feature of the teacher's classroom instruction. Good questions, could help to arouse learners' interest in the lesson, stimulate critical thinking, motivate effective class participation in discussions and oral/written exercises. Teachers can also use questions to find out the extent of mastery of concepts, facts and principles taught, as well as make educational decisions about the progress of pupils . All these positive benefits of skillful questioning could improve learning (Cohen, 2010).

Another classroom practice factor of interest in this study is feedback techniques employed in teaching/leaning process. Feedback is the responses got by teachers when questions are asked from the pupils on what is taught in class. It can also serve as information ploughed back to parents and guardians on the progress or otherwise of their wards. Certain deficiencies have been identified in the use of feedbacks. An instance is when pupils do not derive any benefits from such activities. Another disenchantment is failure on the part of teachers to guide pupils on how to use feedbacks to excel in learning. When feedbacks lead to improvement in learning, it is called a rewarding backwash effect of evaluation, if it does not lead to learning advancement, it is negative.

Two types of feedback has been documented in literature namely, task-level feedback and general summary feedback. Task-level feedback typically provides more specific and timely (often real-time) information to the student about a particular response to a problem or task compared to summary feedback, and it may additionally take into account the student's current understanding and ability level. For instance, a struggling student may require greater support and structure from a formative feedback message than a proficient student. On the other hand, summary information is useful for teachers to modify instruction for the whole class and for students to see how they are generally progressing (Nicol and Draper,2008).

1.2. Statement of the problem

English Studies is taught at upper primary schools in Nigeria so as to lay the foundation for acquisition of literacy and develop pupils' ability to communicate in English. These objectives are hardly met as most public primary school pupils in Ibadan metropolis could hardly read, write and communicate well in English resulting in poor achievement and interest in the subject. Scholars, in attempt to address the problem of learning outcomes in English Studies among primary school pupils, largely focused on interventions using learner-centered instructional strategies to teach different aspects of English. However, there was a little consideration for the influence on primary classroom factors that could influence primary school pupils' learning outcomes in English Studies. This study, therefore, was carried out to investigate teacher effectiveness factors (teachers professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) as predictors of public primary five pupils' English studies achievement and interest in primary schools in the Ibadan metropolis ,Nigeria.

1.3. Objectives of the study

The objectives of the study are to investigate:

1. how English studies' teachers' fare in instructional pacing, use of instructional materials and use of questions.

2. the professional development activities English Studies teachers participate in.

3. the feedback techniques employed by teachers in English Studies.

4. the relationship independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) related to pupils' achievement and interest in English Studies.

5. if the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) would combine to contribute to pupils' achievement and interest in English Studies

6. the relative contributions of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) to pupils' achievement and interest in English Studies.

7. which of the independent variables could predict pupils' achievement in and interest in English Studies.

1.4. Research questions

Answers were supplied to these questions:

1. How do English studies' teachers' fare in instructional pacing, use of instructional materials and use of questions?

2. What professional development activities do English Studies teachers participate in?

3. What feedback techniques are employed by teachers in English Studies?

4. How are the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) related to pupils' achievement and interest in English Studies?

5. Will the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) combine to contribute to pupils' achievement and interest in English Studies?

6. What is the relative contributions of the independent variables (teacher lesson preparation, instructional pacing, use of questions, use of instructional materials and feedback techniques) to pupils' achievement and interest in English Studies?

7. What are the predictors of pupils' English studies achievement and interest?

1.4. Scope of the Study

The independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) were examined as predictors of pupils' achievement and interest in English Studies at public primary schools in Ibadan metropolis, Nigeria. The participants were basic five pupils in the Ibadan Metropolis. The English Studies achievement test covered both language and literature components of the subject and it was taken from Julak Primary English Book 5 by Fakeye, Adedigba, Bateye, Popoola and Ogunremi (2018).

1.5 Significance of the Study

Findings from this study has revealed how teachers used instructional pacing, use questions, instructional materials and feedback techniques in the teaching-learning process of English Studies at public primary schools in Ibadan Metropolis. The findings from this study have also revealed that all these five factors could mitigate the

deficiencies of public primary school pupils in English Studies. This has therefore, revealed some of the factors to focus for improved learning outcomes in English studies among public primary school teachers. The study further revealed that many public primary school teachers of English studies were deficient in the use of questions and instructional pacing. Arising from the lapses and deficiencies detected in these two classroom practice factors, the study has helped to identify areas of professional development needs of public primary school teachers for effective teaching of English Studies. It is hoped that this research work would serve as an appraisal of the quality of teaching of English studies at public primary schools for SUBEB.

1.6. Definition of terms

The following terms are operationally defined as used in the study.

Achievement in English Studies: This is the score obtained by the pupils in the English Studies

Achievement Test.

Feed Back Techniques: These are various means by which teachers assess pupils' learning and make them aware of their progress. It is measured by teachers' feedback techniques observation scale designed for this study

Instructional pacing: This is how fast or slow the teacher is when presenting lessons to pupils as measured by teachers' instructional pacing observation scale designed for the study.

Interest in English Studies: This is the extent to which pupils like or dislike English Studies as measured by Pupils' Interest in English Studies Questionnaire used as the second dependent measure in this study.

Teacher Professional Development: This is the extent to which primary school teachers of English Studies participate in various programmes to enhance their classroom practices as measured by Teacher Professional Development Questionnaire used in the study.

Use of instructional materials: This is the extent of utilization of different media resources such as audio, visual and audiovisual aids as measured by teachers' use of instructional materials observation scale to be used in this study.

Use of questions: This is how teachers deploy various kinds of questions to enrich the teaching-learning process of English Studies and to make for effective learning as measured by teachers' use of question observation scale designed for the study

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework as well as the review of conceptual and empirical literature that are relevant to the study.

2.1 Theoretical Framework

2.1.1 Bruner's Theory of Instruction

Jerome Bruner, one of the 20th Century's most influential education Psychologists writes about the process of pedagogy in 1966. To him, classroom learning should take place inductively (from specifics to generalizations). One major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon experiential knowledge relying on a cognitive structure that is, (schema) to select and transform information, make decisions and to go beyond the information given.

According to the theorist, the educational implications are that students should be encouraged by the teachers to think logically and discover principles by themselves. The teachers and the students should engage in active dialogue which tallies with classroom practices focused on in this study. The teacher needs to translate information to be learned into a format appropriate to meet the demands of the learners through their preparations of lessons and in lesson delivery. This theory also encourages communication between the teachers and the learners and also among the students; encourage students' critical thinking and inquiry by asking thoughtful, open-ended questions, encourage them to ask questions too; ask follow up questions and organise instruction in a spiral manner so that students continually build upon what they have already learned.

Furthermore, Bruner in this theory emphasizes the active role to help learners attain a high level of mastery of concepts, principles and skills by taking them through rich instructional process. This could be catalysed by highly resourced classrooms as manifested in those factors that contribute to high level of teacher classroom practices.

The proponent further pontificates that the amount of progress made by learners is a function of the extent to which the teacher could scaffold instruction to help learners. Adediran, (2018) acknowledges the dynamic nature of the interplay between teachers, learners, tasks and provides a view of learning that takes place as a result of interactions with others. Egbe, (2015) and Adediran (2019) assert that socio-cultural theory assumes that learning takes place through interaction but in interaction, learners first succeed in performing new tasks with the assistance of another person.

Bruner's nature of learning in a school condition requires a dyadic relation: at least two people, usually the teacher and the learner and may be more than two which is the classroom. Classroom interactions between teachers and learners characterised by teachers' pedagogical practices involve structured interactions between the two with the aim of the teacher helping the learner attain a specific goal. Bruner maintains in his theory that what determines the level of attainment of learners depend on the extent to which adequate instruction together with practice and experience are impacted through adequate teachers' pedagogical practices in any classroom situation like in the English Language Grammar classroom.

2.1.2. Human Capital Development Theory

Theodore Schultz and Gary Becker (1960) American economists developed human capital development theory. Becker stated that in schools, there are both human and material resources that could make or mar the attainment of curricular goals and objectives . Provision of good facilities and learning resources as well as production and maintenance of high quality teaching personnel are the foci of this theory.

Schultz, (1993) conceptualizes human resources as the prime driver of the goals of an organization. It emphasizes continuous and continuing upgrading of the capacity of employees so that they could continue to be relevant in the realization of the vision of the employers and the clientele. Human resource development could come by in-service training, continuing education, exposure to seminars, workshops, symposium, talk-shop and conferences where they will be kept abreast of new ways of doing things through increase in knowledge, skills, abilities, values, and operational efficiency that will positively lead to enhanced productivity. Thus, all this are factored into the development of human resource development Popoola, (2021)

Taiwo, (2018) noted the most valuable of all capital is that investment in human being. Becker distinguishes firm-specific human capitals from general-purpose human

capital. Examples of firm-specific human capital include expertise obtained through education and training in management information systems, accounting procedures, or other expertise specific to a particular firm. General-purpose human capital is knowledge gained through education and training in areas of value to a variety of finns such as generic skills in human resource development. Regardless of the application, Becker considers education and training to be the most important investment in human capital.

Human Capital Development Theory is related to teachers' professional development which is one of the independent variable in this study. This is because professional development is a capacity building activities for the teachers' to improve the quality of their lessons. The extent of English teachers' professional development determines their effectiveness in teaching their students English vocabulary and the positive outcome of their students' performance. Teachers' development of themselves through attending seminars, workshops, symposia, in- service training and higher degree studies will help to develop their performance of teaching students.

2.2. Conceptual Review

2.2.1. The place of English studies in realizing the objectives of primary education

National Literacy Survey (2010) identifies what literate primary school pupils should be able to do to include ability to: read and write with confidence, fluency and understanding; read with enjoyment and evaluate and justify their preferences; know and understand a range of genres in fiction and poetry, and understand and be familiar with some of the ways that narratives are structured through basic literary ideas of setting, character and plot; understand and be able to use a range of non-fiction texts; be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor and self-correct their own reading; plan draft revise and edit their own writing; have an interest in words and word meanings, and a growing vocabulary; understand the sound and spelling system and use this to read and spell accurately and have fluent and legible handwriting. It could thus be argued that English Studies has the potential of equipping primary school pupils with these competences if properly taught.

The Primary English Studies curriculum contents are harnessed to enable pupils learn, internalize and use what has been learnt for solving real life problems. The

subject, aims to expose the pupils to a wide range of English language and literary skills that should enhance their communicative skills (Lawal, 2019). With this curriculum, it is believed that pupils will not only be competent users of English language but teaching and learning will be entertaining and interesting to them For effective implementation of this curriculum, learners' active participation during lessons through different activities, teaching styles and all-round assessment tools, have been suggested in the curriculum (Olaniyan and Obadara, 2012).

According to Amuseghan, (2007), the manner of English Language teaching in Nigerian schools does not expose learners to use the English language for the purpose of active communication because the teaching-learning process of English is bereft of enrichment activities, which is exactly the scenario in most public primary schools in Ibadan Metropolis where the researcher observed that the objectives of teaching English Studies are hardly met as evident in most pupils' inability to read, write and communicate well in English as a result of deficient pedagogical practices of the teachers.

The best way to assess teachers' effectiveness is to look at their on-the- job performance including what they do in the classrooms and how much progress their students make on achievement tests. Quality teachers are considered to be those who bring about improved learning (Harris and Sass, 2015). Among the various indices of measuring the quality of teachers are activities and practices engaged in by teachers which guide effective teaching and learning and promote positive attitude of learners to the subject taught. Such practices include: professional development, lesson preparation using relevant lesson plans notes, appropriate use of questions and instructional materials, pacing of instruction and appropriate feedback techniques to ensure effective learning (Adeyemi, 2010).

The English Studies curriculum comprises English Language and Literature. This is a departure from the former curriculum in which the language and literature were taught as separate subjects at high schools. The essence of this combination is to decongest the curriculum and integrate English language and literary skills in students. It is also expected that with this merging, students' reading ability and communicative competence will improve. Language teaching in the primary school aims to equip pupils with the needed abilities for using language effectively and to unmistakably convey their ideas.

The programme of instruction for English studies in primary schools has two vital principles. The first is the indivisible nature of language while the second is that children do not only need to learn language but they must learn it through the use of language. The understanding is that while the subject is taught for the purpose of developing its mastery as a core subject, its role as the principal language for teaching and learning of other subjects is also emphasised in the curriculum.

Classroom practice factors are those aspects of teacher quality that can make or mar lesson delivery and classroom interaction. The factors can be manifested in diverse formats and structures, and their effectiveness can be influenced by numerous factors both internal and external to the classroom. According to Dai (2012), classroom practice factors are, but not limited to, professional development, lesson preparation, methods of teaching, communication skills, reinforcement skills, instructional pacing, use of questions and instructional materials and feedback techniques. Professional development, instructional pacing, use of questions, instructional materials and feedback techniques will be focused in view of their direct connection with quality of instruction.

2.2.2.Teachers' professional development

Teachers' professional development (PD) is particularly important because of the need for teachers to do better and raise academic performance standards of students. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices (Taiwo, 2018). Good and Brophy (2008) maintains that the immediate aim of staff development is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning processes.

Fadele, (2015) defined continuing professional development as 'All natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of -beaching; and by which they acquire and develop critically the knowledge, skills and" emotional intelligence essential to good

professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives'.

The OECD, (2001) defined continuing professional development as 'activities that increase the skills, knowledge and understanding of teachers, and their effectiveness in schools and promotes continuous reflection and re-examination of professional learning'. According to Fadele, (2015), PD activities expose teachers to a wide range of capacity building programmes that could inform their classroom practices throughout their career (Ojeniyi,2018). Professional developments gives them deeper insight and understanding into their calling, make them resilient in accommodating new thinking, ideas and technology (Fadele,2015). Nicol and Draper (2008) considered engaging in PD as the basic right of teachers which they must always strive to make use of in order to continue to be relevant in the changing world of learning, technology integration and ever changing classroom practices which are the major concern of the wind of educational reforms across the globe. When teachers continuously engage in PD, they find it easier to adjust to innovative ways of doing things, reflect same in their day to day discharge of their duties and will be more poised than ever before to meet pupils' individual needs (James, Dunning, Connolly and Elliott, 2007; Fadele,2015).

The functions of professional development, according to Whitehurst (2012), are to increase teachers awareness of educational research through conference and seminar attendance, and bring same to bear on their status thereby raising profile of teaching as a profession. Effective professional development is continuous. It includes training, practice and feedback, and provides adequate time and follow-up support (OECD, 2001). The kinds of traditional professional development activities in which teachers have long participated: conferences, workshops, in-service training, and qualification programmes. They are referred to as "non-school embedded" professional development (OECD 2001). According to OECD (2001), activities that are more closely aligned with professional development are intensive and collaborative

Often time, in the literature, various terms are used when discussing professional development of teachers. Such terms include: continuous professional development (CPD), professional learning, on-the-job training, in-service training, career advancement, among others. Teachers' attitude towards professional development is important to quality teaching and learning practices and students' vocabulary achievement. The link between qualitative pedagogical practices and

students' achievement is identified by Allain (2011) when they referred to Teachers' Professional Development as workshops and classes attended by current teachers to make them better teachers.

The problem identified is that majority of the teachers were not mentally ready because they do not see themselves as learners that require regular update of knowledge through learning. This is a major obstacle to quality teaching and learning because teaching as a profession suppose to be a progressive and ever updated so as to meet the changes that accompany the transcendental nature of lives. Fadele (2015) added by explaining the inevitable failure that awaits all efforts to improve teaching and learning practices if the teachers do not admit and realize the need to aim at building up themselves and meeting the advance state of pedagogical practices for students' maximum achievement.

According to Iyunade, (2010), continuous professional development is the process by which teachers like other professionals reflect upon their competences, maintain them up to date and develop them further. According to her this will enable teachers to perform their job satisfactorily. From the above definitions, it can be deduced that professional development is that conscious effort that educators make within and out of their professional confinement to enhance their effectiveness and capabilities in the discharge of their services. The universality and interconnectivity of knowledge is a reason for educators to update their knowledge by been open to ideas and innovations from diverse disciplines that will aid the relative upgrade that their services demand.

Continuous professional development of teachers is key mechanism for improving classroom instruction and students' achievement. Yoon, Duncan, Scaloss and Shapley, (2007) identified three stages through which professional development of teachers affect students' achievement. First, professional development enhances a teacher's knowledge, attitude and skills. Second, better knowledge, attitude and skills of the teacher improve classroom teaching. Thirdly, improved classroom teaching raises students' achievement. They concluded that if any of these stages is missing, better student learning cannot be achieved.

Villegas-Reimers, (2013), while contributing to the benefit of professional development for teachers noted that teachers who are engaged in professional learning take greater responsibility for the learning of all students, they do not dismiss learning difficulties; as they take responsibilities, and as they discover that their new

professional knowledge and practice are having a positive impact on their students, they began to feel more effective as teachers (p.9)

Allain (2011) referred to teachers' professional development as workshops and classes attended by current teachers to make them better teachers. According to Wigglesworth, (2000) and Brown, (2004), professional development is important in the face of changing pedagogical system and language development which can make obsolete 'yesterday's knowledge and method' in meeting today's need of teaching profession. This is part of the challenge of discouraging learning achievement of student in English vocabulary because of the contradictions or incompatibilities of today's student exposure and 'yesterday's teachers' method of teaching. That is, students live in an era of rapid development in language while teachers who see no need to career development will have little or no advantage to meeting the current pedagogical demands. Hence there is bound to be an underperformance for student.

Whitehurst (2012) stated that the effect of teachers' professional development in the teaching of physical health education and Biology helps to improve students' achievement. The teachers get to know about new ways of improving their methods in teaching and instructing students on how to use necessary tools in practical assignments. This improvement however, is a solution to the difficulty the students used to face in some areas of the subjects. From the studies examined, there is no attention given to the effect of teachers' disposition to professional development towards the improvement of pupils' learning outcomes in English Studies.

The teacher is an important input in any teaching and learning situation without who learning cannot take place. The effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers. The fact remains that teaching and learning depend on teachers, for there can be no meaningful socio-economic and political development in any country without teachers. It is on teachers' numbers, quality and devotion that the effectiveness of all educational arrangements, development and growth rest.

Even where the educational planners may have the best educational policies and designs, and the government may vote the largest sum of its revenue to education, the ultimate realization of any set of aims for education depends on the teacher. It is the teacher who will ultimately be responsible for translating policy into action and

principles into practice in their interactions with their students. Teachers' influence is always felt in every aspect of the society.

Teacher professional development refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time (Taiwo, 2018). It includes training or education occurring before commencement of service (pre-service) and during service (in-service or on-the-job). Every society requires adequate human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structures. Teacher education is the process of providing teachers and student- teachers with the requisite knowledge and skills that will help them to effectively perform their job.

Teacher PD revolves around the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in the classroom Strauss and Vogt (20l1) views that it is divided into three stages, namely: initial teacher training (a pre-service teacher education for would-be teachers before entering the classroom fully as a responsible teacher); induction and mentoring (the process of providing training and support to a new teacher during the first years of joining the teaching profession or joining a new school) and; teacher development or continuous professional development (an intensive process for practising teachers to update themselves). The previous processes and stages of professional development of teachers constitute the concept of teacher training or teacher education. Teachers' professional development is particularly important because of the need for teachers to do better and raise academic performance standards of students. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices (Shittu, 2018).

Franke (2012) identified the challenges that cause attitudinal problems for teachers towards their professional development. He noted that teachers' ICT knowledge worsens more their attitude in participating in modern professional development trainings. It is said that their negative disposition to such development is borne out of their hopelessness and lack of dexterity to match up the technological know-how. With this problem, Nigeria as a country cannot join the global competition of the information super highway.

The morale received by teachers towards professional development is the treatment they receive from government and all stake holders when compared to other professions. Lack of professional motivation and moral support for teachers do have effect on their goals and professional dreams and this makes them to turn an unwholesome attitude to professional developments events. In fact, some still scout for other professions that are considered to be better than teaching. Taiwo (2018) related the negative attitude and unwholesome disposition of teachers to professional development to the organization, offerings and outcomes of some of the teachers' professional developments events.

It is said that the objectives of some development programs do not come with clarity and participants are not implicitly carried along. This inadvertently results to discouragement for teachers to participate and in any case of participation they are not mentally prepared for the achievement of such events. Also, teachers' attitude to professional development is awkward due to the nature of their work. Teaching profession in majority of the Nigerian public school is made strenuous due to the government's negligence towards education. Consequently, any moment set teachers engage in PD , they see it as opportunity to relax and rest from work. Worst still, teachers' attitude towards professional development is not enhance due to the lack of incentive and promotion in their service.

Therefore, the motivation for personal development is not there for them. The rigid curriculum of schools highly place value on some elements that are against new approach learnt by teachers in teaching seminars therefore their attitude toward professional development is unhealthy. Also, the lack of support from government towards teachers' professional development is a factor that alter teachers attitude. Egbe (2015) observed that the teacher is always the bridge between PD and pupils' learning.

2.2.3. Instructional Pacing

Pacing is the rhythm and timing of classroom activities or units, which includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change to another activity, sub-activity, or sub-sub-activity. This paper studies the micro- and meso-levels of pacing—that which happens within one class period. However, within the United States some schools and districts have begun to use the term pacing at the macro-level, generating various

"pacing guides" for distributing content over the course of a year's curriculum Adeyemi, (2019).

Although tasks have been studied extensively Gage, (2010) for review and synthesis, classroom elements such as teacher-fronted grammatical review, journaling, taking a test, and a student-initiated question-answer sequence that seeks to clarify a concept are not tasks. This paper works with the more general hypernym activity rather than its hyponym task, defining an activity as the union of two or more sub-activities centered around a common theme. Nevertheless, literature on grading and sequencing tasks provides a useful framework which can be extended to studying pacing.

