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(JAJOLLS)**



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EDITORIAL

Every academic environment is sustained by learning through rigorous methods. Research is one and the focal point for assessment. A serious member of the academic community is measured by the quality and number of academic articles.

In spite of the desire to acquire many research reports, this edition has insisted on standards and quality. It is important to note that many articles have been rejected for not meeting our requirements.

The first and most obvious task of our journal is to provide a level playing field for researchers all over the globe in language-related disciplines, which is the vehicle for conveying knowledge. In this edition, seventeen (17) articles have undergone academic scrutiny from our blind reviewers.

To our esteemed contributors and readers, thought-provoking articles are expected and we are ready to publish them in the next volume.

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The “Jalingo Journal of Linguistics and Literary Studies” (JAJOLLS) is a publication of the Department of Language and Linguistics, Taraba State University, Jalingo, Nigeria. This journal publishes reports in relation to all aspects of linguistics, literary and cultural studies.

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Three hard copies of the article with text, charts, tables, figures, plates or any other original illustration should be sent to the editor-in-chief JAJOLLS, Taraba State University, Jalingo, Taraba State Nigeria. Submission should either be in English, French, Hausa, or Arabic languages. Articles should be typed in double line spacing with a wide margin on each side only on A4 sized paper not exceeding 15 pages including abstract with not more than 6-7 keywords. Articles are to be submitted with Five Thousand Naira (N5,000) assessment and handling charges. By submitting an article to JAJOLLS, the author(s) agree that the exclusive rights to produce and distribute the articles to the publisher.

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The Effects of Communicative Language Method of Teaching Verb Tenses on Students' Performance in Written Essay in Colleges of Education.

Abstract

This research addresses the issue of incorrect usage of verb tenses in written essays by students, particularly in Nigerian tertiary institutions. The problem is attributed to language transfer and inadequate teaching methods. The study investigates the impact of verb tense instruction on students' essay performance in colleges of education in Bauchi State, Nigeria, using a quasi-experimental design. Findings indicate that the communicative language method effectively improves students' essay performance. While gender alone does not significantly affect performance, its interaction with the teaching method shows significance. Recommendations include adopting communicative language methods in various classes, providing teacher training on modern language pedagogies, and guiding student teachers in applying the communicative language method.

Keywords: language transfer, teaching methods, verb tenses, essay writing, communicative language method, performance improvement, gender impact, language pedagogies, teacher training, student teachers.

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1.1 Introduction

Language is generally used for the purpose of interaction among people in the society. It is also used to differentiate people by gender, age and social status within a particular society (Emenanjo, 2015). Language serves as a tool for development in every society. It develops nations or societies socially, particularly for the purpose of interaction within and outside a particular society. Through choice of words and forms of speeches, language can be used to differentiate gender or age. Language is an interesting phenomenon that has been bestowed on man. It is also a means by which man expresses his ideas and gives meaning to his existence. Language is the expression of culture, the depository of culture and crucial mode of culture

transmission. For a language to be learned, vocabulary, grammar and the literacy skills (listening, speaking, reading and writing), are important.