Pacing includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change to another activity, sub-activity, or sub-sub-activity. For example, a transition might entail a teacher saying "All right, everyone stop and listen." The "all right" and "stop" in the above example reflect the fact that transitions are usually accompanied by specific linguistic markers 'right,''well,''good,' ok,''now' (Adegoke, 2018).

2.2.4. Teacher's Use of Instructional Materials

According to Adedoyin (2015), many public primary schools do not have libraries, and those who have do not stock them with varieties of story books and other reading materials. Enrichment materials and activities are no longer utilized in teaching-learning process of English studies at primary schools. Scholars have identified immense benefits of resource use in teaching. Poor learning and teaching materials constitute another major hitch in the effective teaching and learning of English Studies at primary schools.

Adewuyi (2012) reiterated that effective teaching and learning can be expected if quality materials supporting the curriculum are made available to teachers and teachers avail themselves of such materials. Thus it is the prerogative of the teachers of English language to make instructional resources an integral part of their instructional process Adegoke, (2018). Adediran, (2018) established that insufficient reading resources, poor teaching methods, insufficient teachers' and learners' interactions and overcrowded classrooms were significant factors that made the teaching of the subject unsuccessful. Fakeye, (2015), therefore, suggested that technological resources such as Information and Communication Technology (ICT) should be integrated into the teaching and learning of the subject. When used as teaching resources, ICT can proffer

solution to teaching-learning problems, aid knowledge recall/transfer and help students overcome the social problems posed by the chalk and talk method of instruction.

Related literature on students' attending behavior indicates that pupil behavior can be classified as either work oriented or non-work oriented behavior and that these student behaviors can be distinguished from each other. Two important variables which are dimensions of total teacher behavior were reported in the literature as instructional technique and the immediate effect of technique on students' attending behavior Umaru, (2011); Adegoke, (2018). An inverse relationship has been found between students' attending behavior and students' disruptive behavior Adediran, (2019). Suggested criteria for recognizing attending behavior include the following: Eye contact with the teacher or the teaching media; active engagement in the task assignment (such as reading, writing, or note taking); a positive response to the teaching tasks; and participation in the class activity.

Suggested criteria for recognizing non-attending behavior include the following: The student appears bored without eye contact with the teaching task; the student appears not to be taking part in the class activity; the student appears to be taking part in the class activity other than the assigned tasks; and the student appears to be responding negatively to the teacher's direction. Adediran, (2019) had it that instructional are media resources used by teachers to illustrate concepts taught and they could be classified as visual and non-visual, concrete or non- concrete.

Newmann and Wehlage, (2010) define instructional materials as the teaching aids used in classroom instruction. Studies by Umaru, (2011; Onasanya and Omosewo, 2011), have shown that teacher's use of instructional materials can influence students' learning outcomes in Physics and Agriculture. Instructional materials, according Adediran, (2019), when used effectively allow students to learn more, internalize learning experience and promote teachers' efficiency in facilitating learning outcomes. They also make learning more interesting, practical, appealing and more realistic. They also enable both the teacher and the student to participate actively and effectively during lessons.

Obanya (1982) asserts that instructional materials are didactic materials that are supposed to make teaching and learning possible. Some other sources, for example, (UNESCO 2016) , see them as information carrying technologies used in teaching with the hope of delivering educational information very quickly and widely. Considering the assertions, they are to be used by the teachers and must be relevant to instruction

and to the intended lesson objectives, friendly, stimulating, manipulatable by the learners and facilitate learning without much stress on either the teachers or the students.

The use of instructional materials by teachers in the class room corroborates Bruner's theory of instruction behind this study whereby many pupils come to into the classroom with different dispositions, different mental abilities and from different social backgrounds that could inhibit effective learning. Consequently, instructional materials adequately prepare them for the lesson, stimulate their interests and imaginations and arrest their attention. So, in the teachers' efforts to communicate his or her lessons to the learners aptly and tactfully he/she needs to use a variety of devices which expand experience, clarify it and give it a personal significance.

The review so far contradict with the Federal Government on the importance and uses of instructional materials in teaching and learning because there is a substantial provision in the FGN (2013), Section 9:88 .In the light of this, there are gaps and discrepancies with what obtains in schools and in the language classrooms today which asserts the dearth and lack of use of instructional materials in the teaching and learning of English Language Grammar which could be responsible for the mismatch between the current language status of our students and their performance.

Adegoke (2018) emphasizes the use of instructional materials in the teaching of Christian Religious Studies and that improvisation can be effective in influencing students' performance when she wrote that students' active participation in class depends on teachers' method of teaching and that all she needs to impact that lifelong skills in the students may not be available in its entirety and so improvisation comes in. this agrees with the statements of Adediran (2019) that naturally, it is not possible at every point in time to have all it takes to achieve set goals in human endeavour. This informs making use of locally and available resources for the shortfall to ensure that meaningful teaching and learning take place. The participants in this study never improvised any instructional material but just a few of them restricted their teaching to the text books and chalkboards. To Eze (2017), improvisation is an act of using materials and equipment obtainable from the immediate environment, or designed by the teacher or with the help of a Local Resource Personnel to enhance effective teaching. Students' projects can also be useful but teachers hardly give students projects to do as part of their continuous assessments. Popoola, (2021), in a study noted that

lessons prosecuted with the aid of resources fared better in Christian Religious Studies than those implemented with rare us of resources.

Some of these instructional materials like still pictures, realia or authentic materials, charts, newspapers, cartoons, posters, brochures could be provided by the teachers or even brought by the students to school to enrich instructional activities in classroom which could influence students' achievement rather than having lessons dry and boring.

2.2.5. Teachers' Use of Questions

The use of questioning techniques is basic to good teaching. Generally speaking, questions can be classified into four broad categories: Initiating, probing, higher order, and divergent Hussin,2010; Dai, 2012). Initiating questions elicit an initial response from the student. Once the student has responded, the teacher probes the student's response. They went on to posit that some of the probing questions the teacher asks require the students to remember facts or to describe something they see. The teacher also asks higher order questions, which require the students to make comparisons, inferences, evaluations, or to relate ideas. Divergent questions have no right or wrong answers. When divergent questions are asked, at first, many students are uncomfortable because there are no right answers for them to lean upon. They are reluctant to explore and hypothesize for fear of giving the wrong or foolish answers. As a result, they try to pick up cues from the teacher as to what answer is wanted. If the teacher gives these kinds of cues, however, her questions are not truly divergent. If, on the other hand, the teacher is not giving cues, some students are likely to feel uncomfortable and uncertain. This should be viewed as a favorable, not an unfavorable, sign.

Adeyemi (2019) in a study asserted that questioning is another classroom practice which deals with the manner with which teachers ask questions in course of lesson delivery being an essential feature of good pedagogical practices. She went on to state that good questions when adequately or effectively used facilitates the extent to which learning objectives or contents are well mastered. In this study, most of the participants utilized this practice well although some of them asked questions rampantly even when the lessons have not been introduced or as a means of filling lapses in their instructional organization or sequencing.

The findings by Strauss and Vogt (2011) is far from the participants in this study as their questions were not patterned and were mainly polar and lower order

questions. Izuagba (2007) on questioning techniques wrote that questions are of different types: lower order, higher order pointing out that questions can be used. Consequently, the teacher needs to teach with the use of questions because questioning is as old as teaching. The issue to contend with in the classroom is how to make the classroom process interactive with hands-on activities. Sometimes, the pupils fail to give a feedback for whatever reason (Akandi, (2009).

Umaru (2011) declares that, to lead learners into a topic, the teacher should encourage participation in a lesson by asking some reviewing questions on previous learning and some previewing questions to introduce the topic. This arouses and sustains their interest during the lesson thus, creating a satisfying atmosphere.

Gage (2010) notes that questioning technique is considered as an important factor in improving students' academic achievement, Fakeye (2007) argues that an important aspect of classroom interaction is teachers' questions which play significant roles in ESL instruction. Similarly, Fakeye finds that teachers' use of interpretive and probing questions enhanced students' understanding of the concepts taught. Akandi (2009) also asserts that questioning has potential for influencing students' learning.

Moran and John (2003) observed that teachers ask questions for several reasons which include: helping teachers to keep students actively involved in lessons; giving students the opportunity to openly express their ideas and thoughts; enabling other students to hear different explanations of the material by their peers; helping teachers to pace their lessons and moderate students' behaviour, and helping teachers to evaluate students' learning and revise their lessons as necessary.

Therefore, considering the great quantity of teacher's discussion in the class, the vital role of questioning stands for its quality component as a reflection of teaching. Adedoyin (2015) stated that questions can monitor comprehension, help make connections to prior learning and can stimulate cognitive growth. However, good questioning is a skill of effective teaching which involves a good planning, higher cognitive thinking in order to engender cognitive improvement in the class. However, not all teachers' questions are clearly understood by students, and if such is the case, teachers should rephrase or clarify queries in order to facilitate students' comprehension Teachers may also not wait long enough for students to consider a question and formulate a response. The foregoing underscore the important role that teachers' use of questions could play in teaching-learning process.

Scholars have investigated the link between teachers' use of questions and students' achievement in different subject areas. Aiyede (2017) reported a positive relationship between teachers' questioning technique and students' achievement in Literature in-English. Also, other studies (Shittu, 2018) and Adeyerni, 2019) found that teachers' use of question improved performance in English grammar and Social Studies, respectively. Although the studies cited established a link between teachers' use of questions and students' academic achievement, the extent to which teachers' use of questions would predict achievement in English studies among primary school pupils in Oyo State has not been sufficiently researched and the need to fill this gap triggered interest in this study.

2.2.6. Feedback techniques

Feedback is the responses got by teachers when questions are asked from the pupils on what is taught in class. It can also serve as information ploughed back to parents and guardians on the progress or otherwise of their wards. Certain deficiencies have been identified in the use of feedbacks. An instance is when pupils do not derive any benefits from such activities. Another disenchantment is failure on the part of teachers to guide pupils on how to use feedbacks to excel in learning. When feedbacks lead to improvement in learning, it is called a rewarding backwash effect of evaluation, if it does not lead to learning advancement, it is negative.

Even worse, students sometimes note that the feedback is provided too late to be of any use or relevance at all. For their part, teachers frequently comment that students are not interested in feedback comments and are only concerned with the mark. Furthermore, teachers often express frustration that students do not incorporate feedback advice into subsequent tasks.

Two types of feedback has been documented in literature namely, task-level feedback and general summary feedback. Task-level feedback typically provides more specific and timely (often real-time) information to the student about a particular response to a problem or task compared to summary feedback, and it may additionally take into account the student's current understanding and ability level. For instance, a struggling student may require greater support and structure from a formative feedback message than a proficient student. On the other hand, summary information is useful for teachers to modify instruction for the whole class and for students to see how they are generally progressing (Odawn,2018).

As a result of the lingering problems of poor achievement in English studies at primary school, it stands to reason that research should focus on factors bordering on quality of teaching and learning and their influence on pupils' learning outcomes.

2.3. Empirical Review

2.3.1. Studies on English Studies

Fakeye (2012) investigated the relationship between students' personal variables and achievement in English Language. Questionnaire on "Students' Attitude to English" (QSAE) and "Students' Academic Ability Test" (AAT) were used for data collection. A sample of four hundred 400) Senior Secondary school students were randomly selected from five (5) secondary schools for the study. A correlational analysis and a t-test were run on the variables and the students' annual scores in English. The analyses revealed that the difference between male and female students' achievements in English Language was not significant. (t-value 0.3 05, degree of freedom was 398 and p> 05).

Ogaga, Ogori and Egbodo (2016) determined the effects of sentence combining and explicit grammar instructional strategies on primary five pupils' learning outcomes in English composition in Akinyele Local Government Area, Oyo State. Gender and home background were used as moderator variables. Findings showed that the experimental groups performed significantly better in achievement in and attitude to English composition than the control group. Komolafe, therefore, recommended that primary school teachers should adopt sentence combining and explicit grammar instruction to enhance pupils composition writing skill.

Kolawole (2016) determined the effects of storytelling and literature circles instructional strategies on primary five pupils disposition to reading and recall of text information in Ibadan. The design adopted was the pretest-posttest control coup quasi-experimental design. Findings revealed that the two strategies improved pupils disposition to reading and recall of text information more than the conventional. strategy. The researcher therefore recommended that the two strategies be adopted by teachers to boost recall of text information and disposition to reading.

Jire-Alao (2018) conducted a study on the effects of two variants of phonics instructional strategies on literacy skills of primary four pupils in Ibadan Metropolis, Nigeria. Home literacy environment and gender were used as moderator variables. The

results revealed that the two variants of phonics instructional strategies (Explicit and differentiated phonics strategies) improved pupils' reading and writing skills more than the conventional strategies. The scholar thus recommended the two variants of phonics instructional strategies for teachers' use to improve literacy skills of primary school pupils.

There have been a number of other empirical studies on the same subject matter by different researchers in different places using different samples and methodology but still came to the same conclusion that gender has no significant influence on academic achievement of students in English Language (Abedi and Gandara, 2006); Adeyerni, 2010). However, Dillon (2008) in a related study examined the effect of gender on English as a foreign language (EFL) in Iran Language Institute (ILS) usingl0o students (50 males and 50 females) selected from four different classes. The ages of the participants range between 12 and 14 years. The employed procedures were quantitative methods of analysis and making use of descriptive analysis, pair-test, and the effect size. The total average of the female students (M=13.18) is higher than that of males' (M= 11.47). Female students outperformed the male students.

In this case, female students had a standard deviation of 3.20 whereas males had achieved a standard deviation of 3.54. It shows the amount of variation within scores was smaller in females than males. This produced a t-value of 3.928 and a p-value of .000, which is less than the .05 significant level. The results indicated that English as a Foreign Language learning is to some extent related to gender and it has a significant effect on the achievement test. This conclusion was earlier drawn by (Akinwumi and Odunsi,2008).

Many of these previous studies were carried out at secondary school levels. Those conducted among primary school pupils were interventions to boost pupils learning outcomes in different aspects of English studies but the relationship between the lesson enrichment factors being focused in this study and primary pupils achievement in English studies as a whole especially in Ibadan Metropolis, Nigeria is not included.

2.3.2 Teachers' Professional development and learning outcomes of pupils in English

In a study conducted by Taiwo (2018), findings indicated that teachers who had low commitment to the teaching profession prior to training became highly committed

after they were given opportunity to participate in in-service training. Also Whitehurst (2012) conducted a study with 152 workers who attended training programmes found that those who featured in the programme improved in their job performance. Studies have also shown that positive relationship existed between training and work performance and teachers' teaching effectiveness (Garet, Porter, Desimone, Birman and Yoon, 2011). In a study conducted by Hattie and Kimperley (2010), they found that training which was related to employees job had significant relationship with employees' productivity.

Iyunade (2010) investigated the effects of teachers attendance of regular workshops and found that the teachers who attended regular workshops were better than their counterparts who did not. Professional development implies the in-service training and skill enhancements that teachers are exposed to in order to develop new skills, new knowledge and dispositions to improve their efficiency in the classrooms. Luu and Nguyen (2010). In other words, it is the advancement of teachers pedagogical skills, knowledge of students and the subject matter. The maxim that no educational system can be more of qualitative sample above the quality of its teachers foregrounds the important of teachers' right attitude to professional development Iyunade (2010).

Several studies have been carried out on the relationship between teachers' professional development and students' achievement. Among the scholars are Villegas-Reimers (2013) and Yoon, Duncan, Lee, Scarloss and Shapley (2007). Their findings show that teachers' professional development has positive effects on students' achievement with a conditional clause of it been a long-term experiment. Rich (2006) identified teachers' understanding of students' basic and reasoning skills and problem solving skills to be highly effective in students' achievement. These are core skills that teachers should be exposed to in their professional development.

Kennedy (2008) discovered that teachers professional development has a positive impact in students achievement provided it is focused on how students learn subject matter in particular, instructional practice that is related to how students' understanding can be aided and how teachers' content knowledge of the subject is strengthened. Similarly, Cohen and Hill (2010) discovered that teachers' professional development that focused on the subject curriculum would be of more positive impact in students' achievement. Gipps (2005) found that a teachers' professional development that is speculated on daily experience and aligned with standards and assessment would

be more impactful in students' achievements. On the contrary, Fadele (2015) concluded that teachers' PD had no effect on achievement in Mathematics.

Also, Moon (2008) indicated that professional development of teachers is intellectually superficial, disconnected from deep issues of curriculum and learning fragmented therefore it cannot affects students' achievement in Mathematics. Likewise, Taiwo (2018) argued that teachers' professional development only update teachers' subject knowledge without necessarily improve students' achievement in Mathematics. Fadele (2015) discovered that teachers PD never impacted on the cognitive outcomes of students' achievement rather it only moderately impacted emotional and instructional support as well as classroom organization. In conclusion, teachers' professional development impact on students' achievement cannot be adjudge due to different similar and contradictory results from various authorities in academic fields. Research on teachers' professional development and its impact on students' achievement in English vocabulary is very dearth and this research therefore focuses on the relationship in this study.

Fadele (2015), in a study of teachers in selected secondary schools in Oyo Township, adopted a survey research design. Sixty (60) teachers were involved from fifteen (15) secondary schools in Atiba, Oyo East and Oyo West local governments. Findings revealed that challenges of PD faced by teachers included: irregular or delayed promotion, inaccessibility to current research findings, students not possessing prescribed texts, irregular payments of salaries, curriculum trends, absence of well-equipped libraries, duration or time, inaccessibility to internet facilities, large population of students, lack of encouragement and motivation to allow teachers partake in professional development programmes, inadequate knowledge of curriculum content, inadequate knowledge of teaching methodologies and usage among others.

Further findings of the study are: there was a positive significant correlation between the identified obstacles and teachers' academic qualification, there was a positive significant correlation between the identified obstacles and teachers' years of teaching experience, there was a positive significant correlation between the identified obstacles and teachers' gender.

2.3.3. Teachers' use of questions and learning outcomes in English Studies

A number of studies have identified the questioning behaviour of teachers to be an important classroom interaction that affects students' achievement in reading comprehension. Some of these studies are discussed below.

Fakeye and Aiyede (2013) investigated Teachers Questioning Behaviour and Instructional Organisation as predictors of students' achievement in English Language: 30 English Language teachers, 450 students from 15 Senior Secondary Schools participated in the study. The OECD, (2001) have sought to make a systematic renewal of research on questioning as a High-level cognitive strategy. The study is in two phases, the first phase, which renews and synthesises the findings of 60 studies, proves the situation on questioning in education since L974. It also illustrates the impact of different questioning patterns on various types of learning and literacy areas. In the second phase of the study, an in-depth renewal is made of 40 studies between 1995 and 2001 examining the role of questioning in different academic fields and various educational fields. The findings of the in-depth renewal suggests that teacher and students questioning should be encouraged in the classroom so that it can enhance students' achievements in English Language.

Duncan (2007) investigated the relationship between English as a foreign language and EFL teacher's interpersonal behaviour using the questionnaire on teacher interaction (QTI) in Iran. Results show that teacher uncertainty negatively correlates with student achievements. The degree of teacher cooperation with students is the only significant predictor for students' achievement,' but its effects disappear when students' background variables are taken into account. This suggests that teachers should cooperate with students by interacting with them positively so that students' achievement in English reading comprehension will improve.

Goodman *et al* (2014) studied the role of questioning in engendering complex classroom interactions. Based on the frequency of the teacher-student interaction, the study finds out that two behavioural patterns, the students' "play" and the teachers' "guidance" appear most frequently. Also the results that teacher's guidance helps students; teachers questions encourage students to express and share their ideas or identity and to solve problems. This implies that teachers should interact with the student in a way that will guide students by asking questions that will encourage students to express and share their ideas in English reading comprehension classroom so that students' achievements can improve.

Gage (2010) identifies the relationship between teacher-students interpersonal relationships in social studies. The findings reveal a significant relationship between teacher-students' interpersonal relationship and students' academic achievement in Social Studies. Goldsmith (2008) examined the effects of interaction patterns on secondary school students in Biology. The results show the three interaction patterns: cooperative, competitive and individualistic interactions pattern enhanced student's interest in Biology.

The studies above reported the effectiveness of teacher's use of questions in enhancing students' achievement though their findings have not covered the areas of investigating the extent to which the variable is related to achievement in English Studies in particular especially among primary school pupils in Ibadan, Metropolis.

2.3.4. Use of instructional materials and learning outcomes in English Studies

Studies (Odawn,2017); Adediran, 2019) have reported that effective use of instructional materials contributed significantly to achievement in English Language at senior secondary school level. Consequently, there is a need for teachers to make use of appropriate instructional materials in the process of teaching English Studies if the method of teaching employed will be effective. These scholars seem to be saying that the use of instructional materials in teaching is non-negotiable and should not be sacrificed for strategies of teaching however innovative they may be. Also, the use of ICT, language laboratory, charts and other teaching aids such as dictionaries, audio-based media or tapes in the teaching of English Studies is very important. From the foregoing, it is evident that most of the extant studies have largely focused on evaluating the availability, adequacy and use of such resources on the teaching process at secondary schools with little emphasis on teachers' use of these resources to boost pupils' learning outcomes in English studies in Ibadan Metropolis, Nigeria.

Teachers' resource use is one of the classroom practices that affect students' achievement. Some of these studies are discussed below. Omuna, Onclera and Kimutai (2016) carried out a study on resource availability utilisation for teaching of English language in secondary schools in Kenya. Data were obtained from 440 respondents (192 male, 205 females) (400 students and 40 teachers). Findings revealed that resources were not that available.

Qashoa (2013)'s study revealed that materials for teaching Home Economics in Basic 7-9 were largely unavailable. There is a low extent of utilisation of the available

instructional materials by the teachers and the Home Economic teachers improvise few of the instructional materials available for teaching. The teachers used students as the main source for improvisation of instructional materials and encounter a variety of teachers, student, and school environment related problems in improvising instructional materials. These situations have been discovered to be more prevalent in rural areas than in urban areas. The implication of the findings is that effective learning among urban and rural Basic 7 — 9 Home Economics students might be limited because of the lack of instructional materials and the problems encountered in remedying the situation.