In writing, grammar is one of the main aspects that a teacher focuses on. This is because grammar is what strings the words and make it easy to be understood by readers from different background. In writing an English essay, an important grammar item that a teacher will look at is tenses and Subject-Verb Agreement (SVA). Tenses are a set of forms taken by the verb to indicate time. Subject-verb agreement is the correspondence of a verb with its subject in person and number. In English, when one is telling or writing a story, the correct tenses that we should use is the past tense because in English there are three types of tenses namely present, past, and future tense. These tenses then have sub tenses namely simple, continuous, perfect, and perfect continuous. Each one of these tenses has their own unique properties that allow the user to indicate specific time and also what happen at certain time. So, the concept of time is very vital to the development of any written essay. However, in the Nigerian English language curriculum, grammar and the four language skills (listening, speaking, reading and writing), are taught across all levels of education. Hence there is the need for students to master the act of writing and English grammar for them to communicate and pass their examination effectively. One of the greatest problems surrounding the teaching and learning of language in Nigeria is the wrong use of tenses in written and spoken communication. One of the reasons for such problem is the use of inappropriate methods by teachers to teach English language in general. Most teachers use inappropriate methods and those that are meant to teach different aspect or subject to teach English grammar. Conversely, in Nigerian tertiary institutions, teachers rely solemnly on the lecture and grammar translation methods to teach English. These methods which are teacher centered provide no meaningful learning context to the students, as the students are not given time to interact with themselves and the learning environment to create meaningful learning context for themselves (Emenanjo, 2015). This problem of inappropriate use of the right methodology to teach the content to students and over reliance on teacher centered methods persists in some teacher training institutions in Bauchi state, Nigeria particularly Adamu Tafawa Balewa College of Education Kangere and Aminu Saleh College of Education, Azare where this study is being. This is why this work is concerned with how the teaching of tenses (grammar) impacts the learning of essay writing (writing skill), using relevant language method to see if the language problem can be solved.

1.2 Statement of the Problem

Essay writing demands competency in the aspect of grammar, without which will result to an incomprehensible writing with poor expression. Consequently, most problem of student' writing in Nigeria is as a result of errors in grammar caused by poor teaching methods. This highlights English language teaching problems, especially at the tertiary institutions in Nigeria, where tenses and writing are told in isolation. This yields no fruitful result, particularly in a teacher training institution like Adamu Tafawa Balewa College of Education Kangere and Aminu Saleh College of Education Azare, where English teachers are bread. Close examination of examination scores in written composition from the three teacher training institutions in Bauchi state reveal that students perform poorly in this course. The results from Aminu Saleh College of Education Azare and that of A. D Rufa'i College of Islamic and Legal Studies Misau showed poor performance in written essays, less than 45% of the students passed the course in 2019/2020 academic session. Also, in Adamu

Tafawa Balewa College of Education Kangere, similar problem exists as less than 40% passed composition in the same academic session. This is why this research will try to use communicative language teaching method to teach students of English tenses and essay writing together using communicative Language teaching in Adamu Tafawa Balewa College of Education Kangere and Aminu Saleh College of Education Azare to see if this problem of writing would be improved on part of the students as would be teachers of English Language.

1.3 Aim and Objectives of the Study

The purpose of this research work is to investigate the impact of instruction on verb tenses on students' achievement in essay writing, in Colleges of Education in Bauchi State, Nigeria. Therefore, the specific objectives of this study are to determine the:

1. Effects of communicative language method of teaching verb tenses on NCE II students' performance in written essay.
2. Interactional effect of communicative language method (CLT) of teaching verb tenses, conventional method (CM) and gender on NCE II students' performance in written essay

1.4 Research Questions

The following research questions were used to guide the conduct of the study;

1. What is the influence of gender on NCE II students' performance in written essay?
2. What is interactional effect of communicative language method (CLT), conventional method (CM) of teaching verb tense and gender on students' performance in written essay

1.5 Research Hypotheses

The following null hypotheses were raised to test the significance of the study at 0.05 level of significance;

H₀₁ There is no significant difference in the mean performance score of NCE II students exposed to communicative language method (CLT) and conventional method (CM) of teaching verb tenses on students in written essay

H₀₂ There is no significant interactional effect of the teaching method (CLT, CM) and gender on students' performance in written.

2.1 Concept of English Tenses

The term, tense, has been derived from the Latin word "tempus" meaning time. Since there are many ways in which we express the time of action, we use tenses. There are three main tenses, past tense, present tense and the future tense. It is important to note that each of these tenses has four forms, they are: Simple, progressive or continuous, perfect and perfect progressive or perfect continuous.