Urnaru (2011) examined the availability of instructional materials, its adequacy and relevancy, characteristics of instructional materials, importance of instructional materials, and factors affecting the use of instructional materials on students' academic performance in Agricultural Science. Sample of 206 students were randomly selected with 30 Agricultural Science teachers. Findings from the study reveal that good and relevant textbooks are the instructional materials available to use to influence students' academic performance in Agricultural Science. Also, instructional materials should possess characteristics of visibility, simplicity, attraction and clarity. Effective resource use was also reported to have been greatly influenced by teacher qualification and experience. The study recommends the use of instructional materials by the concerned teachers for effective teaching of the subject in secondary schools because students perform better when appropriate and improvised materials are made available and utilised in teaching Agricultural Science. Far reaching recommendations that improved the teaching and. learning of the subject were made.

Olaosebikan (2018) examined the availability of resources and revealed that obsolete teaching resources was one of the obstacles to the implementation of the new Home Economics curriculum. Therefore, one of the recommendations is that modern instructional materials should be provided for Home Economics teachers.

2.3.5. Instructional Pacing and learning outcomes in English Studies

In a longitudinal study, Goldstein, Emmanuel and Howell (2018) followed 165 teachers teaching through for consecutive years, paying attention to the correlations between teaching pace and pupils' learning outcomes. It was found that pupils learned best when their teachers broke learning tasks into small and easy steps and then taught them at a brisk pace. Moreover, some differences were also identified between high and

low socioeconomic status pupils in terms of the corresponding optimal teaching pace and how small steps should be.

In the stability analysis study, Goldstein, Emmanuel and Howell (2018) collected data from lessons given by 103 third and fourth grade teachers in two consecutive years and observed the stability of teaching effects on pupils' attitudes and achievement in all subjects. The results were statistically significant but at low levels. They then decided to focus on one subject, Mathematics, by comparing the teaching effects of nine effective teachers with those of nine less-effective teachers on their pupils' achievement. In a later study, 23 fourth grade were added to the original 18 teachers, Goodman, Wood and Hendrick (2014) discovered that the more effective teachers taught the curricular content at a brisker pace than their peers. Overall, a brisk pace saves teachers; lesson time to address more new knowledge, and consequently exposes their pupils to more academic content in a session, which significantly increases their opportunity to learn.

2.3.6. Feedback Techniques and Pupils' learning outcomes in English Studies

A study by Goldstein, Emmanuel and Howell (2018) assessed the impact of teacher feedback on student achievement in learning three tennis skills (forehand, backhand, and the serve). It also described teacher feedback patterns in teaching beginning tennis. Subjects consisted of a professional tennis instructor and 40 undergraduate male and female students enrolled in two beginning tennis classes. Fifteen 30-mm instructional sessions were videotaped and audiotaped within a 10-week period. Subjects were pretested and post tested on the three tennis skills. The tapes were coded for type and frequency of teacher feedback. The mean occurrence of teacher feedback directed to individual students was about I (M — 1.4, SD =.9) feedback statement each session. Feedback statements which were predominantly directed to a single student (96.5%) were typically terminal (89.4%). Prescriptive or corrective feedback (52.5%) occurred slightly more often than evaluative feedback (47.4%).

Feedback was more frequently directed toward part of the movement (42.9%) than toward the outcome of the movement (29.5%) or the whole movement (27.6%). When feedback was directed toward part of the movement, 91 .2% of the time it was directed toward a spatial characteristic of the movements involved in performing the skill. Comparison of pretest and posttest skill achievement scores showed significant improvements for all the three tests. The quantities of teacher feedback per se and skill

achievement were not related. Indications are that knowledge of performance (KP) the equivalent of teacher feedback in teacher behavior research operates differently than knowledge of results (KR) in motor learning.

2.4. Appraisal of Literature

Literature review shows that there is a persistent underachievement in primary school pupils' English studies. Empirical literature has shown that attempts to address the poor learning outcomes in English Studies have led scholars to experiment with innovative strategies such as paragraph shrinking, partner reading, scaffolding, literature circles instructional strategies among others. Despite the insightful contributions of the previous studies, the problem of poor learning outcomes in English studies has not abated thus, necessitating investigation of teacher effectiveness factors such as; teachers' teaching methods, instructional pacing, use of questions, use of instructional materials, and feedback techniques especially at primary schools .

Literature has revealed that these teacher effectiveness factors are strongly linked with students' academic success in Mathematics, Basic Science, Biology and Chemistry without considering the extent to which they would predict learning outcomes in English studies among primary school pupils in Ibadan Metropolis. Again, most of these studies were in countries outside Nigeria. It is, therefore, expected that all these gaps identified in literature would be filled in this study.

CHAPTER THREE
METHODOLOGY

In this section, the researcher discusses the methods that were used to carry out the study. These include the design, population, participants, instrumentation, procedure for the conduct of the study and analytical tools adopted.

3.1 Design of the research

The sequential mixed methods was used. The quantitative aspect involved correlating pupils' achievement and interest in English studies with teachers' professional development, instructional pacing, use of question, use of instructional materials and feedback techniques. The qualitative dimension involved conducting in-depth interview with 10 most experienced teachers of English studies on the challenges/difficulties of English studies in primary schools..

Two broad categories of variables involved in this research are as presented hereunder.

3.2. Variables

3.2.1. Independent variables: These are teachers' classroom practice variables, namely:

i. Teachers' Professional Development (TLP)

ii. Teachers' Instructional Pacing (TIP)

iii. Teachers' use of instructional materials (TUIM)

iv Teachers' Use of Questions (TUQ)

v. Teachers' Feedback Strategies (TFS)

3.2.2. Dependent Variables:

These are

i. pupils' achievement in English Studies

ii. pupils' interest in English Studies.

3.3. Population of the study

The population comprises all primary five pupils and their English Studies teachers in public primary schools in Ibadan Metropolis, Nigeria.

3.4. Sample and Sampling Techniques

Ibadan Metropolis was purposively selected for this study for having the largest number of public primary schools in Oyo State. Five Local Government Areas (LGAs) were enumerated in Ibadan Metropolis namely, Ibadan North, Ibadan North-East, Ibadan North-West, Ibadan South-East and Ibadan South-West Local Government Areas. Fifty public primary schools(five per LGA) were randomly selected from the Ibadan Metropolis. Fifty primary five English studies teachers (one per school) who specialize in English were purposively selected. The criteria for selection of schools were:

1.   The English Language teachers must have a minimum of NCE in English.
2.   Presence of volunteers participants.
3.   Presence of teachers who have been teaching English Studies at primary schools for at least five years.

One intact class of primary five, with an average of 30 pupils, was randomly selected per school making 50 intact classes. One teacher teaching English Studies in primary five was purposively selected from each school. In all, 50 teachers and 1500 primary five pupils participated in the study.

Table 3.1: Distribution of Schools and Teachers Across Local Government Areas

LGA	No of Schools selected	No of intact classes used	No of teachers Selected per LGA
Ibadan North	10	10	10
Ibadan North East	10	10	10
Ibadan South East	10	10	10
Ibadan South West	10	10	10
Ibadan North West	10	10	10
Total	50	50	50

Table3.2: Distribution of Schools and Teachers Across Local Government Areas

LGA	No of Schools selected	No of intact classes used	No of Pupils per LGA
Ibadan North	10	10	304
Ibadan North East	10	10	302
Ibadan South East	10	10	301
Ibadan South West	10	10	300
Ibadan North West	10	10	293
Total	50	50	1500

3.5   Research Instruments

Data were collected using the following instruments:

1.   English Studies Achievement Test (ESAT)
2.   Pupils' Interest in English Studies Questionnaire (PIESQ)
3.   Teachers' Professional Development Scale (TPDS)
4.   Teachers' Instructional Pacing Observation Scale (TIPOS)
5.   Teachers' use of instructional materials Observation scale (TUIMOS)
6.   Teachers Feedback Techniques Observation Scale (TFBOS)
7.   Teachers' Use of Questions Observation Scale (TUQOS)
8.   Oral Interview Guide for Teachers of English Studies (OIGTES) ,

3.5.1 English Studies Achievement Test

The English Reading Comprehension Test (ESAT) was adopted from Julak Primary English Book 5 by Fakeye, Adedigba, Bateye, Popoola and Ogunremi which is a textbook different from the ones being used in the selected schools. The test has three sections A, B, and C. Section B involves English Composition, while Section C is a reading comprehension passage, while Section B contains 40 items based on multiple choice format. The achievement test was face- and content-validated by the researcher's supervisor and lecturers in English Education. The comments and suggestions made helped to improve the quality of the test. The instrument was test-run on a sample of 20 primary five pupils from a school that did not participate in the study. It was tested and retested after two week time lag. Pearson product moment correlation was used to analyse the result Test-retest was used to analyse the result for reliability, and a coefficient of 0.88 was obtained, which was high..

2.5.2. Pupils' Interest in English Studies Questionnaire

The questionnaire was self-designed. It contained 20 items. It has two sections. Section A seeks demographic data of the pupils (name of school, age, class, gender etc): while section B contains 20 items which seeks information on pupils' interest in English Studies. It was validated by lecturers in English Language Education in the Department of Arts and Social Sciences Education to determine its face and content validity. The reliability of PAESQ was determined by administering it on 20 primary five pupils in a school that was not part of the schools to be used for this study. Cronbach alpha was used to determine its reliability, and it yielded a value of 0.91.

3.5.3 Teachers' Use of Questions Observation Scale

The instrument is self-designed by the researcher to measure teachers' use of questions in English Studies lesson. The instrument is made up of 20 items used to measure teachers' use of questions in the course of English Studies lesson. It is structured along four response options of frequently, sometimes, rarely and never. The scale of 4,3,2, and 1 were assigned to Frequently, Sometimes, Rarely and Never respectively which was determined by the number of tallies.

The face and content validity of the instrument was determined by the researcher's supervisor and other experts in English Language Education. For reliability, the instrument was trial tested on a sample of two English language teachers from one primary school that was not part of the study. Each of the two teachers was observed twice. Scott pie was used to determine the inter-rater reliability and a value of 0.85 was obtained.

3.5.4. Teachers' Instructional Pacing Observation Scale

The instrument is self-designed to measure teachers' instructional pacing in English studies lesson at the primary schools. It has two sections viz: A and B. Section A contains demographic information, while section B contains 10 items that centred on teachers' instructional pacing in the classroom. It consists of 10 items structured along frequently, sometimes, rarely and never. The scale of 4,3,2, and 1 are assigned to Frequently, Sometimes, Rarely and Never respectively which were determined by the number of tallies.

The face and content validity of the instrument was determined by the researcher's lecturers. For reliability, the instrument was trial tested on a sample of two English language teachers from one primary school that was not part of the study. Each of the two teachers was observed twice. Scott pie was used to determine the inter-rater reliability. A value of 0.92 was obtained.

3.5.5 Teachers' use of instructional materials Observation scale

The instrument is self-designed to measure teachers' resource utilisation in English Studies lesson at the primary schools. It is made up of two sections viz A and B. Section A contains demographic information on teachers of English Studies such as Name of School, Date of Observation, Class taught and topic observed while section B contains 20 items that centre on the type of instructional materials used by the teacher such as the use of motion pictures, concrete objects, word cards among others to illustrate the comprehension passage, and the appropriate use of the instructional materials. The items were structured along frequently, sometimes, rarely and never. The scale of 4,3,2, and 1 are assigned to them, respectively which were determined by the number of tallies.

The face and content validity of the instrument was determined by the researcher's supervisor and other experts. For reliability, the instrument was trial-tested on a sample of two English language teachers from one primary school that was not part of the study. Each of the two teachers were observed twice. Scott pie was used to determine the inter-rater reliability. The value of 0.89 was obtained.

2.5.6. Teachers' Professional Development Scale

The instrument is self-designed by the researcher. It contained 20 items. It has two sections. Section A seeks demographic data of teachers of English Studies such as Name of School, Date of Observation, Class taught and topic observed, while section B contains 20 items that centre on teachers' involvement in professional development activities. The scale of 4, 3,2, and 1 are assigned to Frequently, Sometimes, Rarely and Never respectively which were determined by the number of tallies.

The instrument was given to the researcher's supervisor and other experts in English Language Education in the Department of Arts and Social Sciences Education to determine its face and content validity. The corrections were factored into the production of the final draft. The reliability of TPDQ was determined by administering it on 20 primary five teachers of English studies in a school that was not part of the schools to be used for this study. Cronbach alpha used to determine its reliability yielded a value of 0.90.

2.5.7 Teachers' Feedback Techniques Observation Scale

The instrument is self-designed by the researcher to measure teachers' techniques of feedbacks in English Studies lesson. The instrument is made up of 20 items used to measure teachers' use of feedback techniques in the course of English Studies lesson. It is structured along four response options of Frequently, Sometimes, Rarely and Never. The rating scale of 4,3,2, and 1 were assigned to Frequently, Sometimes, Rarely and Never respectively which was determined by the number of tallies.

The face and content validity of the instrument was determined by the researcher's supervisor and other experts in English Language Education in the Department of Arts and Social Sciences Education to determine its face and content validity and feedbacks from them were used to improve the quality of the items. The instrument was trial-tested on a sample of two English language teachers from one primary school that was not part of the study. Each of the two teachers were observed twice. Scott pie was used to determine the interrater reliability. A coefficient of 0.83 was realized.

2.5.8. Oral Interview Guide for Teachers of English Studies

The OIGTES was self-constructed by the researcher. The instrument is designed to elicit oral responses from English Studies teachers at primary school on how they develop themselves professionally, how they use questions in class, how available and adequate the instructional materials for teaching English Studies are and how they pace their lessons and feed back the pupils. The guide was face- and content-validated by the researcher's supervisor and lecturers in English Education. The comments and suggestions made helped to improve its quality. The instrument was administered to five teachers from two selected primary schools in Ibadan who were not part of the main study. A value of 0. 81 was found.

3.6. Procedure for Data Collection

A letter was collected from the Department of Arts and Social Sciences Education, University of Ibadan, to the schools to be used for the study. Five research assistants, each of whom was assigned to the measurement of one independent variable, were trained. The researcher sought the permission of the head teachers of the schools who will hand the researcher over to the English Studies teachers teaching primary five

classes. English Studies Achievement Test (ESAT) was administered first, to be followed by all the independent measures that were administered to each teacher in English Studies classroom. A teacher was observed and rated by five trained research assistants during lessons with each handling one observation scale of the lesson enrichment variables. The quantitative data were complemented with oral interview with selected teachers. Data collection lasted eight weeks.

3.7. Methods of Data Analysis

Descriptive statistics (percentage, mean and standard deviation), Pearson product moment correlation and Multiple regression at .05 alpha level, were used in analysing the quantitative data, while qualitative data were content analysed. Table 3.1 shows the summary of data analysis methods used in this study.

Table 3.3. Statistical Tools for analysing data

Research Question	Theme	Analytical Tools
Research Question 1a	Profiles of English teachers	Descriptive analysis
Research Question 1b	Teacher Level of knowledge of English supra-segmental features	Descriptive Statistics(frequency counts, percentage, mean and standard deviation)
Research Question 1c	Teacher attitude to English supra-segmental features	Descriptive Statistics (frequency counts, percentage, mean and standard deviation)
Research Question 1d	Teacher Lesson Delivery of English supra-segmental features	Descriptive Statistics (frequency counts, percentage, mean and standard deviation)
Research Question 2	Professional Development Activities engaged in by teachers	Descriptive Statistics (frequency counts, percentage, mean and standard deviation
Research Question 3a	Relationship between Independent variables and achievement	PPMC at 0.05 level of significance
Research Question 3 b	Relationship between Independent variables and interest	PPMC at 0.05 level of significance
Research Question 4a	Joint contribution of Independent variables to achievement	Regression at 0.05 level of significance
Research Question 4b	Composite contribution of the independent variables to interest	Regression at 0.05 level of significance
Research Question 5a	Relative contribution of the independent variables to achievement	Regression at 0.05 level of significance
Research Question 5b	Relative contribution of the independent variables interest	Regression at 0.05 level of significance
Research Question 6a	Predictors of achievement	Regression at 0.05 level of significance
Research Question 6b	Predictors of interest	Regression at 0.05 level of significance
Qualitative Data	In-Depth Interview	Content analysis

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.1   Demographic Information

Table 4.1a: Gender Distribution of the Selected Teachers

Gender	Frequency	Percentage
Male	19	38.0
Female	31	62.0
Total	50	100

Table 4.1a shows that the majority (31; 62%) of the selected teachers were female, while the remaining 19 (38%) teachers were male. This implies that female teachers were more than their male counterparts in this study.

Table 4.1b: Demographic Distribution of the Pupils by Gender and Age

Gender	Frequency	Percentage
Male	727	47.0
Female	773	53.0
Total	1500	100
Age (in Years)	**Frequency**	**Percentage**
9 Years	5	0.3
10 Years	212	14.1
11 Years	956	63.7
12 Years	281	18.7
13 Years	34	2.3
14 Years	12	0.8
Total	1500	100
Mean Age = 11.16; Standard Deviation 2.69		

Table 4.1b shows the demographic distribution of the selected pupils by gender and age. The result indicates that 773 (51.5%) pupils were female while the remaining 727 (48.5%) pupils were male. The table also indicates that the mean age of the selected pupils was 11.16, which implies that the majority (956 (63.7%) of the pupils were 11 years old.

4.2 Answering the Research Questions

RQ 1a: How did English Studies Teachers fare in instructional pacing?

Table 4.2a: English Studies Teachers' Rating in Instructional Pacing

S/N	Items	frequently	sometimes	rarely	never	Mean	Std. D.
1	The lesson progresses at a fast rate	-	9 (18%)	40 (80%)	1 (2%)	2.16	.421
2	The lesson progresses at a slow rate	9 (18%)	26 (52%)	12 (24%)	3 (6%)	2.81	.800
3	Time is evenly distributed among various activities in the lesson	5 (10%)	14 (28%)	17 (34%)	14 (28%)	2.20	.968
4	Teacher uses linguistic markers to signal transition from one activity to another	17 (34%)	3 (6%)	8 (16%)	22 (44%)	2.28	1.37
5	Teacher varies the pace and rhythm of instruction	1 (2%)	4 (8%)	4 (8%)	41 (82%)	1.30	.707
6	The spends enough time on teaching	-	3 (6%)	14 (28%)	33 (66%)	1.40	.606
7	Teacher uses planned repetition	3 (6%)	14 (28%)	13 (26%)	20 (40%)	2.00	.968
8	Teacher use pauses at the appropriate time of the lesson	3 (6%)	15 (30%)	9 (18%)	23 (46%)	1.96	1.00
9	Teacher allows adequate time for pupils' activities	9 (18%)	6 (12%)	13 (26%)	22 (44%)	2.04	1.14
10	Teacher carries along all pupils in the lesson	2 (4%)	16 (32%)	8 (16%)	24 (48%)	1.92	.986
	Weighted Mean = 2.01; Threshold = 2.50						

Table 4.2a shows the English Studies Teachers' rating in instructional pacing. The result indicates a weighted mean of 2.01, which is below the threshold set at 2.50. This implies that the rating of English studies teachers in instructional pacing was low. Out of the 10 items used, 5 items contributed to this low rating in instructional pacing because their means are lower than the weighted average. In their order of magnitude, the items are: item 5 – Teacher varies the pace and rhythm of instruction (mean =1.30<2.01); item 6 – The spends enough time on teaching (mean =1.40<2.01); item 10 – Teacher carries along all pupils in the lesson (mean =1.92<2.01); item 8 – Teacher use pauses at the appropriate time of the lesson (mean =1.96<2.01); and item 7 – Teacher uses planned repetition (mean =2.00<2.01). In conclusion, the rating of the selected English studies teachers was low in instructional pacing because the weighted mean of 2.01 is lesser than the 2.50 threshold.

RQ 1b: What is English Studies teachers' rating in the use of resources?