As stated above there are three types of tenses, past tenses, present tense and future tense. But the ways in which these three tenses are used with the forms of verbs, such as, present form, past form, past participle and ing-form, are different. It is therefore important to understand well how to use these tenses with the forms of verbs; Ridha (2012) examined English writing samples of 80 English as Foreign Language (EFL) college students and then categorized the errors according to the following taxonomy: grammatical, lexical/semantic, mechanics, and word order types of errors. The results showed that most of the students' errors can be due to L1 transfer. Furthermore, she found that most of the learners rely on their mother tongue in expressing their idea.

She added that although the rating processes showed that the participants' essays included different types of errors, the grammatical errors (including tenses) and the mechanical errors were the most serious and frequent ones. One can hardly discuss tense without talking about verb. This is because verb is very important category onto which some other categories like tense are marked. Bhat (1999) considers tense to be 'an inflectional marker of the verb used for denoting the temporal location of an event (or situation)', while Aronoff (2017) notes that it is the only category that is marked directly on the verb and also directly connected to time. That is why Eyisi (2014) succinctly considers tense as referring to any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb. Verb tense in English is complex, and it is not easy to teach or learn it. However, teaching it and increasing students' accuracy can be accomplished through a systematic presentation, clear visuals, focus on both form and function, raising awareness of verb tense in reading other's work and in editing their own, and in plenty of opportunities to practice the verb tenses in meaningful activities to internalize their use (busy teacher.org, 2021).

2.1.1 Methods/Approaches to Teaching Grammar/Tense

The gains from improved grammatical competence are plenty. The impact on teaching and learning includes improved reading and writing skills, listening and speaking. Without grammar, people would be able to understand one another, but at the same time, the lack of it would provide a hindrance to good communication. Therefore, to improve the learners' spoken and written communication skills, there is a need to their fluency by effectively teaching grammar using suitable modern methods which are student centered.

Therefore, for the benefit of this study, certain methods and approaches to teaching grammar/tenses are discussed below.

2.1.2 Processing Instruction (PI)

Processing instruction is a teaching technique which aims to improve English learners' grammar proficiency, and thus is important to mention, as well. It has been documented that English learners' processing routines prevent them from paying enough attention to grammar structures and thus have difficulty learning and retaining grammatical knowledge (Dekeyser & Botana, 2014). For example, when an EL's target language is fundamentally different from their home language in form or word order, ELs' processing of new input is fundamentally challenging. Because ELs' input processing tends to take more time because of the additional amount of information being processed, PI aims to alter learners' processing mechanisms within three steps.

2.1.3 Communicative Language Teaching.

In an article entitled "Communicative Language Teaching", a British linguist, Wilkins states that communicative language teaching (CLT), encompasses the following components: language is a system for expressing meaning; the primary function of language is interaction and communication; the structure of language reflects its functional and communicative uses; and the primary units of language are not only grammatical and structural, but exhibit functional and communicative features used in discourse, as well (Wilkins, 1972). Wilkins also advocates that language should not only be described through traditional concepts of grammar and vocabulary, but that students should be able to demonstrate the systems of meanings that lay behind the communicative uses of language. Students should be able to relate

meaningful and understandable ideas through sharing informational, persuasive, or entertaining text. In the article "A Brief Comment on Communicative Language Teaching", Fang Yuan states that communicative language teaching embodies allowing students to authentically communicate about life experiences while negotiating content-oriented meaning. Communicative Language Teaching is student-centered, rather than teacher-centered, and encourages active and independent communicative practice and competence (Yuan, 2011). As teachers provide opportunities for students to practice authentic communication mimicking real-life experiences within the classroom, students' communicative competence will flourish outside of the classroom (Long, 1976). Also, students don't only encounter words in isolation, but as part of purposeful discourse both inside and outside of the classroom (Schleppegrell, 2014).

2.1.4 Inductive Method

Inductive method is a method where the learners discover the grammar rule rules themselves by examining the examples. In this method, it is possible to use a context for grammar rules this is to say, learners explore the grammar rules in a text or an audio rather than isolated sentences. Bibi, (2019) notes that in an inductive method, learners are provided with samples which include the target grammar that they will learn. Then learners work on the example and try to discover the rules themselves. Here students obtain the grammar rules and they practice the language by creating their own examples.