Table 4.2b: English Studies Teachers' rating in the use of resources

S/N	Items	Frequently	Sometimes	Rarely	Never	Mean	Std. D.
1	The teacher uses instructional materials at the appropriate stages of the lesson	23 (46%)	3 (6%)	5 (10%)	19 (38%)	2.40	1.39
2	The teacher uses motion pictures to illustrate the passage	22 (44%)	3 (6%)	3 (6%)	22 (44%)	2.44	1.38
3	The teacher uses concrete objects to illustrate the passage	23 (46%)	10 (20%)	5 (10%)	12 (24%)	2.12	1.23
4	The teacher plays recorded passages on CD	46 (92%)	4 (8%)	-	-	3.92	.274
5	He/she uses word cards to explain difficult words	24 (48%)	9 (18%)	15 (30%)	2 (4%)	2.82	1.22
6	The teacher uses dramatization to illustrate the content of the passage	8 (16%)	30 (60%)	7 (14%)	5 (10%)	2.18	.825
7	The teacher uses a projector in teaching reading comprehension	46 (92%)	1 (2%)	2 (4%)	1 (2%)	3.84	.584
8	The teacher encourages the use of dictionaries for difficult words	3 (6%)	15 (30%)	13 (26%)	19 (38%)	2.04	.968
9	The teacher uses supplementary readers to buttress the points in the reading comprehension passage	18 (36%)	21 (42%)	5 (10%)	6 (12%)	3.02	.979
10	The teacher uses informative posters to reinforce concepts	23 (46%)	3 (6%)	19 (38%)	5 (10%)	2.88	1.11
11	The teacher uses charts to illustrate concepts	17 (34%)	6 (12%)	7 (14%)	20 (40%)	2.38	1.35
12	He/she uses cardboard drawings to exemplify concepts	19 (38%)	3 (6%)	12 (24%)	16 (32%)	2.48	1.32
13	He/she uses reading logs to guide pupils	10 (20%)	15 (30%)	14 (28%)	11 (22%)	2.46	1.09
14	He/she uses maps to illustrate places in reading texts	15 (30%)	8 (16%)	22 (44%)	5 (10%)	2.64	1.06
15	He/she uses pictures to explain concepts	17 (34%)	3 (6%)	8 (16%)	22 (44%)	2.28	1.37
16	He/she uses instructional materials at the introductory stage of the lesson	21 (42%)	3 (6%)	7 (14%)	19 (38%)	2.48	1.43
17	He/she uses instructional materials at the recapitulatory stage of the lesson	25 (50%)	3 (6%)	18 (36%)	4 (8%)	2.96	1.14
18	He/she uses instructional materials at the close of the lesson	23 (46%)	4 (8%)	12 (24%)	11 (22%)	2.74	1.32
19	He/she uses audio CD to teach listening skill	39 (78%)	1 (2%)	8 (16%)	2 (4%)	3.52	.973
20	He/she uses resources persons to teach concepts in English studies	22 (44%)	4 (8%)	18 (36%)	6 (12%)	2.82	1.17
	Weighted Mean =2.72; Threshold = 2.50						

Table 4.2b shows the English Studies Teachers' rating in the use of instructional materials. The result indicates a weighted mean of 2.72 which is greater than the threshold set at 2.50. This implies that the rating of the selected English studies teachers in the use of instructional materials was high. Out of the 20 items used, nine items contributed to this high rating in the use of instructional materials because their means are greater than the weighted mean. In order of magnitude, the means are: item 4 - The teacher plays recorded passages on CD (mean = 3.92>2.72), item 7 - The teacher uses a projector in teaching reading comprehension (mean = 3.84>2.72), item 19 - He/she uses audio CD to teach listening skill (mean = 3.52>2.72), item 9 - The teacher uses supplementary readers to buttress the points in the reading comprehension passage (mean = 3.02>2.72), item 17 - He/she uses instructional materials at the recapitulatory stage of the lesson (mean = 2.96>2.72), item 10 - The teacher uses informative posters to reinforce concepts (mean = 2.88>2.72), item 5 - He/she uses word cards to explain difficult words (mean = 2.82>2.72), item 20 - He/she uses resources persons to teach concepts in English studies (mean = 2.82>2.72), and item 18 - He/she uses instructional materials at the close of the lesson (mean = 2.74>2.72). In conclusion, the rating of the selected English studies teachers was high in the use of instructional materials because the weighted mean of 2.72 is greater than the 2.50 threshold.

RQ 1c: What is English Studies Teachers' rating in the use of questions?

Table 4.2c: English Studies teachers' rating in the use of questions

S/N	Items	Frequently	Sometimes	Rarely	Never	Mean	Std. D.
1	The teacher asks questions suited to pupils level	2 (4%)	16 (32%)	16 (32%)	16 (32%)	2.06	.934
2	The teacher asks open-ended questions	1 (2%)	6 (12%)	35 (70%)	8 (16%)	1.98	.654
3	The teacher asks low order questions	7 (14%)	18 (36%)	23 (46%)	2 (4%)	2.58	.835
4	The teacher asks higher order questions	8 (16%)	12 (24%)	27 (54%)	3 (6%)	2.48	.886
5	The teacher calls on specific pupils to answer questions	1 (2%)	3 (6%)	15 (30%)	31 (62%)	1.46	.734
6	The teacher asks questions at the end of the lesson	1 (2%)	7 (14%)	25 (50%)	17 (34%)	1.82	.774
7	The teacher distributes questions across the class	1 (2%)	5 (10%)	19 (38%)	25 (50%)	1.62	.779
8	The teacher calls on non-volunteers to answer questions	1 (2%)	-	9 (18%)	40 (80%)	1.20	.606
9	The teacher repeats the questions when there is no response	1 (2%)	8 (16%)	16 (32%)	25 (50%)	1.68	.843
10	The teacher modifies the question when it is not understood	-	13 (26%)	13 (26%)	24 (48%)	1.76	.870
11	The teacher allows enough wait time before pupils responses	3 (6%)	10 (20%)	15 (30%)	22 (44%)	1.86	.969
12	The teacher uses questions to shed light on important points of the lesson	1 (2%)	17 (34%)	14 (28%)	17 (36%)	2.00	.925
13	The teacher selects pupils to respond randomly, instead of following an set-pattern, when asking questions	1 (2%)	4 (8%)	21 (42%)	24 (48%)	1.62	.752
14	The teacher asks higher order questions	-	17 (34%)	31 (62%)	2 (4%)	2.28	.607
15	The teacher uses questions to monitor pupils attention	-	7 (14%)	33 (66%)	10 (20%)	1.92	.633
16	The teacher encourages pupils to initiate questions	17 (34%)	9 (18%)	21 (42%)	3 (6%)	2.78	1.03
17	Teacher uses questions to clarify concepts	3 (6%)	16 (32%)	16 (32%)	15 (30%)	2.12	.961
18	Teacher uses questions to emphasise important points in the lesson	4 (8%)	9 (18%)	19 (38%)	18 (36%)	1.96	.968
19	Teacher uses questions to focus pupils attention in class	1 (2%)	8 (16%)	26 (52%)	15 (30%)	1.88	.773
20	He/she uses questions to activate prior knowledge before new lesson	5 (10%)	12 (24%)	21 (42%)	12 (24%)	2.18	.962
21	Teacher uses questions to evaluate lessons	3 (6%)	4 (8%)	17 (34%)	26 (52%)	1.64	.920
22	He/she uses questions to keep pupils active in the course of the lesson	-	7 (14%)	21 (42%)	22 (44%)	1.66	.772
23	He/she uses questions to pace the lessons	1 (2%)	21 (42%)	12 (24%)	16 (32%)	2.10	.974
24	Teacher uses question to moderate pupils behavior	1 (2%)	9 (18%)	20 (40%)	20 (40%)	1.78	.864
25	Teacher uses question to revise the lesson	2 (4%)	10 (20%)	23 (46%)	15 (30%)	1.94	.890
26	Teacher uses question to redirect pupils thoughts in the lesson	-	15 (30%)	10 (20%)	25 (50%)	1.76	.938
	Weighted Mean =1.93; Threshold = 2.50						

Table 4.2c shows the rating of the selected English Studies teachers on the use of questions. The result revealed a weighted mean of 1.93 which is below the threshold of 2.50. This implies that the rating of the selected teachers was low in the use of question. Out of the 26 items used, 14 items contributed to this low rating in the use of questions. In order of magnitude, the items are: item 8 - The teacher calls on non-volunteers to answer questions (mean = 1.20<1.93), item 5 - The teacher calls on specific pupils to answer questions (mean = 1.46<1.93), item 7 - The teacher distributes questions across the class (mean = 1.62<1.93), item 13 - The teacher selects pupils to respond randomly, instead of following an set-pattern, when asking questions (mean = 1.62<1.93), item 21 - Teacher uses questions to evaluate lessons (mean = 1.64<1.93), item 22 - He/she uses questions to keep pupils active in the course of the lesson (mean = 1.66<1.93), item 9 - The teacher repeats the questions when there is no response (mean = 1.68<1.93), item 10 - The teacher modifies the question when it is not understood (mean = 1.76<1.93), item 26 - Teacher uses question to redirect pupils thoughts in the lesson (mean = 1.76<1.93), item 24 - Teacher uses question to moderate pupils behaviour (mean = 1.78<1.93), item 6 - The teacher asks questions at the end of the lesson (mean = 1.82<1.93), item 11 - The teacher allows enough wait time before pupils responses (mean = 1.86<1.93), item 19 - Teacher uses questions to focus pupils attention in class (mean = 1.88<1.93), and item 15 - The teacher uses questions to monitor pupils attention (mean = 1.92<1.93). In conclusion, the rating of the selected English studies teachers was low in the use of questions because the weighted mean of 1.93 is lesser than the 2.50 threshold.

RQ 1d: What is English Studies Teachers' rating in feedback techniques?

Table 4.2d: English Studies Teachers' rating in feedback techniques

S/N	Items	Frequently	Sometimes	Rarely	Never	Mean	Std. D.
1	The teacher uses more of oral feedbacks	1 (2%)	3 (6%)	38 (76%)	8 (16%)	2.00	1.60
2	Teacher uses more of written feedbacks	1 (2%)	17 (34%)	6 (12%)	26 (52%)	1.76	1.09
3	The teacher leads the pupils through detecting and correcting their errors personally	4 (8%)	11 (22%)	15 (30%)	20 (40%)	1.88	1.11
4	The teacher moves round the class to correct pupils errors individually	11 (22%)	7 (14%)	7 (14%)	25 (50%)	1.98	1.36
5	Teacher uses feedback to improve subsequent performance	2 (4%)	11 (22%)	13 (26%)	24 (48%)	1.72	1.05
6	Teacher uses more of task-level feedback	1 (2%)	13 (26%)	15 (30%)	21 (42%)	1.78	1.01
7	Teacher uses more of general summary feedback	1 (2%)	6 (12%)	27 (54%)	16 (32%)	1.74	.876
8	Feedback is largely formative	1 (2%)	14 (28%)	16 (32%)	19 (38%)	1.82	1.04
	Weighted Mean =1.84; Threshold = 2.50						

Table 4.2d shows the English Studies Teachers' rating in feedback techniques. The result indicates a weighted mean of 1.84 which is below the threshold set at 2.50. This implies that the selected English Studies Teachers' rating in feedback techniques was low. Out of the 8 items used, 5 items contributed to this low rating in feedback techniques because their means are below the weighed mean. In order of magnitude, the items are: item 5 - Teacher uses feedback to improve subsequent performance (mean = 1.72<1.84), item 7 - Teacher uses more of general summary feedback (mean = 1.74<1.84), item 2 - Teacher uses more of written feedbacks (mean = 1.76<1.84), item 6 - Teacher uses more of task-level feedback (mean =1.78<1.84), item 8 - Feedback is largely formative (mean = 1.82<1.84). In conclusion, the rating of the selected English studies teachers was low in feedback techniques because the weighted mean of 1.84 is lesser than the 2.50 threshold

RQ 2: What professional development activities do English Studies teachers participate in?

Table 4.3: The professional development activities English Studies teachers participate in

S/N	Items	Always	Often	Sometimes	Never	Mean	Rank	Std. D.
1	I participate in conferences/seminars/workshop to boost my professional development	3 (6%)	2 (4%)	18 (36%)	27 (54%)	1.62	6th	.830
2	There is a programme of mentoring/peer observation in my school to boost my professional development	2 (4%)	4 (8%)	12 (24%)	32 (64%)	1.52	7th	.814
3	I engage in individual or collaborative research on different aspects of English studies	2 (4%)	2 (4%)	8 (16%)	38 (76%)	1.36	9th	.749
4	I participate in observation visits to other schools	1 (2%)	4 (8%)	4 (8%)	41 (82%)	1.30	10th	.707
5	Resource persons come to update our knowledge of English Language teaching	3 (6%)	2 (4%)	35 (70%)	10 (20%)	1.96	4th	.698
6	I engage in informal dialogue with experienced senior colleagues on how to improve my teaching	3 (6%)	3 (6%)	36 (72%)	7 (14%)	2.48	2nd	3.17
7	I browse the internet for innovative teaching strategies	1 (2%)	13 (26%)	29 (58%)	7 (14%)	2.16	3rd	.680
8	I do not belong to any professional association	13 (26.5%)	22 (44.9%)	11 (22.4%)	3 (6.1%)	2.91	1st	.862
9	Teachers observe one another during classes and provide feedback	4 (8%)	1 (2%)	8 (16%)	37 (74%)	1.44	8th	.884
10	I attend professional association meetings in my area of discipline	4 (8%)	5 (10%)	26 (52%)	15 (30%)	1.94	5th	.890
	Weighted Mean =1.87; Threshold = 2.50							

Table 4.3 shows the professional development activities do English Studies teachers participate in. The result indicates a weighted mean of 1.87 which is below the threshold set at 2.50. This implies that the participation of the selected teachers in professional development was low. Out of the 10 items used, 5 items contributed to this. In order of magnitude, the items are: item 4 - I participate in observation visits to other schools (mean = 1.30<1.87), item 3 - I engage in individual or collaborative research on different aspects of English studies (mean = 1.36<1.87), item 9 - Teachers observe one another during classes and provide feedback (mean = 1.44<1.87), item 2 - There is a programme of mentoring/peer observation in my school to boost my professional development (mean = 1.52<1.87), item 1- I participate in conferences/seminars/workshop to boost my professional development (mean = 1.62<1.87).

The ranking also shows the most prevalent professional development activities that teachers engaged in. In their order of magnitude, teachers engaged in professional association, informal dialogue, use of internet, resource persons, professional association meeting, conferences/seminars/workshop, mentoring/peer observation, observation, collaboration, and observation visits to other schools. In conclusion, the teacher were not participating in the professional development represented in the items used in this study.

RQ 3a: What is the relationship between the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) and pupils' achievement in English Studies?

Table 4.4: Correlation Matrix of the relationship between the independent variables and pupils' achievement in English Studies

Variables	Pupils' achievement in English Studies	Teacher professional development	Instructional pacing	Use of questions	Use of instructional materials	Feedback techniques
Pupils' achievement in English Studies	1					
Teacher professional development	.033 (.823)	1				
Instructional pacing	.019 (.894)	.010 (.946)	1			
Use of questions	.224 (.118)	.087 (.560)	.574* (.000)	1		
Use of instructional materials	.125 (.388)	.117 (.432)	.677* (.000)	.644* (.000)	1	
Feedback techniques	.19 (.894)	.081 (.590)	.184 (.202)	.108 (.454)	.151 (.296)	1
No.	1500	50	50	50	50	50
Mean	20.61	33.14	22.56	50.12	54.42	39.26
Standard Deviation	7.49	12.31	7.51	14.39	18.23	16.96

Table 4.4 shows the relationship that exists between the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) and pupils' achievement in English Studies. The result indicates that pupils' achievement in English studies positively correlated with teacher professional development (r = .033), instructional pacing (r = .019), use of questions (r = .224), use of instructional materials (r = .125) and teachers' feedback techniques (r = 0.19). This implies that teacher professional development, instructional pacing, use of questions, use of instructional materials and teachers' feedback techniques (r = 0.19) had direct relationship with pupils' achievement in English studies.

RQ 3b: What is the relationship between the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) and pupils' interest in English Studies?

Table 4.5: Correlation Matrix of the relationship between the independent variables and pupils' Interest in English Studies

Variables	Pupils' Interest in English Studies	Teacher professional development	Instructional pacing	Use of questions	Use of instructional materials	Feedback techniques
Pupils' Interest in English Studies	1					
Teacher professional development	.110 (.464)	1				
Instructional pacing	-.005 (.973)	.010 (.946)	1			
Use of questions	.108 (.455)	.087 (.560)	.574* (.000)	1		
Use of instructional materials	.152 (.291)	.117 (.432)	.677* (.000)	.644* (.000)	1	
Feedback techniques	.339* (.016)	.081 (.590)	.184 (.202)	.108 (.454)	.151 (.296)	1
No.	1500	50	50	50	50	50
Mean	62.48	33.14	22.56	50.12	54.42	39.26
Standard Deviation	12.16	12.31	7.51	14.39	18.23	16.96

Table 4.5 shows the relationship that exists between the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) and pupils' interest in English Studies. The result indicates that pupils' achievement in English studies positively correlated with teacher professional development (r = .110), use of questions (r = .108), use of instructional materials (r = .152) and feedback techniques (r = .339), but it is negatively correlated with instructional pacing (r = -.005), . This implies that as teacher professional development, use of questions, use of instructional materials and feedback techniques had direct relationship with pupils' interest in English studies, while it had an inverse relationship with instructional pacing.

RQ 4a: Will the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) jointly contribute to pupils' achievement in English Studies

**Table 4.6: Regression of the combined effect of teacher practice factors on pupils'
achievement**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	736.640	4	147.328	2.688	.046[b]
1 Residual	1315.226	45	54.801		
Total	2051.867	29			
Model = 1; R=.599a; R2=.359; Adj. R2=.225; Std. Error of the Estimate = 7.403					

Table 4.6 shows the combined influence the teacher classroom practice factors (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) on pupils' achievement in English Studies. The result indicates that the independent variables, when pulled together, had significant joint contribution to pupils' achievement in English Studies (F $_{(5; 44)}$ = 2.688; Adj. R^2 = .225; p<.05). This implies that the joint contribution of the independent variables to the pupils' achievement in English studies was significant. This means that the independent variables had 22.5% joint contribution to the dependent variable.

RQ 4b: Will the teacher practice factors (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) jointly contribute to pupils' interest in English Studies?

Table 4.7: Regression showing joint effect of the independent variables to pupils' interest

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	527.775	4	105.555	1.603	.224[b]
1 Residual	2962.778	45	65.839		
Total	3490.553	50			
R=.389; R Square =.151; Adj. R Square =.048; Std. Error of the Estimate = 8.50076					

Table 4.7 shows the combined influence of teacher classroom practice factors (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) on pupils' interest in English Studies. The result indicates that the independent variables, when pulled together, did not significantly contribute to pupils' interest in English studies (F $_{(5;\,44)}$ = 1.602; Adj. R^2 = .048; p>.05). This implies that the joint contribution of the independent variables to the pupils' interest in English studies was not significant.

RQ 5a: What is the relative contribution of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) to pupils' achievement in English studies?

Table 4.8: Regression of the individual effect of the independent variables to pupils' achievement

Model	Unstandardised Co-efficient		Standardised Co-efficient	t	Sig
	B	Std. Error	Beta		
(Constant)	11.830	4.149		2.851	.007
Use of instructional materials	.039	.072	.124	.544	.589
Instructional pacing	.086	.163	.112	.526	.602
1 Feedback technique	.016	.051	.049	.320	.750
Use of questions	.091	.081	.230	1.126	.267
Professional development	.002	.072	.004	.026	.979

Table 4.8 shows the individual effect of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) to pupils' achievement in English Studies. The result indicates that teacher professional development (Beta = .004), instructional pacing (Beta = .122), use of questions (Beta = .230), use of instructional materials (Beta = .124) and feedback techniques (Beta = .049) individually did not contribute to pupils' achievement in English Studies.

RQ 5b: What is the individual effect of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) to pupils' interest in English Studies?

Table 4.9: Regression of the individual effect of the independent variables to pupils' interest in English Studies

Model	UC		SC	t	Sig
	B	SE	Beta		
(Constant)	71.302	5.952		11.980	.000
Use of instructional materials	.106	.104	-.221	1.020	.314
Instructional pacing	.257	.234	.225	1.101	.277
1 Feedback technique	-.166	.073	-.333	-2.264	.029
Use of questions	-.024	.116	-.041	-.209	.835
Professional development	-.039	.103	-.055	-.379	.706

Table 4.9 shows the individual effect of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) to pupils' interest in English Studies. The result indicates that teacher professional development (Beta = .055), instructional pacing (Beta = .225), use of questions (Beta = .041), use of instructional materials (Beta = .221) did not make significant individual contribution, but feedback techniques (Beta = .333) individually contributed to pupils' interest in English Studies.

RQ 6a: Which of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) will predict pupils' achievement in English Studies?

Table 4.8 shows the prediction power of each of the independent variables based on their standardized coefficient beta weight. The result indicates that use of questions (Beta = .230) had the strongest prediction power because it had the highest beta weighted, followed by use of instructional materials (Beta = .124),), instructional pacing (Beta = .122), feedback techniques (Beta = .049) and teacher professional development (Beta = .004). .

RQ 6b: Which of the independent variables (teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques) will predict pupils' interest in English Studies?

Table 4.9 shows the prediction power of each of the independent variables based on their standardized coefficient beta weight. The result indicates that instructional pacing (Beta = .225) had the strongest prediction power because it had the highest beta weighted, followed by feedback techniques (Beta = -.333), use of instructional materials (Beta = -.221), teacher professional development (Beta = -.055), and use of questions (Beta = -.041). This implies that the instructional pacing is the variable that predicted pupils' interest in English Studies

4.2.10. Thematic Analysis of In-depth interview with teachers of English studies

As a complement of the findings of the questionnaire which investigated the problems of implementing the curriculum of English studies, the challenges facing the quality of instruction in the subject, and types and frequency of professional development they

are opportune to participate in, selected teachers were interviewed under the following themes:

On Problems encountered in implementing English studies curriculum, in the oral interview conducted with teachers, they identified the challenges they face in teaching English studies in primary schools as non-availability of the curriculum of the subject, which hinder them from consulting it from time to time. They also identified the fact that pupils do not have recommended textbooks and literary texts. Many teachers also confessed their lack of expertise in handling the integrated English studies, especially, the literature component.

According to one of the teachers:

the problem is that, the curriculum of English studies is not supplied to schools. One cannot make reference to it when necessary. One of the teachers who cited his area of challenge in teaching the subject reported that "pupils do not have recommended texts in most cases. Teachers are there stressed to the point of writing comprehension passages on the chalkboard to enable all the pupils have access to the'' (**Teacher A** Male; Ibadan North East; 14/5/2021).

On the handling of the subject, another teacher says:

''I particularly have challenges in teaching the literature component of the subject. Before the advent of English studies curriculum, I was teaching only English language, which I have handled for more than 15 years. Reading literary texts and appreciating different poems posed a lot of challenges to me. I think the subject should be handled by two teachers with one of them taking the language component and another the literature component (**Teacher G:** Female; Ibadan North West LGA; 28/5/2021).

In conclusion, the problems encountered by the teachers in implementing the new integrated English studies curriculum lack of expertise in handling the literature components of the subject, additional burden of having to read prescribed literature text, perceived difficulty of poetic genres, non-awareness and inaccessibility of the curriculum of English studies they implement owing to schools not having copies of it, non-possession of textbooks to facilitate effective class activities, exercises and assignments of the subject on the part of the pupils, and non -availability of school libraries where pupils could borrow books to read and use in class as a way of obviating for non-possession of recommended textbooks by pupils.

On the Challenges facing the quality of instruction in English studies, the major challenge highlighted by the teachers in teaching this subject in public primary schools

included their lack of interest in the literature component because they don't have the prescribed literature texts.. Other challenges were' non-availability of instructional materials   for teaching English studies. As reported unanimously by the teachers interviewed,

'students often do not take show interest in the teaching   and learning of the literature component of the subject because many of them do not have the prescribed texts. As a result, their interest in the subject is poor. (**Teacher C:** Male; Ibadan South East LGA; 19/5/2021).

On availability and adequacy of instructional materials, the teachers reported that in most cases, there were no teaching materials such as language laboratory, resource persons, video CD/ DVD players, charts and motion pictures as well as projectors. Cardboards for improvising are not available either. and tape recorders for teaching this aspect of English phonology. For example one teacher said that:

here we don't have language laboratory , all we rely on is our experience as teachers. Not even cardboard is available to improvise. Another teacher reported: I have not been using tape/video recorder, may I say we don't have access to them. We don't have them in school.'' However, those we improvise are fairly adequate. These include Vowel and consonant charts, word and sentence cards. . I extract those things from them and I use cardboard to write some of the things out. I project it in the class for them. Tape recorder is not encouraged because of their population. Using tape recorder is not applicable in most public schools due to their population. (**Teacher M**: Male; Ibadan South East; 25/5/2021).

On adequacy of improvised materials, another teacher said:

The materials improvised are not so adequate because t
he improvised materials cannot actually serve the purpose of the main materials, but we just use them so that the children will get familiar with some of the basic things that they need to learn. (**Teacher I** Male; Ibadan South East; 25/5/2021)

Another teacher complains:

children are not exposed to anything that deals with having a language laboratory, where all these facilities for sound are available, one can test their own voice, where they can see some materials that are basically meant for speech production, so all these in schools, they are not provided and it's a big challenge. (**Teacher J:** Male; Ibadan North LGA; 26/5/2021).

There was also the challenge of inadequate time allotted to its teaching. According to a teacher ,

The major challenge is that the time allotted to the teaching of the subject is grossly inadequate' The subject is now taught five times a week unlike in the past that pupils were taught ten times a week, two periods per day. (**Teacher J:** Male Ibadan North West Local Government; 25/5/2021)**.**

One teacher reported her frustration in teaching the English studies as follows:

poor communication skill of public school pupils is a problem for most of the students and you have to stress yourself unnecessarily before they can understand what is taught, even to the point of mixing English with Yoruba. (**Teacher K:** Male; Ibadan North West LGA; 25/5/2021).

In conclusion, the general consensus of opinion of the teachers interviewed was that the quality of instruction in English studies was low owing to deficiency in the medium of teaching which accounts for poor understanding and classroom participation by pupils in English studies lessons. . Also the language used in teaching and learning is the English language in which most learners are not proficient, hence, it becomes a hinderance in their understanding of concepts and processes. It also inhibits their active participation in lessons. According to the teachers, low English language proficiency of pupils makes them to find teachers' explanation difficult to understand. In the same vein, students' deficiency in English reflects in their inability to express their thoughts and ideas clearly and correctly. So, to make up for this, teachers had to code switch and code mix English with the students' local language before they could understand concepts taught.

On professional development efforts of the teachers of English studies, the respondents spoke extensively on various programmes the participated in and the regularity or otherwise of their participation in such programmes. Teachers were interviewed on what kind of professional development programmes they participate in. Many of them mentioned in-service training such as seminars, workshops, conferences and academic discussions. Many of the respondents mentioned that they: attend *seminars and workshops on teaching of ES, participate in online ES webinars and public examinations marking coordinations.* There were some of the teachers who said *that they have never been privileged to attend seminars on ES seminars because such seminars are usually attended by senior teachers, especially heads of language departments.* A few others said that *they have never attended seminars in the past ten years of their teaching experience because their schools are located in the rural area.* Basically, many of the interviewed teachers stated that they get to know about educational research through their *online group chats, relationships with colleagues in the higher institutions* and mostly through *the internet*. There is no doubt that

technology has enabled teachers to increase their knowledge of educational research. This is because many of the interviewees did not only associate their knowledge of *ES* research findings to seminars or workshops but also to the internet. It can also be said that teachers who are conversant with technology, privileged to attend seminars and participate in group online and offline would have been informed about current developments in *ES* which could have increased their teaching expertise of *ES* more than teachers who rarely participate in *PD*.

Although some of the ES teachers acknowledged that the seminars they attended and the internet exposed them to some teaching styles which had greatly enhanced their teaching skills, other said that they hardly attend seminars. This was pointed out in their responses when questioned about their involvement in professional development programmes:

When I was searching the internet sometimes ago, I found a research report on how to teach composition and grammar. When I read the research report, I realized that grammatical structures cannot be effectively taught in isolation but in sentence context. Now, I teach my This has improved my teaching skill of grammatical structures. I now teach this aspect of ES in the context of writing and this has improved my teaching. (**Teacher A** Male Ibadan North East; 14/5/2021)**.**

In addition, ES teachers identified seminars, workshops, public examinations coordinations, marking and participation in online webinars and symposia as their PD efforts in ES teaching. These are some of their responses:

I do attend seminars and workshops. Usually there are some organisations that carry out trainings for teachers and whenever I'm asked to go for such trainings, I go. I think I have attended some on oral English, teaching of reading comprehension. There were also trainings on the different areas of English Language where we were taught what WAEC is usually on the lookout for. (**Teacher F:** Male Ibadan South East; 14/5/2021).

I'll say through internet, group chats and seminars. (**Teacher G:** Female Ibadan North West; 25/5/2021).
Personally I do engage in discussions with colleagues. I also attend seminars organised in my zone. (**Teacher H:** Male Ibadan North West; 25/5/2021).

Regularity of participation in PD: The interviewee reported varying degrees of participation as follows:
''I attended one about seven months ago which focused on teachers' attitude and teaching styles. This seminar has greatly enhanced my teaching skill. I actively engaged my students in the teaching learning process.' (**Teacher B:** Male; Ibadan South West Local Government; 14/5/2021).

I attended a workshop about two years ago which focused on styles of teaching. Through this seminar, it dawned on me my obsessive use of expository teacher-centred methods have been limiting the scope of students participation, thereby making it

difficult for my students to assimilate what they are being taught. Experience gained from the seminar has improved my interpersonal relationship with my pupils and colleagues. Now, pupils interact freely with me in the classroom unlike before. This has given them confidence and made them to feel free to ask questions on whatever area that isn't clear to them. I now make my class interactive and participatory by engaging them in class exercises and group discussions (**Teacher C:** Male; Ibadan South East LGA; 19/5/2021).

In the last seven years of my teaching experience, I haven't attended any seminar because the SUBEB AND LGEA had not organised any (**Teacher D:** Male; Ibadan North Local Government 14/5/2021).

I have not attended seminars in the last five years. Firstly, SUBEB and LGEA no longer organize seminar/workshopss nor partner with other organisations to organise seminars/workshops for teachers in my zone. Second, my school authority does not permit me to attend in-service trainings which are not approved by the state government. Third, I hardly have time to engage in PD programmes because being the only teacher of ES in my school my teaching load is heavy (**Teacher E:** Male; Ibadan South East LGA; 19/5/2021).

When asked how often they read educational research on English Language teaching, a few of them said that they do that regularly while others responded that they do that occasionally while many averred that they do not read studies conducted in this field. Below are some of the excerpts that show this stance:

In time past, I used to read seminar papers given at seminars organised by Ogun State association of teachers of English Language in my zone (**Teacher I:** Male; Ibadan South East LGA; 25/5/2021).

I do not read journals. I am very conversant with different textbooks which I use to teach different aspects of the English Language (**Teacher J:** Female; Ibadan North East LGA; 26/5/2021).

I read WAEC Chief Examiner's reports on English Language and these yearly reports have been of immeasurable assistance to me in my course of teaching English comprehension, summary and essay writing (**Teacher B:** Male Ibadan South West LGA; 18/5/2021).

It is something I do on a weekly basis. Having studied English Language in school, I have a number of journals at home and I have access to many of them in on-line libraries as I have subscribed to some online libraries. So I go online to get them. I regularly read ELT academic journals (**Teacher C:** Male Ibadan South East; 19/5/2021).

Occasionally, I read journals by college of education lecturers which are easily accessible to me. Whenever I stumble on others, I do read them. Once in a while, I attend seminars. Technology has advanced as it seems, so I go online and keep myself updated (**Teacher D:** Male Ibadan North Local Government; 18/5/2021).

In submission, the responses from the in-depth interview on the rate at which teachers of ES possess and read educational research confirmed the findings from the questionnaire that participants of the study did not engage in PD activities..

It could also be deduced from the responses that factors such as finance, workload and school-related factors determine the extent to which teachers get involved in PD.. A considerable number of the interviewees responded that they rarely read ES educational research because they sometimes found the seminar papers boring, and found journals too complex to comprehend. Most of the interviewee do not read research reports because they erroneously believed that these ES journals were only meant for lecturers in higher institutions who conducted these studies. For instance, some confessed that they are practicing teachers and do not need to read studies conducted by tertiary institution lecturers. While others said that they regularly read educational research documents. For example, they professed to read seminar papers, ES journals, online academic papers and electronic journals.

Majority of the interviewed teachers pointed out that they do not possess Educational research because; (i)these reports do not address classroom challenges; (ii)they are not available in school libraries; and (iii) they lack access to internet facilities. Some teachers proudly claimed to read ES Journals, seminar papers and also have the means of obtaining research evidences.

Some complained about money for subscribing to the journals, time constraints, complexity and unavailability of research reports as factors which limit their access to research reports. Others, though few disclosed that they download and purchase ES academic journals as well as keep seminar papers. For instance, some mentioned that they have access to online libraries, subscribe to online journals such as African Research Review; Journals of Research and Method in Education and other open access journals; African journal of educational research, and buy chief examiners yearly reports on ES. The following excerpts justified this assertion:"I consult different textbooks to improve my classroom teaching' (**Teacher A:** Male; Ibadan North East LGA; 14/5/2021).

I read textbooks and teachers' guides. Also I browse the internet and sometimes attend seminars organised by the ministry.(**Teacher B:** Male; Ibadan South East LGA; 18/5/2021).

Usually I search the internet. Also, I have a number of ES educational researches in hard copies which I use as guides to form my lesson notes (**Teacher C:** Male; Ibadan South East LGA; 19/5/2021).

I search online to check for some topics on how best to teach them. Then I use different types of textbooks in order to know the methods to adopt in teaching some of these topics'. (**Teacher D:** Male Ibadan North East LGA; 18/5/2021).

Interestingly, many of the respondents agreed that they made use of printed and electronic materials on ES to know how best to teach the different aspects of this school subject. A few of the respondents owe the methods of teaching to ES textbooks which in actual fact is not adequate to enhance effective classroom practices. Also, their primary aim of browsing the internet was not to access educational research on ES teaching but to get more electronic textbooks and materials on different ES topics.

Reflecting educational research in classroom practice: Teachers were interviewed on their classroom activities. A few of the interviewed teachers said that their classroom practices have been transformed through the information they acquired while studying for higher degree programmes, seminar papers and online group discussions. For instance, some of the interviewed teachers noted that: (i)they regularly download speech videos (to teach speech sounds); (ii) Employ the use of dramatisation techniques (to teach grammar and reading comprehension); (iii) questioning techniques (to teach summary and grammar); (iv)employ the use of magazines and newspapers (extract of articles from magazines (to teach reading compression).

The use of all these instructional strategies and classroom techniques cannot be disputed to be fundamental to producing quality teaching and learning outcomes if the respondents truly made use of them in their classroom practices as they claimed. Meanwhile, many of the interviewed teachers said that they organised their lessons based on their teaching experiences. For example, they mentioned that: (i)they encourage students to silently read through reading passages from prescribed textbooks in the class. (passages should be read out aloud in the class and not silently), (ii) call a student to read a particular reading passage from the textbooks while others listen attentively (what happens to those without the prescribed textbook), (iii) write out unfamiliar words in the passage on the board for student and ask them to look up the meanings in the dictionary (this teaching style is dominated by teacher, the use of dictionary only emphasises literal meanings of words and not their contextual

meanings); (vi) ask students to write essays, mark and return to them . It is obvious from the in-depth interview that teachers who based their teaching practices on personal intuition and experience contribute greatly to the quagmire of poor learning outcomes in English Language because they do not employ strategies that could make teaching and learning very innovative and effective.

Additionally, when asked how they have been able to change their classroom practices. Nearly all the respondents credited their teaching improvement to years of teaching experience, BECE coordination and marking of external examination. Basically, years of classroom practices and marking of external examinations without accessing and utilising information from educational research are not significantly sufficient to enhance effective teaching and learning of English studies. However, quite a few responded that online group chats, workshop, seminars and interaction with colleagues and higher institutions lecturers have helped them to navigate from conventional methods which are largely teacher-centred to employing instructional strategies which are student-centred.

A large number of the teachers declined organising their lessons based on information from PD, whereas very few of the interviewed teachers said that their lesson organisations have been transformed through the information they acquired from educational research especially by attending seminars, group chats, interacting with public examiner's yearly reports, coordination and ES academic papers. The following excerpts buttress these viewpoints:

A seminar which focused on methods of teaching essay writing, I attended three months ago revealed the necessity of encouraging students write out their opinions on any given essay topic on the board. For instance, a given essay topic should be discussed with the class to get the opinions of the students. After which students should be encouraged to stand before the class to state their opinions. I have adopted this technique and others listed in the seminar paper to actively engage my students in class activities. **(Teacher D:** Male Ibadan North LGA 26/5/2021).

I structure my lesson delivery on reading comprehension to include reading aloud and group discussions. These have enabled me to make my class a bit participatory. (**Teacher F:** Male; Ibadan South West LGA; 25/7/2021).

I structure my lesson in such a way that will develop self confidence in my learners. I focus on written/oral composition as well as project work. **Teacher G:** Female; Ibadan South West LGA; 18/5/2021).

It could be inferred that most of the interviewed teachers did not interact with ES educational research as reflected in their lesson organisations. They maintained

that the content of ES research reports are too complex and impracticable. Those who were exposed to educational research argued that they did not use educational research in their classroom practices because of *time constrains*, *dilapidated structures*, *lack of electricity*, and above all *lack of motivation.* The interviewees agreed that PD is essential to enhancing effective classroom practices but they did not reflect it in their classroom practices. In essence, the findings of the in-depth interview aligned with the discovery from the questionnaire on teachers' PD that teachers did not use PD in their classroom practices.

Factors that predispose teachers to engage in PD:

The respondents had different views on their disposition to the impact of PD on effective classroom practices. First, a very small percentage of the interviewees was of the opinion that ES PD has a link with classroom practices. This was seen in their responses when asked to recount the connection between PD and the actual classroom practice:

PD in a very good way helps classroom teachings because the result of the researches impact on the way we deliver our lessons in class so researchers out there are co-workers of teachers. (**Teacher A:** Female; Ibadan North East LGA; 26/5/2021).

To an extent, yes. For instance, a study centred on the pedagogical activities in secondary schools would probably address both students and teachers' needs. (**Teacher B:** Female; Ibadan South West LGA; 28/5/2021).

Yes, there is a link between ELT research reports and classroom practices. Also, I believe that these reports are more relevant than some textbooks because textbooks which have been for the last 10 years would not be as recent as these journals. There would have been latest Educational research that would be of more help than textbooks. I think academic journal if they are accessible to teachers are relevant to classroom teaching. (**Teacher C:** Female Ibadan South West LGA; 26/5/2021).

Conversely, many of interviewees confessed they did not involve in PD. This is because they believed that other materials such as textbooks, curriculum aside PD can make one to keep abreast of the developments in ES teaching. The respondents remarked that they did not do PD because: (i) they are not convinced of the relevance of PD to the actual classroom practices, (ii) PD does not proffer specific solutions to classroom challenges but only gives over generalised information, (iii) teachers do not need to do PD, (iv) PD has no connection with classroom teaching. (v) educational research journals are not found on the shelves of secondary school libraries. Most of the teachers in this category maintained that they attend public examination marking

and coordination of ES examinations, as well as possess and read Chief Examiners' yearly reports on ES in an effort to stay connected with recent developments in ES This set of teachers claimed that PD is not necessary in teaching ES in primary schools. The following excerpts aptly captured this assertion:

I do not think that teachers need to engage in PD to teach ES in primary school but if I'm convinced of the necessity of PD to my teaching skills, I will look do. I can easily get access to PD since I can access research on my phones, computers as well as get them in hard copies through some colleagues in the higher institutions. (**Teacher F:** Female; Ibadan South West LGA; 23/5/2021).

Well, maybe because we don't need to go to that length to teach ES in primary school. Maybe because I don't feel it will add anything to me to go for PD . As it is, it's not a difficult thing to do because everybody is now with an android phone and I can google these findings at my beck and call. At this level, I felt it might not really add anything to my teaching experience**. (Teacher H:** Male; Ibadan North West LGA; 25/5/2021).

Most of these PD efforts are not practicable in the classroom. There is a saying that goes, it is better said than done. Most of the findings documented in journals are not working in classroom practice. (**Teacher J:** Female; Ibadan North LGA; 26/5/2021).

In view of the interlocutors' opinion as reflected in the aforelisted excerpts, the respondents were not favourably disposed to PDs. They were not convinced of the relationship between PD and the actual classroom practice. Hence, they did not see the need to interact with PD educational research. Respondents also claimed to receive a kind of support from Nigerian Union of Teachers (NUT) in the form of provisions of laptops, android phones and iPads which could have made them consult relevant ES educational research but they did not interact with educational research because they did not see the link between educational research and classroom practices.

On why they do not access PD activities, In another opinion, the respondents claimed that their students poor performance rather than make them seek educational research discourage them from interacting with it, because all their efforts to improve the academic performance of their students have not yielded significant result. Some of the interviews also claimed that the classroom situation prevented them from interacting with ES educational research. Most of the interviewees complained of overpopulated class which often makes it difficult for them to practicalise the knowledge they acquired from educational research in class. Hence, it could be said that teachers' refusal to see the relationship between educational research and classroom practices, students' poor

academic performance and overpopulated classroom are factors which prevented teachers from interacting with ELT educational research for effective teaching.

However, when asked what could make them engage in PD for teaching ES , respondents noted that they would consult educational research materials if they are provided with the means of getting them. In response to this, many of the interviewed teachers maintained that ELT academic journals should be made available in secondary schools, the same way as WAEC Chief Examiner's yearly reports on English Language. The following excerpts revealed these notions:

Well that is very vast but firstly, availability of ELT educational research. Also the students themselves, at times the kind of environment they come from may hinder the use of such materials. Then the school environment itself hinders using such materials. (**Teacher B:** Male; Ibadan North West; 23/5/2021).

At times when I use ES educational research and don't get the desired result, I get discouraged to continue interacting with ES educational research. So if ES educational research addresses my students' needs and provide guides on how best to teach my students, I'm absolutely sure that I'll go all out to look for these studies and implement them in my teaching.(**Teacher C:** Female; Ibadan North East LGA; 24/5/2021).

If I achieved the desired result, of course using educational research would be appealing. If ES journals were made readily available and accessible, I wouldn't have to stress myself to go and get those journals if we have them in our library. Of course I would be forced to make use of them. (**Teacher I:** Male; Ibadan South East LGA; 25/5/2021).

Maybe the school management can go ahead to buy journals and put them in the school library or retain it in the principal's office because most of the schools don't even have libraries nor encourage us to access it; I think that would be something that would make me use them. (**Teacher J:** Male, Ibadan North 26/5/2021).

The responses from the interview revealed that the respondents could make use of PD which addresses their classroom challenges. Similarly, the interviewees noted that they would interact with ES educational research which have deals with students' needs and provide practical pedagogical procedures for effective classroom practices. As a matter of fact, many of the interviewees claimed that their consultation of educational research is a function of its effectiveness in the class.

Most especially, the respondents confessed that their desire to remain fit and proficient in the field has been their source of motivation to improve their teaching skills but they did not consider consulting educational research as a way of enhancing their classroom practices. However, they consult Chief Examiners' yearly report because they believed that such reports address classroom practices, identified

weaknesses exhibited by students and proffer possible solutions which could address classroom challenges.

So in addition to educational research to keep abreast of the development in ES they also consulted Chief Examiners' yearly reports, textbooks as well as maintain constant group discussions with their colleagues to remain conversant with the innovations in the field of English Language teaching. Meanwhile, the respondents have shown through their responses that they have not experienced the opportunity to witness the practical application of PD experience in the actual classroom practices.

In conclusion, the fact that many of the respondents had exposure to PD did not make use of the experience gained in them in class. This means that the respondents have not to be motivated to attend PD programmes for effective teaching of ES . They have not exhibited the knowledge gained in PD programmes in the classroom. Hence they could not reflect the impact of PD in their classroom practices.

Specific teaching strategies ES teachers found in their PD efforts:

 Teachers were interviewed on the teaching strategies they have come across in the last five years. Majority of the interviewed teachers enunciated that their participation in online group discussion, association with members of Microsoft Educator Community, internet browsing and seminars have exposed them to some instructional strategies. For example, majority of the interviewed teachers disclosed that they learnt about audio-lingual instructional strategy, dialogic strategy, bilingual instructional strategy, feedback strategy and questioning technique by participating in conferences and seminars organised by Association of Teachers of English Language, online seminars organised by Microsoft Educator Community for registered members, interaction with ES journals and association with lecturers from higher institutions who sometimes invite them for inaugural lectures. On the other hand, some interviewees mentioned that they were not conversant with these instructional strategies because; (i) they have not been privileged to attend PD activities specific to ES teaching except seminars that deal with general topics such as; time management, attendance register and classroom management and (ii) no money to access reserch and subscribe to journal of reserch in ES.

The aforementioned reports of the interviewed teachers pointed vividly to the fact that the respondents were conversant with modern instructional strategies which are of course efficacious in improving classroom practices.

How participation in PD has reflected and assisted them in teaching ES:

In answering this question, there is the need to examine the responses of the interviewees on how the listed instructional strategies have transformed their classroom practices. These are some of the excerpts from the in-depth interview which revealed their application of PD in teaching ES

I find some words, record the correct pronunciation and play it for them to see, listen and pronounce the words properly from the video playback. Sometimes, I play games with them in teaching grammar. For reading comprehension, I ask some of them to read a passage. Sometimes, I read the passage first, and then ask them to read out aloud and make corrections where necessary. To be honest with you, I no longer engage in these activities due to poor electricity, inadequate facilities for the game techniques. All these help to enrich the instructional process of ES and improve the quality of teaching and learning. (**Teacher I:** Male; Ibadan North East LGA; 14/5/2021).

In teaching speechwork and listening skill, I access speech videos to teach spoken English. I also source materials from non-enculturation sources like u-tube, BBC and VOA. This is done to enable the pupils match video with sounds, the different shapes of the lips, and the height of the tongue. It also helps them to pronounce the sounds correctly. I don't use this strategy in class because of lack of projector. (**Teacher J:** Female Ibadan North West LGA; 14/5/2021).

'I have disengaged from teacher-dominated classroom to the use of group discussions in the teaching of composition topic with the class. I divide the class into heterogenous groups for easy assessment. This enables me to correct each pupil and attend to them individually. This method is very taxing because I am the only English teacher of ES in my school. (**Teacher K:** Male Ibadan South West LGA; 18/5/2021).

I do engage the students in collaborative activities during ES reading comprehension lessons. I call on pupils to read a given passage. Then I lead them to briefly discus the passage in relation to practical life event using guided questions. Thereafter, I put them into small groups for group discussion. The leaders of each group come up with their summary of what they read in a whole-class session. This exercise is always time consuming but it is effective. (**Teacher A:** Male; Ibadan North LGA; 18/5/2021).

I deploy use questioning techniques more effectively to teach structure and writing. I call students to answer questions both orally and in written forms. (**Teacher C:** Male; Ibadan North East LGA; 14/5/2021).

I always engage my students in project work and encourage them to present given assignment on composition orally, in order to enhance their skill of communication. (**Teacher D:** Male Ibadan South East LGA; 19/5/2021).

I have discovered from seminars, workshops and conferences which I have attended over the years that a single instructional strategy is not sufficient to teach all aspects of ES. So I employ different instructional strategies in teaching the different aspects of ES. (**Teacher G:** Female; Ibadan North East LGA; 14/5/2021).

I now ensure that my students are actively engaged in the teaching learning process more than before. (**Teacher F:** Male; Ibadan South West LGA; 14/5/2021).

My pupils participate more in lessons so that they will have better grasp of the lesson. (**Teachers G:** Male; Ibadan North West LGA; 28/5/2021)

Being an ES examiner, some of the things which have helped me to improve my teaching of the subject have been acquired through public examinations coordination I attended. **Teacher J:** Male; Ibadan North East LGA; 21/5/2021

I read some scholarly journals about two years ago, which highlighted teaching strategies for teaching speechwork, particularly vowel/consonant sounds and suprasegmental features. I discovered from that journal that one can understand the sounds of English better when one understands the Yoruba sounds because some Yoruba sounds are pronounced the same way as the some English sounds. So whenever I teach English sounds especially those that are similar to Yoruba sounds, I code switched in Yoruba in order for them to understand this target language.(**Teacher C:** Female; Ibadan South West LGA; 22/5/2021).

It is evident from the responses derived from the in-depth interview that teachers of ES got acquainted with the current and effective teaching strategies by attending seminars, workshop, sumposia, public examinations coordination, and online sources such as microsoft educator community, u-tube, BBC and VOA. In all, the ES teachers interviewed have relatively high level of knowledge of current ES teaching strategies. This discovery complement the findings from the quantitative data elicited on teacher professional development.

4.3. Discussion of Findings

This section presents the discussion of the findings from the study. It focuses on providing reasons for the results obtained and how they were obtained. The discussion is presented in themes derived from the research questions answered.

4.3.1. Profiles of Teachers of English Studies

Finding revealed that the profile of teachers English studies across the primary schools examined was very high in terms of teaching qualification and teaching experience. This might not be difficult to explain as many of the teachers had adequate academic and professional training for teaching English studies in particular at primary schools. In addition, some of them even possessed B.Ed., B.A. Ed. B. A. plus PGDE, M.A. and M.Ed. A few of them were holders of Ph.D or were running programmes in Ph.D. With regards to years of teaching experience, over 70% of the teachers possessed teaching

experience ranging from 10 -20. This finding is in tandem with the submission of Oyatope, (2019). It also fulfils the objective of teacher education as entrenched in the NPE, (2013) that teachers who teach in Nigerian classrooms must have adequate academic and professional background for effective discharge of their duties. The possession of higher degrees also made it easy for teachers to access research finding to improve the quality of their classroom interaction, lesson preparation and delivery as well as gain very deep insight into the nature of the pupils they teach. In addition, attendance of PD activities also helped their effectiveness. A large percentage of those interviewed mentioned that they: attend seminars on ES, workshops, participate in online ES group discussion and –coordination. There were some of the teachers who said that they have never been privileged to attend seminars on ES because such seminars are usually attended by senior teachers, especially heads of language departments.

Others said that they have never attended seminars in the past ten years of their teaching experience because their schools are located in the rural area. Basically, many of the interviewed teachers stated that they get to know about educational research through their online group chats, relationships with colleagues in the higher institutions and mostly through the internet. There is no doubt that technology has enabled teachers to increase their knowledge of educational research. This is because many of the interviewees did not only associate their knowledge of ES research findings to seminars or workshops but also to the internet. It can also be said that teachers who are conversant with technology, privileged to attend seminars and participate in group would have been informed about current developments in ES which could have increased their knowledge of educational research compared to teachers who hardly participate in in-service training.

4.3.2. English Language Teachers' Instructional Pacing

Findings further revealed that the sampled English language teachers at public primary schools in Oyo State have poor instructional pacing. This finding calls to question the fact that many teachers possessed professional qualifications in B.Ed., B.A. Ed. B. A. plus PGDE, and even possessed higher degrees. It means that they were not adequately equipped with teaching methods and strategies in various teaching methods courses offered in the course of their training. This perhaps is traceable to the fact that public primary schools are often characterised by large classes which often pose problems to

the management of lesson delivery in English as a second language classrooms.

Another probable reason for this finding might not be unconnected with the fact that majority of the teachers did not participate frequently in professional development activities such as capacity building and SDG training workshops in which they could be exposed to the content and methods of teaching the English studies. This finding contradicts that of Iyunade, (2010) who found that English Language teachers exhibited very high knowledge of the subject. The finding is also at variance with Olaosebikan, (2018) who reported that teachers implemented English studies curriculum very well using good resources and pacing. The result, however, agrees with the findings of Shittu, (2018), Taiwo, (2018) and Adegoke, (2018) who reported that the sampled teachers and teachers in-training in their respective studies had poor knowledge of English supra-segmental features. Shittu particularly reported poor instructional practices in English grammar among teachers of English in Oorelope local government area, Oyo State. The contradictions in the finding of this study and those of Olaosebikan, (2018), (Taiwo, (2018) and Shittu, (2018) reported above might be owing to differences in the participants and location of the earlier studies. Knowledge is dynamic and it grows daily. Avenues for improving skill of teaching are increasing daily with emerging technologies.

4.3.3. English Language Teachers' use of instructional materials

The result indicated that English studies teachers at public primary schools in Ibadan have a very good use of instructional materials in the teaching of the subject in public primary schools studied. A probable explanation for this finding is the that all the primary school teachers who participated in the study were professionally qualified teachers with many years of teaching experience. They were also certified teachers by Teachers Registration Council of Nigeria. It is logical that when teachers deploy appropriate instructional materials and use them effectively in the teaching and learning, the quality of lesson delivery will be high.

This finding corroborates the results of Ewetan, (2018), Ojeniyi, (2018) and Adediran, (2019) who reported effective use of instructional materials in teaching oral English, English Reading comprehension, respectively in their separate studies. The finding is, however, at variance with that of Eze, (2017) and Adegoke, (2018) who found that the use of instructional materials in the teaching of English Language was poor as a result of which they could not deliver quality of instruction.. The difference

in the finding of this study and those of Eze, (2017), Adegoke, 2018) and Adediran, (2019) is in the participants and location of the studies. While this study took place among teachers of English Language at public primary schools in Ibadan, that of Adediran was conducted in Osun State.

4.3.4. **English Language Teachers' use of questions**

The result indicated that English studies teachers at public primary schools in Ibadan demonstrated a low level of use of questions in the teaching of the subject in public primary schools studied. The findings of this study from class observations have shown that teachers did not use questions mostly to clarify concepts. They did not use questions well to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in course of the teachers' lessons delivery, They never used questions to sustain the interest of learners. Findings of this study further showed that very many teachers did not use questioning effectively to clarify concepts and to sustain the interests of inattentive students in class which agrees with the submission. A probable explanation for this finding is the that all the primary school teachers who participated in the study though were professionally qualified teachers with many years of teaching experience, .and they were also certified teachers by Teachers Registration Council of Nigeria, but sparingly attended conferences, seminar and workshop. It is logical that teachers with good professional qualification and many years of teaching experience, but without activities to update their classroom practice would not deploy the right type of questions and use them effectively to clarify concepts in the teaching and learning of English studies.

This finding negates the results of Ojeniyi, (2018) and Shittu, (2019) who reported effective use of instructional materials in teaching oral English and English grammar, respectively in their separate studies. The finding is, however, in accord with that of Adegoke, (2018) and Adeyemi, (2019), who found that the resource use in the teaching of English Language and social studies, respectively, was very good. The difference in the finding of this study and those Adegoke, (2018) and Adeyemi, (2018) is in the participants and location of the studies. While this study took place among teachers of English Language at public primary schools in Ibadan, that of Adeyemi was conducted in Ibarapa Division, Oyo State.

4.3.5. English Language Teachers' feedback techniques

The result indicated that English studies teachers at public primary schools low in feedback techniques. Teachers mostly used immediate feedback in the classroom. Also the teachers give more of oral feedback and echoes students' response. There are so many techniques of providing feedbacks to pupils in class. Therefore, teachers should diversify their techniques of feedbacks. They should not limit themselves to oral questioning only. The findings of this study have shown that teachers used questions mostly to assess and provide feedbacks to pupils. They also used questions to elicit response from students and used oral and written feedbacks to sustain the interest of learners.

Positive comments on the quality of oral and written answers of students could go a long way to stimulate their interest in English studies. Another probable explanation for this finding is the that all the primary school teachers who participated in the study irrespective of their professional qualifications and many years of teaching experience, taught pupils the way they were taught in their days in schools. It could also be as a result of the fact that majority of the teachers did not participate frequently in professional development activities such as capacity building and SDG training workshops in which they could be exposed to the various techniques of providing feedbacks to pupils in class. This finding contradicts the results of Adeyemi (2018) and Shittu (2018) who reported effective use of feedbacks in teaching social studies and English grammar, respectively in their separate studies. The finding is, however, in accord with those of Adegoke, (2018) and Adeyemi, (2019), who found in different studies that the use of was poor. The difference in the finding of this study and those Adegoke, (2018) and Adeyemi, (2018) is in the participants and location of the studies. While this study took place among teachers of English Language at public primary schools in Ibadan, that of Adeyemi was conducted in Ibarapa Division, Oyo State.

4.3.6. Professional development activities of teachers of English studies

The respondents in the primary schools studied engaged in professional association meetings like NUT, informal dialogue, use of internet, use of resource persons, subject association meetings like English studies association of Nigeria, forms of in-service, continuing education, training conferences/seminars/workshop, mentoring/peer observation, collaboration, and observation visits to other schools. They

also learned from expert teachers and participated in symposia organized to improve the quality of teaching of the subject. All these activities according to TRCN (2018), provide fora for cross-fertilisation of ideas and experiences, which would ultimately improve professional competence and commitment. They also offer intellectual, social and emotional engagement with ideas, materials and colleagues. If teachers are to teach for better understanding, they must be intellectually engaged in their discipline and work regularly with others in their field. The activities also help teachers to maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country; keep teachers abreast with the latest innovation in the teaching of English studies; assist teachers adapt, contribute and participate actively in the implementation of challenges ahead, and enhance their commitment to the profession. All these equip teachers of English studies with intellectual and professional training and retraining needed to function effectively in class, NPE, (2013). The qualitative reports also corroborate this. They also participated in professional development programmes. 'I was surfing the internet about three months ago when I stumbled on how to teach essay writing and concord. I learnt that concord, especially, grammar cannot be taught in abstract. Now, I teach my students grammar though the lens of writing and this has helped to improve my teaching. Another said that 'I attended one about seven months ago which focused on teachers' attitude and teaching styles. This seminar has greatly enhanced my teaching skill. I actively engaged my students in class.

In the words of another interviewee, ''I attended a seminar about two years ago which focused on teaching styles. This seminar made me realised that some of my methods have been making it difficult for my students to assimilate what they are being taught. Returning from the seminar has made me more approachable. So my students interact freely with me in the classroom now. They also feel free to ask questions on whatever area that isn't clear to them. Also, I engage them in class exercises and discussions.

In addition, the interviewed teachers claimed that they attend seminars, workshops, WAEC coordination and marking as well as participate in academic group chats to keep abreast of the development in the field of English Language teaching. These are some of their responses:

I do attend seminars and workshops. Usually there are some organisations that carry out trainings for teachers and whenever I'm asked to go for such trainings, I go. I think

I have attended some on oral English, teaching of reading comprehension. There were also trainings on the different areas of ES "I'll say through internet, group chats and seminars". Personally I do engage in discussions with colleagues. I also attend seminars organised in my zone.

4.3.7. Relationship Between Teacher PD and Achievement

The result indicates that pupils' achievement in English studies positively correlated with teacher professional development. The likely reason for this result might be that professional development helps teachers to be more grounded in their teaching subjects and continuously update their knowledge in it. When English studies teachers attend regular conferences, seminars and workshops, they get acquainted with innovative strategies of teaching the subject, which invariably might engender learners' better performance.. Also exposure of teachers of English studies to research reports on better ways of teaching English studies through enrolment in higher degree programmes could bring about improved quality of teaching that might positively rub off on pupils' performance in the subject. Another professional development is participation in This finding agrees with that of Iyunade, (2010) and Fadele, (2015) who found in separate studies that teachers' exposure to professional development increased their knowledge of the subject matter and lesson presentation.

4.3.8. Relationship between teacher instructional pacing and achievement in English studies

It was also revealed that teacher instructional pacing positively correlated with achievement in English studies. Instructional pacing has to do with speed with which instruction progresses in English studies class. It also involves timing of classroom activities from one stage of lesson to another. Instructional pacing should not be too fast or too low to have meaningful impact on quality of learning. When lesson progresses with the right pacing , pupils would learn well and perform well. The result tallies with the findings of Iyunade, (2010) and Fadele, (2018) who reported that engagement in professional development did not improve teachers' attitude to science.

4.3.9. Relationship between teacher use of questions and achievement in English studies

It was also revealed that teacher use of question positively correlated with achievement in English studies. The use of question is basic to good teaching. Good questions when

adequately or effectively used facilitates the extent to which learning objectives or contents are well mastered. In this study, most of the participants utilized questions well although some of them asked questions rampantly even when the lessons have not been introduced or as a means of filling lapses in the sequence of their instruction. In this study, teachers used questions mostly to clarify concepts. They also used questions to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in the course of the teachers' lessons delivery, used questions to sustain the interest of learners, irrespective of the percentages the use of questions earned in the ratings. The use of question is basic to good teaching. Good questions when adequately or effectively used facilitates the extent to which learning objectives or contents are well mastered. In this study, most of the participants utilized this practice well although some of them asked questions rampantly even when the lessons have not been introduced or as a means of filling lapses in the sequence of their instruction. In this study, teachers used questions mostly to clarify concepts. They also used questions to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in the course of the teachers' lessons delivery, used questions to sustain the interest of learners, irrespective of the percentages the use of questions earned in the ratings. questioning is an important feature of the teacher's classroom instruction. Good questions, used effectively would facilitate learning.

What determines the effectiveness of the question is the content of the question and the manner in which the teacher asks them. Some teachers make mistake of asking range questions during the question and answer process. For examples what do you think of the passage that we have just read? When questions such as the one mention are asked, students usually do not known how to respond and may answer the questions incorrectly. Therefore, their inability to give answers to them, may make them passive in the class which may evoke negative attitudes towards learning and hinder the creation of a supportive classroom environment . The result agrees with those of Fakeye and Aiyede, (2017) and Adeyemi, (2019) who reported positive relationships between teachers' use of questions and students' achievement in English language and social studies, respectively.

4.3.10. Relationship between teacher use of instructional materials and achievement in English studies

The result showed that teacher use of instructional materials also positively correlated with achievement in English studies. A probable explanation for this finding is the that all the participants were professionally qualified with many years of teaching experience. They were also certified teachers by Teachers Registration Council of Nigeria. It is logical that when teachers deploy appropriate instructional materials and use them effectively in the teaching and learning of English studies, the quality of learning will be high. Effective use of instructional materials allows students to interact with the lesson in totality, help teachers' efficiency in improving students' performance and also make learning impactful. Resource use in teaching enables both the teacher and the learners to participate actively and effectively during lessons. This result agrees with (Adediran,2018) who found that resource use in teaching makes learning interesting, practical, realistic and appealing, which is in agreement with the findings of this study where many teachers used text books and the chalkboards as their instructional materials.

4.3.11. Relationship between teacher use of feedbacks and achievement in English studies

It was also revealed that teacher use of feedbacks positively correlated with achievement in English studies. The result indicated that English studies teachers at public primary schools low in feedback techniques. Teachers mostly used immediate feedback in the classroom. Also the teachers give more of oral feedback and echoes students' response. There are so many techniques of providing feedbacks to pupils in class. Therefore, teachers should diversify their techniques of feedbacks. They should not limit themselves to oral questioning only. The findings of this study have shown that teachers used questions mostly to assess and provide feedbacks to pupils. They also used questions to elicit response from students and used oral and written feedbacks to sustain the interest of learners. Positive comments on the quality of oral and written answers of students could go a long way to stimulate their interest in English studies.

A probable explanation for this finding is the that all the primary school teachers who participated in the study irrespective of their professional qualifications and many years of teaching experience, used feedbacks to promote learning on the part of the pupils. It could also be as a result of the fact that majority of the teachers

engaged frequently in professional development activities such as capacity building and SDG training workshops in which they could be exposed to the various techniques of providing feedbacks to pupils in class. The result agrees with those of Fakeye and Aiyede, (2017) and Adeyemi, (2019) who reported positive relationships between teachers' use feedbacks and students' achievement in English language and social studies respectively.

4.3.12. Relationship between teacher professional development and pupils' interest in English Studies

The result indicates that pupils' interest in English studies positively correlated with teacher professional development. The likely reason for this result might be that professional development helps the teachers to be well grounded in their teaching subjects and continuously update their knowledge in it. When English studies teachers attend regular conferences, seminars and workshops, they get acquainted with innovative strategies of teaching the subject, which invariably might engender good interest in the subject. Also exposure of teachers of English studies to research reports on better ways of teaching English studies through enrolment in higher degree programmes could bring about improved quality of teaching that might positively rub off on pupils' interest in the subject. Qualitative reports on the teaching strategies they have come across in the last five years corroborate this.. Majority of the interviewed teachers enunciated that their participation in online group discussion, association with members of Microsoft Educator Community, internet browsing and seminars have exposed them to some instructional strategies.

For example, majority of the interviewed teachers disclosed that they learnt about *audio-lingual instructional strategy, dialogic strategy, bilingual instructional strategy, feedback strategy and questioning technique* by participating in *conferences and seminars organised by Association of Teachers of English Language, online seminars organised by Microsoft Educator Community for registered members, interaction with ELT journals* and *association with lecturers from higher institutions who sometimes invite them for inaugural lectures*. On the other hand, some interviewees mentioned that they were not conversant with these instructional strategies because; (i) *they have not been privileged to attend seminars on ELT except seminars that deal with general topics such as; time management, attendance register and classroom management* and (ii) *their schools are located in rural areas.* The

aforementioned reports of the interviewed teachers pointed vividly to the fact that the respondents were conversant with modern instructional strategies which are of course efficacious in improving classroom practices. But did the respondents make use of these teaching strategies to enhance their classroom practices? In answering that there is need to examine the responses of the interviewees on how the listed instructional strategies have transformed their classroom practices.

These are some of the extracts from the in-depth interview which showed this viewpoint.

''I find some words, record the correct pronunciation and play it for them to see, listen and pronounce the words properly from the video playback. Sometimes, I play games with them in teaching grammar. For reading comprehension, I ask some of them to read a passage. Sometimes, I read the passage first, and then ask them to read out aloud and make corrections where necessary. To be honest with you, I no longer engage in these activities due to poor electricity, inadequate facilities for the game techniques. I download speech videos to teach spoken English. This is done to enable the students visualize the sounds, the different shapes of the lips, and the height of the tongue. It also helps them to pronounce the sounds correctly. I don't use this strategy in class because of lack of projector. I discuss the essay topic with the class. Then divide the class into groups for easy assessment. This enables me to correct each student individually. This method is very tiring because I am the only English teacher in my school. I do engage the students in interactive session during reading comprehension lessons. I call on students to read a given passage. Then I lead the students to briefly discus the passage in relation to practical life events. After which, I divide the class into small groups for group discussion. This exercise is always time consuming but it has been rewarding.I sometimes use questioning technique to teach structure and writing. I call students to answer questions both orally and in written forms.I always engage my students in project work and encourage them to present given assignment on essays orally, in order to enhance their communicative skills **:** (**Teacher A:** Male; Ibadan North East; 14/5/2021).

I have discovered from seminars, workshops and conferences which I have attended over the years that a single instructional strategy is not sufficient to teach all aspects of English Language. So I employ different instructional strategies in teaching the different topics in English. ''All I do is to ensure that my students are actively engaged in the teaching learning process. This finding agrees with that of Iyunade, (2010) and Fadele, (2015) who found in separate studies that teachers' exposure to professional development increased their knowledge of the subject matter and lesson presentation. (**Teacher G**: Male; Ibadan Northwest LGA; 19/5/2021).

4.3.13. Relationship between teacher instructional pacing and interest in English studies

It was revealed that teacher instructional pacing negatively correlated with interest in English studies. This implies that instructional pacing is not a strong

determinant of pupils' interest in English studies. Instructional pacing has to do with speed with which instruction progresses in English studies class. It also involves timing of classroom activities from one stage of lesson to another. Instructional pacing should not be too fast or too low to have meaningful impact on quality of learning. A probable explanation might be that interest could take a longer time to develop in pupils. Also the increase in interest might be owing to teachers participation in PD activities which made them to adopt innovative teaching strategies that arouse pupils' interest. The result contradicts the findings of Iyunade, (2010) and Fadele, (2018) who reported that instructional pacing improved teachers' attitude to science.

4.3.14. Relationship between teacher use of questions and interest in English studies

It was revealed that teacher use of question positively correlated with pupils' interest in English studies. The use of question is basic to good teaching. Good questions when adequately or effectively used facilitates learning and the extent to which learning objectives or contents are well mastered. In this study, most of the participants utilized questions well although some of them asked questions rampantly even when the lessons have not been introduced or as a means of filling lapses in the sequence of their instruction. In this study, teachers used questions mostly to clarify concepts. They also used questions to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in the course of the teachers' lessons delivery, used questions to sustain the interest of learners, irrespective of the percentages the use of questions earned in the ratings. Good questions when adequately or effectively used facilitates students' learning and the extent to which learning objectives or contents are well mastered. In this study, most of the participants utilized this practice well although some of them asked questions rampantly even when the lessons have not been introduced or as a means of filling lapses in the sequence of their instruction. In this study, teachers used questions mostly to clarify concepts.

They also used questions to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in the course of the teachers' lessons delivery, used questions to sustain the interest of learners, irrespective of the percentages the use of questions earned in the ratings. questioning is an important feature of the teacher's classroom instruction. Good

questions, used effectively would interest in learning. The result agrees with those of Fakeye and Aiyede , (2017), Adediran, (2018) and Adeyemi, (2019) who reported positive relationships between teachers' use of questions and students' attitude to English language and social studies, respectively.

4.3.15. Relationship between teacher use of instructional materials and interest in English studies

The result showed that teacher use of instructional materials also positively correlated with interest in English studies. A probable explanation for this finding is the that all the primary school teachers who participated in the study were professionally qualified teachers with many years of teaching experience. They were also certified teachers by Teachers Registration Council of Nigeria. It is logical that when teachers deploy appropriate instructional materials and use them effectively in the teaching and learning of English studies, the quality of learning will be high. Effective use of instructional materials allows students to interact with the lesson in totality, help teachers' efficiency in improving students' performance and also make learning impactful. Teaching with resources enables both the teacher and the learners to participate actively and effectively during lessons. Against these background, teachers would have acquired higher skill of use instructional material that could boost interest of pupils in learning. This result agrees with Adediran, (2018) who found that teaching with resources makes learning interesting, practical, realistic and appealing, which is in agreement with the findings of this study where many teachers used text books and the chalkboards as their instructional materials.

4.3.16. Relationship between teacher use of feedbacks and interest in English studies

Results showed that teacher use of feedbacks positively correlated with pupils' interest in English studies. The result indicated that English studies teachers at public primary schools used relevant feedback techniques that propelled grater interest in learning the subject.. A probable explanation for this finding is the that all the primary school teachers who participated in the study irrespective of their professional qualifications and many years of teaching experience, used feedbacks to promote learning on the part of the pupils. It could also be as a result of the fact that majority of the teachers engaged frequently in professional development activities such as capacity building

and SDG training workshops in which they could be exposed to the various techniques of providing feedbacks to pupils in class. The result agrees with those of Fadele, (2015), Fakeye and Aiyede, (2017) and Adeyemi, (2019) who reported positive relationships between teachers' use feedbacks and students' attitude to English language and social studies respectively.

4.3. 17. Joint effect of the variables on achievement

The result shows that the joint contribution of teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques to pupils' achievement in English Studies was significant. This finding might be due to the fact that the five independent variables, namely , teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques constitute the core of pedagogical practices that play vital roles in classrooms. It, therefore, stands to reason that the level of expertise exhibited by the teacher in these variables would influence the quality and quantity of learning among the students. This result accords perfectly with those of Akandi, (2009) and Shittu, (2018) who reported that some classroom practice variables jointly contributed to pupils' academic achievement .

4.3. 18. Joint contribution of independent variables to interest in English studies

The result shows that the joint contribution of teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques to pupils' interest in English Studies was significant. This finding might again be due to the fact that the five independent variables, namely , teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques constitute the core of pedagogical practices that play vital roles in classrooms. It, therefore, stands to reason that the level of expertise exhibited by the teacher in these variables would influence the quality and quantity of learning as well as the interest in the subject among the pupils. This result corroborates perfectly the reports of Akandi, (2009) and Shittu, (2018) who reported that some classroom practice variables jointly contributed to pupils' academic achievement .

4.3.19 Individual effect of the predictor variables on achievement in English studies

Pprofessional development, instructional pacing, use of questions, use of instructional materials and use of feedback had individual effect on achievement in English studies. The probable explanation for this is that they combined to promote teacher competence that could bring about improvement in learning of English studies. When the teacher gets involved in various professional development activities such attending workshops, seminars, in-service training or even academic programmes relevant to his/her work as a teacher of English studies, and . engaged in professional association meetings like NUT, informal dialogue, use of internet, use of resource persons, subject association meetings like English studies association of Nigeria, forms of in-service, continuing education training, mentoring/peer observation, collaboration, and observation visits to other schools, and they also learned from expert teachers and participated in symposia organized to improve the quality of teaching of the subject, they are able to cross-fertilise ideas and experiences, which would ultimately improve professional competence and commitment. They are also offered intellectual, social and emotional engagement with ideas, materials and colleagues. If teachers are to teach for better understanding, they must be intellectually engaged in their discipline and work regularly with others in their field.

The activities also help teachers to maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country; keep teachers abreast with the latest innovation in the teaching of English studies; assist teachers adapt, contribute and participate actively in the implementation of challenges ahead, and enhance their commitment to the profession. All these equip teachers of English studies with intellectual and professional training and retraining needed to function effectively in class. Consequently the quality of instruction will improve and learning outcomes will also improve. It is also logical that when teachers deploy appropriate instructional materials and use them effectively in the teaching and learning of English studies, the quality of lesson delivery will be high.

Being highly professionally qualified, teachers of English studies in the schools of study used questions to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in course of the teachers' lessons delivery. They also used questions to sustain the interest of learners. It is not surprising that teachers with good professional qualification and many

years of teaching experience deployed the right type of questions and use them effectively to clarify concepts in the teaching and learning of English studies. The teachers used questions mostly to assess and provide feedbacks to pupils. They also used questions to elicit response from students and used oral and written feedbacks to sustain the interest of learners. Positive comments on the quality of oral and written answers of students could go a long way to stimulate their interest in English studies and lead to improved performance. All these are made possible because the qualitative reports from the interview confirmed that PD could enhance teachers' classroom practices. Well that is very vast but firstly, availability of ELT educational research. Also the students themselves, at times the kind of environment they come from may hinder the use of such materials. Then the school environment itself hinders using such materials.

At times when I use ELT educational research and don't get the desired result, I get discouraged to continue interacting with ELT educational research. So if ELT educational research addresses my students' needs and provide guides on how best to teach my students, I'm absolutely sure that I'll go all out to look for these studies and implement them in my teaching. If I achieved the desired result, of course using educational research would be appealing. If ELT journals were made readily available and accessible, I wouldn't have to stress myself to go and get those journals if we have them in our library. Of course I would be forced to make use of them. Maybe the school management can go ahead to buy journals and put them in the school library or retain it in the principal's office because most of the schools don't even have libraries. Encourage us to access it; I think that would be something that would make me use them.

The responses from the interview revealed that the respondents viewed use of PD which addresses their classroom challenges. Similarly, the interviewees noted that they would interact with ES educational research which have deals with students' needs and provide practical pedagogical procedures for effective classroom practices. As a matter of fact, many of the interviewees claimed that their consultation of educational research is dependent on its effectiveness in the class. This result is in support of the findings of Ojeniyi, (2018), Shittu, (2018) and Adediran, (2019) that the relative contributions of teacher quality variables to greater extent led to gains in academic performance.

4.3.20 Individual effect of the predictor variables on pupils' interest in English studies

The result indicates that instructional pacing, use of questions, professional development, use of instructional materials and use of feedback also had individual effect on pupils' interest in English studies. This could be attributed to the potentials of the variables to promote teacher competence that could bring about improvement in learning of English studies. The teachers enrolled in various professional development activities such attending workshops, seminars, in-service training or even academic programmes relevant to English studies. Hence, they were able to adopt innovative strategies of teaching that could scale up improvement in learners' interest in the subject.

The teachers were also involved in regular professional development activities such attending workshops, seminars, in-service training or even academic programmes relevant to his/her work as a teacher of English studies, and . engaged in professional association meetings like NUT, informal dialogue, use of internet, use of resource persons, subject association meetings like English studies association of Nigeria, forms of in-service, continuing education training, mentoring/peer observation, collaboration, and observation visits to other schools, and they also learned from expert teachers and participated in symposia organized to improve the teaching of the subject. they also were able to cross-fertilise ideas and experiences, and these probably accounts for the growth of interest of pupils in the subject. Consequently the quality of instruction will improve and learning outcomes will also improve. It is also logical that when teachers deploy appropriate instructional materials and use them effectively in the teaching and learning of English studies, the quality of lesson delivery will be high, thereby leading to greater interest of learners in English studies.

As professionally qualified teachers, teachers of English studies in the schools of study used questions to elicit response from students, to link previous knowledge, to determine the extent of learning objectives that have been achieved and in course of the teachers' lessons delivery. They also used questions to sustain the interest of learners. It is not surprising that teachers with good professional qualification and many years of teaching experience deployed the right type of questions and use them effectively to clarify concepts in the teaching and learning of English studies. The teachers used questions mostly to assess and provide feedbacks to pupils. They also used questions to elicit response from students and used oral and written feedbacks to

sustain the interest of learners. Positive comments on the quality of oral and written answers of students could go a long way to bring about improved performance and invariably stimulate their interest in English studies. This result accords with the findings of Adediran, (2019) and Popoola, (2021) who reported in their individual studies that the relative contributions of teacher quality and classroom practice variables improved attitude to and motivation for the study of English reading comprehension and oral English respectively.

4.3.21. Findings of this study in relation to Metrical theory and Theory of Instruction

The findings of this study has confirmed the theory of Instruction **.** The assumptions that underline the theory of instruction are that for quality instruction, the teacher must progress from abstract ideas to concrete concepts, from simple to complex ideas**.** Thus a central feature of the theory of instruction is that information is introduced from the simplest to more complex order. The teachers and the students should engage in active dialogue which tallies with the variables focused on in this study. The teacher needs to translate information to be learned into a format appropriate to meet the demands of the learners through their preparations of lessons and in lesson delivery. This theory also encourages communication between the teachers and the learners and also among the students; encourage students' critical thinking and inquiry by asking thoughtful, open-ended questions, encourage them to ask questions too, ask follow up questions, use appropriate feedback, pace instruction properly and use instructional materials so that students could continually build upon what they have already learned.

All these could only be made possible when the independent variables in this study are put in proper perspectives. Therefore, the findings of this study are basic requirement of this theory. Also the findings in this study that instructional pacing, use of instructional materials, use of questions and appropriate feedback correlated and had individual effect on pupils' achievement in and interest in English studies are in tandem with the assumptions of Bruner's theory of instruction because these factors contributes to the quality of instruction of the English studies.

4.3.22. Findings of this study in relation to Human Capital Development Theory

The findings of this study has also strengthened the theory of human capital development. The assumptions that underline the theory of human capital development are that training, education and other professional initiatives increase the levels of knowledge, skills, abilities, values, and social assets of an employee which will lead to the employee's satisfaction and improved performance. Central to human capital development is professional development which is one of the independent variable in this study. This is because professional development is a capacity building activities for the teachers' to improve the quality of their lesson preparation and delivery. The findings that English studies teachers' professional development correlated with pupils' achievement and interest in English studies are in support of the assumption of this theory. In this study, teachers' development of themselves through attending seminars, workshops, symposia, in-service training and studying expert teachers improved the learning outcomes in English studies as posited by the theory of human capital development.

4.2.24. Independent variables as predictors of pupils' learning outcomes in English studies

Only instructional pacing could predict students' attitude to English reading comprehension. This could be traced to the fact that teachers' effectiveness is positively related to pupils' interest in English studies. This finding accords with that of Adeyemi (2018) who reported that teachers' classroom practices and content knowledge predicted students attitude to civic education concepts.

4.2.25. Problems of implementing English studies curriculum in public primary schools

The oral interview conducted with teachers identified the challenges they face in teaching English studies in primary schools as non-availability of the curriculum of the subject, which hinder them from consultant it from time to time. They also identified the fact that pupils do not have recommended textbooks and literary texts. Many teachers also confessed their lack of expertise in handling the integrated English studies, especially, the literature component.

According to the teachers, 'the problem is that, the curriculum of English studies is not supplied to schools. One cannot make reference to it when necessary. One of the

teachers who cited his area of challenge in teaching the subject reported that "pupils do not have recommended texts in most cases. Teachers are there stressed to the point of writing comprehension passages on the chalkboard to enable all the pupils have access to the''

On the handling of the subject, one teacher confesses: I particularly have challenges in teaching the literature component of the subject. Before the advent of English studies curriculum, I was teaching only English language, which I have handled for more than 15 years. Reading literary texts and appreciating different poems posed a lot of challenges to me. I think the subject should be handled by two teachers with one of them taking the language component and another the literature component.

In conclusion, the problems encountered by the teachers in implementing the new integrated English studies curriculum lack of expertise in handling the literature components of the subject, additional burden of having to read prescribed literature text, perceived difficulty of poetic genres, non-awareness and inaccessibility of the curriculum of English studies they implement owing to schools not having copies of it, non-possession of textbooks to facilitate effective class activities, exercises and assignments of the subject on the part of the pupils, and non -availability of school libraries where pupils could borrow books to read and use in class as a way of obviating for non-possession of recommended textbooks by pupils. These findings correlate with those of Abike, (2019) and Adediran, (2020) who reported lack of curriculum awareness and access as major obstacles confronting the implementation of ES curriculum.

4.3.26. Challenges facing quality of instruction of English studies

The major challenge highlighted by the teachers in teaching this subject in public primary schools included their lack of interest in the literature component because they don't have the prescribed literature texts.. Other challenges were' non-availability of instructional materials for teaching English studies. As reported unanimously by the teachers interviewed, '' students often do not take show interest in the teaching and learning of the literature component of the subject because many of them do not have the prescribed texts. As a result, their interest in the subject is poor'' On availability and adequacy of instructional materials, the teachers reported that in most cases, re were no teaching materials such as language laboratory, resource persons, video CD/ DVD players, charts and motion pictures as well as projectors. Cardboards for improvising

are not available either.   and tape recorders for teaching this aspect of English phonology. For example one teacher said that: ''here we don't have language laboratory , all we rely on is our experience as teachers. Not even cardboard is available to improvise. Another teacher reported: ''I have not been using tape/video recorder, may I say we don't have access to them. We don't have them in school.'' However, those we improvise are fairly adequate. These include Vowel and consonant charts, word and sentence cards. .

I extract those things from them and I use cardboard to write some of the things out. I project it in the class for them. Tape recorder is not encouraged because of their population. Using tape recorder is not applicable in most public schools due to their population. On adequacy of improvised materials, another teacher said: The materials improvised are not so adequate because the improvised materials cannot actually serve the purpose of the main materials, but we just use them so that the children will get familiar with some of the basic things that they need to learn.'' Another teacher complains: children are not exposed to anything that deals with having a language laboratory, where all these facilities for sound are available, one can test their own voice, where they can see some materials that are basically meant for speech production, so all these in schools, they are not provided and it's a big challenge.

There was also the challenge of inadequate time allotted to its teaching. According to a teacher , The major challenge is that the time allotted to the teaching of English studies is grossly inadequate' The subject is now taught five times a week unlike in the past that pupils were taught ten times a week, two periods per day. One teacher reported her frustration in teaching the English studies as   follows: poor communication skill of public school pupils is a problem for most of the students and you have to stress yourself unnecessarily before they can understand what is taught, even to the point of mixing English with Yoruba.

A general consensus of opinion of the teachers interviewed was that ''lack of proficiency in the medium of instruction is the main contributor to poor understanding and classroom participation by pupils in English studies lessons. . The language used in teaching and learning is the English language in which most learners are not proficient, hence, it becomes a hindrance in their understanding of concepts and processes. It also inhibits their active participation in lessons' 'According to the teachers, 'low English language proficiency of pupils makes them to find teachers' explanation difficult to understand. In the same vein, students' deficiency in English

reflects in their inability to express their thoughts and ideas clearly and correctly. 'Teachers had to code switch and code mix English with the students' local language before they could understand concepts taught.'' In conclusion, the general consensus of opinion of the teachers interviewed was that the quality of instruction in English studies was low owing to deficiency in the medium of teaching which accounts for poor understanding and classroom participation by pupils in English studies lessons. . Also the language used in teaching and learning is the English language in which most learners are not proficient, hence, it becomes a hinderance in their understanding of concepts and processes.

It also inhibits their active participation in lessons. According to the teachers, low English language proficiency of pupils makes them to find teachers' explanation difficult to understand. In the same vein, students' deficiency in English reflects in their inability to express their thoughts and ideas clearly and correctly. So, to make up for this, teachers had to code switch and code mix English with the students' local language before they could understand concepts taught. These findings also agree with Adediran, (2019) and Popoola, (2021) on the challenges facing the teaching of English reading comprehension and oral English at secondary schools in Osun and Oyo State, Nigeria, respectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of findings, conclusion, recommendations, limitation to the study and suggestions for future studies.

5.1. Summary

This study examined teacher classroom practice factors (professional development, instructional pacing, use of questions, use of instructional materials and feedbacks techniques) as predictors of achievement and interest in English studies in some public primary schools in the Ibadan metropolis, Nigeria. The first chapter gave the general introduction to the study and to the concepts of language skills, concept of English studies and teacher competence factors. The operational definitions of terms and concepts covered achievement and interest in English studies, feedback techniques, instructional pacing, use of instructional materials, use of questions and professional development.

.   The second chapter presented the theories to which the study was anchored and related studies on the teaching and learning of English studies, the Place of English studies in realising objectives of primary education in Nigeria, concepts of professional development, instructional pacing, use of instructional materials, use of questions in lessons, feedback techniques, studies in the teaching of English studies at primary schools, teacher professional development and learning outcomes in English studies. instructional pacing and learning outcomes in English studies, resource use and achievement in English studies, use of question and learning outcomes in English studies, and feedback techniques as well as learning outcomes in English studies. Chapter three presented the research methods such as the research design adopted and procedure and analytical tools. Chapter four presented the analysis and summary of the data collected on each of the research questions. Findings were also discussed. The last chapter presented the summary of findings, implications, conclusion and recommendations. After the analysis of the research data, the following findings were derived:

1) The profile of English supra-segmental features teachers across the schools examined was very high in terms of teaching qualification and teaching experience. Many of the teachers were holders of B.A. Ed./B.Ed./B.A plus PGD. Some of them even possessed M.A, M.Ed. and Ph.D. in English. With regards to teaching experience, over 70% of the teachers possessed teaching experience ranging from 10 -20 years of teaching experience.

2) The English studies teachers had a poor instructional pacing. The majority of English Studies teachers demonstrated poor use of questions in English studies. The English studies teachers had very good use of instructional materials. The use of feedback was also good. Teachers largely used oral and written corrective feedbacks. Professional development activities engaged in by teachers were professional association, informal dialogue, use of internet, resource persons, professional association meeting, conferences/seminars/workshop, mentoring/peer observation, observation, collaboration, and observation visits to other schools.

3) There was a positive correlation between professional development and achievement and interest in English Studies .

4) There was a positive relationship between teachers' instructional pacing and achievement in English studies, but a negative relationship was found between instructional pacing and interest in English studies

5) Use of questions positively correlated with the two learning outcomes in English studies. There were positive relationships between teachers' use of instructional materials and achievement and interest in English studies. Teachers' feedback techniques had positive relationships with pupils' achievement and interest in English studies.

6) All the teacher classroom practice factors collectively influenced achievement

7) Teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques combined to affect pupils' interest in English studies .

8) All the independent variables made individual contributions to achievement and interest in English studies, and therefore, could predict achievement in English studies, while only instructional pacing could predict interest in the subject.

5.2. Conclusion

The research looked at pupils' achievement and interest in English studies in the Ibadan Metropolis, Nigeria and their prediction by professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques. From the analyses carried out, it was revealed that teachers had poor instructional pacing, low level of use of questions, high level of resource use, good use of feedback techniques which were largely limited to oral and corrective feedbacks.. It was also revealed that teachers of English studies sampled participated in professional development activities such as professional association, informal dialogue, use of internet, resource persons, professional association meeting, conferences/ seminars/ workshop, mentoring/peer observation, observation, collaboration, and observation visits to other schools.

Finally, findings showed that professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques correlated positively with public primary school pupils' achievement and interest in English studies . The composite contributions of the independent variables to achievement was significant, while it was not significant to interest. The independent variables made individual contributions to both achievement and interest in English studies. The results showed further that, while all the independent variables could predict achievement, only instructional pacing could predict interest in English studies. The conclusion that could be drawn in this study is that for improvement in pupils' achievement and interest in English Studies, the teacher effectiveness factors investigated in this study namely, professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques should be paid attention to.

5.3. Implications of the Findings

1. English studies teachers' participation in professional development activities such as professional association, informal dialogue, use of internet, resource persons, professional association meeting, conferences/seminars/workshop, mentoring/peer observation, observation, collaboration, and observation visits to other schools could improve the quality of teaching of English studies and scale up learning outcomes in the subject.

2. When a positive and productive classroom environment is created through effective use of questions, instructional pacing, and feedback techniques, there will be improvement in students' achievement in and interest in English studies.

3. Instructional materials when effectively used by teachers in the classroom could make teaching/learning process fruitful. And bring about improved learning outcomes.

4. When teachers deploy questions creatively in English studies class and use appropriate feedback techniques, it could simplify learning tasks and stimulate students' interest in the subject.

5.4   Recommendations

Arising from results, which underscore the importance of teacher effectiveness factors in boosting pupils' learning outcomes in English studies, it is recommended that:

1. English Studies teachers should be well-groomed on effective deployment of pacing, questioning and feedback techniques in the teaching and learning of English Studies in public primary schools.

2. English language teacher preparation programmes in colleges of education and faculties of education should concentrate more on the pedagogy of English studies for improved lesson delivery that could positively rub off on pupils' learning outcomes.

3. English studies teachers should intensify their engagement   in constant professional development programmes such as in-service training and refresher courses to improve their delivery of English studies and invariably bring about improved learning outcomes among the pupils.

4. The English Studies Association of Nigeria (ESAN) and Nigerian Union of Teachers (NUT) should organise regular conferences and seminars for teachers of English studies in public primary schools in order to improve their classroom practice in English studies.

5. Ministries of Education in collaboration with alumni association of various schools should endeavour to make provision for language laboratories and other resources for teaching the subject.

6. Teachers of English studies should be made to observe expert teachers periodically in instructional pacing, use of questions, use of instructional materials

and feedback techniques to improve their skills in these variables so as to positively impact pupils' learning outcomes in English studies.

5.5 Contributions to Knowledge

1. In public primary schools, pupils' achievement and interest in English studies are functions of teacher professional development, instructional pacing, use of questions, use of instructional materials and feedback techniques. .

2. English studies teachers' participation in professional development activities such as professional association, informal dialogue, use of internet, resource persons, professional association meeting, conferences/seminars/workshop, mentoring/peer observation, observation improved the quality of teaching and learning of English studies.

3. Effective use of questions and instructional materials enriched the instructional process of English studies.

4. Feedback techniques enriched the standard of lesson delivery in English studies.

5.6 Limitations to the Study

The fact that the study was carefully conducted notwithstanding, there were some limitations in the work. First, due to the large number of schools involved, classroom observation on teacher effectiveness factors was limited to two per teacher in each school. Some teachers showed initial reluctance to participate in the study as they initially thought the classroom observations conducted were to find fault with them. It took the intervention of the LGEA secretaries. The designed adopted was the survey design of correlational type which limited data collection to the use of observation only, and only 50 schools were sampled.

5.7 Suggestion for Further Studies

Arising from the limitations, future research may focus on interventions to determine the effect of different modes of instructional pacing, use and non-use of questions and instructional materials and modes of feedbacks on learning outcomes in English studies. Intervention studies could also be conducted in which the independent variables could serve as moderator variables. Further studies may also be conducted to involve more local governments, focus on secondary schools and more teachers in Oyo State. Future study may also be carried out across other states and geopolitical zones of Nigeria.

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ENGLISH STUDIES ACHIEVEMENT TEST

Time Allowed: 1hour 10 mins.

Instruction: Answer all questions

Name of School_____

Pupils' Full Name:_____

Age:_____

Class:_____

PART A - READING COMPREHENSION

Read the passages carefully and answer the questions that follow by circling the alphabet of the correct answer.

PASSAGE A

AKIN AND THE STOLEN MEAT

Once upon a time there was a boy called Akin. He had a bad habit of dipping his fingers into soup pots, whether it was his mother's or any other person's soup pot in the neighbourhood. Often, the soup would go sour and the owners would be wondering what went wrong. Akin continued with this habit until he was caught red-handed one sunny afternoon with meat stuck in his mouth in a neighbour's kitchen. When the owner of the kitchen came in and saw Akin trying hard to force out the meat, she could not believe her eyes.

Surprisingly, when the woman tried some tricks on him, the meat came out. Akin was beaten and made to dance round the village square with empty milk cans and leaves hung around his neck. By evening that day, he was on his knees crying and begging for forgiveness. He was forgiven and he promised to stop stealing. Not long after, Akin began to preach against all forms of bad habits to his friends.

Questions:

1. From your understanding of the passage, what is a bad habit?

a. Doing what makes you happy

b. Doing what is good

c. Doing what is not good

d. Doing what you like

2. According to the passage, what kind of bad habit did Akin have?

a. Dipping his fingers into soup pots

b. Eating only meat

c. Fighting children around

d. Licking soup from the pot

3. Akin was caught

a. cooking food in a neighbour's kitchen

b. chewing meat

c. dancing round the village square

d. with meat stuck in his mouth in a neighbour's kitchen.

4. What punishment did the people give to him?

a. They made him cry with soup on his fingers, mouth and chin.

b. They made him dance round the village

c. They made him dance round the village square with empty milk can and leaves hung around his neck.

d. They made him to sing and preach to them.

5. According the passage, what did Akin do to show that he was truly sorry? He began to

a. dance round the village square

b. be dishonest

c. cry and beg for forgiveness.

d. preach against all forms of bad habits.

PASSAGE B

THE WRESTLING FESTIVAL

The wrestling festival began with boys who were fifteen or sixteen years old. There were three boys in each team. The first two wrestling matches lasted for about three minutes. But the third match made people laugh. They enjoyed it. When this third match started; one of the boys used a very clever method to knock out his opponent. He jumped up and danced in a funny way.

The village people shouted joyfully and clapped for the winner. His friends carried him on their shoulders and dance round the field. The other boy was rather ashamed and left the field quietly.

Questions

6. Which groups started the wrestling festival?

a. The girls started the wrestling festival

b. The women started the wrestling festival

c. The boys started the wrestling festival

d. Both boys and girls started the wrestling festival.

7. How many boys were in each team?

a. There were three boys in each team

b. There were four boys in each team

c. There were six boys in each team

d. There were seven boys in each team

8. How many minutes did the boys spend in the first two matches?

a. The boys spent four minutes

b. The boys spent six minutes

c. The boys spent eight minutes

d. The boys spent about three minutes

9. What did the winner of the third match do to win?

a. He jumped and closed his two eyes

b. He used a very clever method to knock out his opponent

c. He jumped and shouted

d. He jumped and danced in a funny way.

10. What did the people do?

a. The people protested and left washing, he found it difficult to maintain a family of five. But he had a large farm in which he planted yarns and vegetables, and in which the school children sometimes helped him.

11. What meeting did the villagers refuse to attend?

12. Why did they refuse?

1 3. "Their whole life was based on it". On what?

14. Why did the farmers of Ohia find their work difficult?

15. How did the Ohia sons who lived away from Ohia come to see the usefulness of education?

16. They asked the missionaries to establish a school so that

17. What reason is given for the fact that Mr. Okafor had only one wife?

18. Mr. Okafor was a good teacher because...

19. In what way did the school children help Mr. Okafor to maintain his family?

20. Suggest another appropriate title for this passage.

PART B: English Composition

Name of School--

Pupils' Full Name---

Write a composition of not less than ten (10) sentences on the topic: "How I spent my last holiday".

SECTION C: LEXIS AND STRUCTURE (20 Marks)

Instruction: Choose from the list of words in the box to Complete the similes

Crystal bold poor bat

Bitterleaf busy cunning

1. As clear as _____

2. As blind as a _____

3. As ____ as a bee

4. As _____ as a tortoise

5. As bitter as _____

6. As _____ as a lion

Choose the best answer from the options a-d to fill the blank spaces

6. If I had a million naira _____

(a) I would give a thousand naira each to my friends

(b) I will keep it in the bank

(c) I shall give a scholarship to deserving pupils

(d) I will eat whatever I like

7. _____ too much fat is hot good

(a) To eat (b) Eating (c) Eaten (d) Eat

8. When out teacher was not _____, I sneaked out of the class

(a) looking (b) looked (c) able to look (d) will look

9. If you _____ the drug, you would have been well by now

(a) have to take (b) had taking (c) have taken (d) had taken

10. The Red Sea _____ the saltiest of the seas

(a) was (b) was being (c) is (d) likely to be

11. Strong winds _____ waves on the surface of the sea

(a) Caused (b) causes (c) cause (d) causing

12. The latest telephones — wires

(a) have not used (b) do not use (c)causing

13. Bola Adeola _____ a prize for being the neatest girl in the school

(a) got (b) get (c) gotten (d) getting

14. The presence of the stone images have remained of the materials cultures in Africa

(a) wonder (b) wonderful (c) one of the wonders (d) some wonders

15. A computer _____ facilities

(a) stored (b) stores (c) has a store (d) has storage

16. My brother _____ than Obi

(a) faster (b) fast (c) fastest (d) too fast

17. A tortoise is a _____ animal

(a) slowly (b) slow footed (c) slow foot (d) not so slow

18. Karimu jumped _____ the fence

(a) under (b) over (c) nearly over (d) beside

19. "This books is like an encyclopedia" is a _____

(a) metonymy (b) metaphor (c) simile (d) synonym

20. This pap is _____ hot _____ I cannot take it

(a) so . . .when (b) not so -... when (c) so ... that (d) so ... when

21. The weather is _____ hot. I cannot come to your house

(a) Sometimes (b) too (c) never (d) so

22. He _____ an excuse when asked to explain why he was late

(a) came up with (b) came down with (c) come up with (d) come along with

23. Remember to _____ your assignment before you go home.

(a) turned up (b) turn on (c) turn in (d) none

Choose the correct synonyms

24. Modern gadgets are good for housewives

(a) servants (b) house help (c) labour-saving devices (d) housewares

25. I read at my leisure

(a) important days (b) evening hours (c) spare time (d) festive days

26. The young boy was kidnapped by unknown men

(a) captured (b) sensitized (c) killed (d) robbed

27. There is a iple in the constitution

(a) man hole (b) way of escape (c) reason for excuse (d) good reason

_____ your sick brother _____ the extra lessons for the class

_____ our company

Choose the word that contains the sound indicated.

35. /i:/ (a) booth (b) within (c) feet (d) fed

36./ʃ/ (a) measure (b) chilly (c) sure (d) zebra

37. /z/ (a) pleasure (b) rise (c) motion (d) piece

28. The stubborn boy shed crocodile tears

(a) insincere tears (b) much tear (c) few tears (d) dull tears

Fill in the gaps

29. You don't have to worry _____

(a) about (b) on (c) with (d) since

30. Let me remind you _____

(a) with (b) of(c) in (d) around

31 .We must not exclude Tinu _____

(a) about (b) in (c) from (d) around

Choose the correct questions

32.No, I didn't

(a) Were you at Lagos yesterday?

(b) Did you go to Lagos yesterday?

(c) Were you in Lagos yesterday?

(d) Will you be at Lagos tomorrow?

33. I forgot to tell her.

(a) Did you remember to tell Bola about the exams?

(b) Do you have to tell Bola about the exams?

(c) Do you need to tell Bola about the exams?

(d) Are you going to tell her?

34. Yes, it is.

(a) Was it Kola who came here during break?

(b) Is this the box of sweets you spoke about?

(c) Are these the boxes of sweets in the house?

(d) Do you have a box of sweets?

38./ɒ/ (A) cloth (B) whether (C) made (D) wit

39./tʃ/ (A) should (B) harsh (C) through (D) church

40./j/ (A)jet (B)year ()choose (D)laugh

PUPILS' INTEREST IN ENGLISH STUDIES QUESTIONNAIRE

This instrument is designed to gather information on pupils' interest in learning English Studies. The information gathered will be mainly used for research purposes and it will be treated in strict confidence. You are to please respond to the questions as objectively as possible.

Instruction: Kindly tick (V) one of the options provided.

KEY: Strongly Agree (SA); Agree (A): Disagree (D) and Strongly Disagree (SD).

Section A: **Personal Data**

Name of School:...

Class:……………………………………………………………

Age : Below 10yrs ( ),10-11 (   ) 11+ (   )

Sex: Male (   ) Female (   )

Section B : Interest in English Studies

S/N	Items	strongly agree	agree	disagree	strongly disagree
1.	I dislike English Studies				
2.	English Studies is my favourite subject				
3.	I want more lesson periods for English Studies on the timetable				
4.	I always attend English studies lessons				
5.	I like English Studies .				
6.	I participate in English Studies lessons				
-7	I regularly do my English Studies assignments.				
8.	English Studies lessons are interesting.		-		
9.	I find English Studies lessons interesting.				

10.	I like my teacher of English Studies.				
11	I do not attend English Studies class regularly				
12.	I keep away from English Studies l don't pay attention in English studies lessons.				
13.	I do something else during English Studies.				
14.	I contribute to discussions during English Studies lessons.				
15.	I enjoy English Studies lesson.				
16.	I like reading books on English studies.				
17.	English Studies is not an interesting subject				
18.	I always do my English Studies homework.				
19.	I like discussing English studies with my friends.				
20	I always score high marks in English Studies.				
21	I score low marks in English Studies				
22	I attend school regularly because of English studies				
23	English language is an interesting subject.				
24	I listen to English Studies lessons on radio				
25	I come late to English Studies class.				

PROFESSIONAL DEVELOPMENT SCALE

Dear Respondent,

This instrument aims at eliciting information on teachers' involvement in professional development activities. Basically, it will be used for research. You are therefore implored to give your responses as accurate and sincere as possible. All responses and information given shall be treated with utmost confidence. Thanks for your cooperation.

SECTION A. Personal Information

Please, kindly supply the required information in the spaces provided by filling the blank space or ticking the appropriate option where alternatives are given.

1.   School:..

2.   Class taught:...

3.   Sex: (a) male [   ]   (b) female [   ]

SECTION B: Teachers' involvement in Professional Development

Use the key below to indicate your involvement in Professional Development Activities. **Key: Always = 4; Often = 3; Sometimes = 2; Never=l.**

S/N	Items	Always	Often	Sometimes	Never
1	Staff development programmes are provided for teachers				
2	Teachers are made to undergo proper training to enable them tackle problems at work as they arise				
3	I use the views and opinions of other teachers in order to integrate the different disciplines of knowledge stems.				
4	I participate in conferences/seminars/workshop to boost my professional development.				
5	There is a programme of mentoring/peer observation in my school to boost my professional development				
6	There is opportunity for in-service training.				
7	1 engage in individual or collaborative research on				

	different aspects of English studies.				
8	I participate in observation visits to other schools				
9	Resource persons come to update our knowledge of English Language teaching.				
10	Government sponsors Primary school English teachers on professional development programmes yearly .				
11	Attendance of conferences and seminars are part of the criteria for promotion.				
12	Teachers enjoy slight increase in salary for undertaking professional development activities.				
13	I engage in informal dialogue with experienced senior colleagues on how to improve my teaching.				
14	I browse the internet for innovative teaching strategies.				
15	I do not belong to any professional association.				
16	I have opportunity of study leave with pay				
17	A development or training plan is established for teachers to improve their work in my work place				
18	Teachers observe one another during classes and provide feedback.				
19	I attend professional association meetings in my area of Discipline				
20	My employer encourages teachers to obtain higher degrees in their area of specialization.				

TEACHERS' USE OF QUESTIONS OBSRVATION SCALE

SECTION A: Personal Data

Name of School..

Class taught...

Subject...

Aspect of English Studies taught...

Duration of the lesson.............................;..

SECTION B : TEACHERS' USE OF QUESTIONS OBSERVATION SCALE

S/N		Tally	Frequently	Sometimes	Rarely	Never
1	The teacher asks questions suited to pupils level.					
2	The teacher asks open-ended questions.					
3	The teacher asks low order questions.					
4	The teacher asks higher order questions					
4	The teacher calls on specific pupils to answer questions.					
5	The teacher asks questions 6"hly at the end of the lesson					
6	The teacher distributes questions across the class					
7 '	The teacher calls on non-volunteers to answer questions.					
8	The teacher repeats the questions when there is no response.					
9	The teacher modifies the question when it is not understood.					
10	The teacher allows enough wait time before pupils responses.					

11	. The teacher uses questions to shed light on important points of the lesson.					
12	The teacher selects pupils to respond randomly, instead of following any set-pattern, when asking questions.					
13	The teacher asks higher order questions					
14	The teacher uses questions to monitor pupils attention					
15	The teacher encourages pupils to initiate questions.					
16	Teacher uses questions to clarify concepts					
17	Teacher uses questions to emphasise important points in the lesson					
18	Teacher uses questions to focus pupils attention in class.					
19	He/she uses questions to activate prior knowledge before new lesson.					
20	Teacher uses questions to evaluate lessons.					
21	He/she asks question to keep pupils active in the course of the lesson.					
22	He/she uses questions to pace the lessons					
23	Teacher uses question to moderate pupils behaviour.					
24	Teacher uses question to revise the lesson.					
25	Teacher uses question to redirect pupils thoughts in the lesson..					

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TEACHERS INSTRUCTIONAL PACING OBSERVATION SCALE (TIPOS)

SECTION A

Date of Observation:_____

Name of School:_____

Name of Teacher Observed:_____

Class Taught:_____

Topic Observed:

Key: Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4

SECTION B : TEACHERS INSTRUCTIONAL PACING OBSERVATION SCALE

S/N	Items	Tally	Frequently	Sometimes	Rarely	Never
1	The lesson progresses at a fast rate					
2	The lesson progresses at a slow rate					
3	Time is evenly distributed among various activities in the lesson					
4	Teacher uses linguistic markers to signal transition from one activity to another					
5	Teacher varies the pace and rhythm of instruction.					
6	Teacher spends enough time on teaching.					
7	Teacher uses planned repetition					
8	Teacher use pauses at the appropriate time of the lesson					
9	Teacher allows adequate time for pupils' activities.					
10	Teacher carries along all pupils in the lesson					

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TEACHERS' USE OF INSTRUCTIONAL MATERIALS OBSERVATION

SCALE (TUIMOS)

SECTION A

Date of Observation:_____

Name of School:_____

Name of Teacher Observed:_____

Class Taught:_____

Topic Observed:

Key: Never = 1. Rarely = 2, Sometimes = 3, Frequently = 4 SECTION B :

TEACHERS USE OF INSTRUCTIONAL MATERIALS

S/N	Items	Tally	Frequently	Sometimes	Rarely	Never
1	The teacher uses instructional materials judiciously					
2	He/she uses motion pictures to illustrate the passage.					
3	The teacher uses concrete objects to illustrate the passage.					
4	The teacher plays recorded passages on CD.					
5	He/she uses word cards to explain difficult words.					
6	The teacher uses dramatisation to illustrate the content of the passage.					
7	The teacher uses a projector in teaching reading comprehension.					
8	The teacher encourages the use of dictionaries for difficult words.					
9	The teacher uses supplementary readers to buttress the points in the reading comprehension passage.					

10	The teacher uses informative posters to reinforce concepts.					
11	The teacher uses charts to illustrate concepts					
12	He/she uses cardboard drawings to exemplify concepts					
13	He/she uses reading logs to guide pupils					
14	He/she uses maps to illustrates places in reading texts					
15	He/she uses pictures to explain concepts					
16	He/she uses instructional materials at the introductory stage of the lesson	-				
17	He/she uses instructional materials at the recapitulatory stage of the lesson					
18	He/she uses instructional materials at the close of the lesson					
19	He/she uses audio CD to teach listening skill					
20	He/she uses resource persons to teach concepts in English studies					

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TEACHERS FEEDBACK TECHNIQUES OBSERVATION SCALE (TFTOS)

SECTION A

Date of Observation: Name of School:

Name of Teacher Observed: Class Taught:_____

Topic Observed:

SECTION B: Teacher's Feedback Techniques

Key: Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4

S/N	ITEMS	Tally	Frequently	Sometimes	Rarely
1	The teacher uses oral feedbacks				
2	Teacher uses written feedbacks				
3	The teacher leads the pupils through detecting and correcting their errors personally.				
4	The teacher moves round the class to correct pupils errors individually.				
5.	Teacher uses feedback to improve subsequent performance				
6	Feedback is provided too late				
7	Feedback is provided promptly				
8	Teacher uses more of task-level feedback				
9.	Teacher uses more of general summary feedback				

10	Feedback takes into account the pupil's current understanding and ability level				
11	Feedback is largely formative				
12	Feedback is largely summative				
13	Feedback helps pupils to navigate the subsequent exercises successfully				
14	Teacher encourages peer feedback in class				
15	Teacher alone provides feedback to pupils				
16	Teacher explains to pupils the purposes/goals of the feedback Process			'	
17	Teacher's use of feedbacks is more correctional than instructional				
18	Teacher corrects pupils openly in class				
19	Teacher corrects individual pupil privately				
20	Feedback encourages teachers and pupils to focus on future learning.				
22	Feedback does not pose threats to pupils' self-esteem.				

Teachers' In-Depth Interview Guide on the Teaching of English Studies

Dear Respondent,

      This research interview guide was designed to find to elicit oral responses from English studies teachers on what challenges they encounter in the teaching of the subject in public primary schools

Interview Questions

1.   Can you briefly introduce yourself Sir/Ma? _____

2.   What are the challenges you face in teaching of English studies?

3.   What problems affect quality of instruction in English studies?

4.   What are the resources used in English studies?