Some studies of the effects of inductive method have been conducted by some scholars such as Bibi (2019), Wang (2012), and Bibi (2019), for example, investigated the comparative effectiveness of teaching English grammar with the help of textbook (deductive method) and by using group work activities (inductive method). She did the research to analyze whether group work activities (inductive method) had a positive effect on the academic achievements of the elementary and secondary students in Pakistan. In Pakistan, English grammar is mainly taught by deductive method in which the principles and rules of different aspects of grammar are first taught and then particular examples are given to the students. No practice is provided to the students in the use of different aspects of grammar. Only casual reference is made to them during teaching the prescribed textbook.

2.1.5 Deductive Method

The deductive method is a traditional way to present grammar. In it, rules are given prior to the illustration of examples. Learners have to memorize the rules of grammar, hoping they can apply the rules to make meaningful sentences. It lays more emphasis on rules rather than learning through interaction and practice.

A study showing the effectiveness of deductive method has been conducted by Erlam (2013). She found out that that the deductive approach was more effective in teaching second language grammar. She conducted the study to examine the effects of deductive and inductive instruction on the acquisition of direct object pronouns in French as a second language. She developed the teaching materials, a pre-test, a post-test, and a delayed post-test. Classes of fourth form students (approximately 14 years of age) took part in the study. The students were nearing the end of the second year of their study of French. The school allocates students to class options according to timetabling constraints so that there was, in principle, little overall difference in ability among the classes. A one-way ANOVA showed no statistically significant differences in the performance of the three groups on the Test of Scholastic Abilities.

2.1.6 Grammar Translation Method

Taking into consideration the style of teaching English in secondary schools in Afghanistan, we can see, in some parts, it is similar to 'grammar translation method'. This method, once called classic method of teaching, is an old style of teaching which helps student to learn a foreign language. As well as this method helps the learners to study the grammar of the target language and by knowing grammar of the targuet language become more familiar with the structure of their native language (freeman, 2019).

In grammar translation method, memorization is the primary strategy for the teaching and learning process. The method emphasizes reading, writing, translating, and grammar practice, (Ridha, 2012). In this method teacher plays the central role; most of the activities are accomplished by the teacher and typically students are the receiver of the actions of the teacher. According to Freeman (2019) believed that the role of grammar translation method is so traditional; the teacher is the authority in the classroom and the students have to follow what she says, so they can learn what she knows.

In the grammar translation method, most of the teaching and learning activities come from the teacher and there is not much chance for a student to initiate or take part in class activities. Grammar and vocabulary are the most primary emphasize of the learning activities; while reading and writing are considered basic elements that students must learn. In this regard, the grammar translation method does not pay much attention to some other parts, pronunciation, listening, and speaking, all of which has profound effect on learning the target language.

2.1.7 State of Writing and Writing Instruction

Writing is an undisputedly an important aspect of any educational system. it is used to gauge what the students know and where they have problems. It is therefore a means through which the teachers assess the students' academic performances. Hence, writing is no longer the sole responsibility of the English department at any school and the ideology about writing and writing instruction must change. Special Connections (2017) states: The increasing diversity of the school-aged population has occurred within the context of the standards-based education movement and its accompanying high- stakes accountability testing. As a consequence, more demands for higher levels of writing performance and for demonstration of content mastery through writing are being made of students and their teachers, while teachers are simultaneously facing a higher proportion of students who struggle not only with composing, but also with basic writing skills.

Teachers in all content areas see writing, or rather the process of grading student writing, as a laborious chore. Although the majority of the time it cannot be browsed over, quick checked, or thrown into a scantron machine, it does have the ability to increase student learning in all content areas resulting in increased student achievement. Effective writing also does not only consist of longer essay writing. Quick writes, which take just a couple of minutes, can be just as effective in some cases. Strong writing is capable of promoting ability in reading when there is a balance of instruction and various writing techniques are implemented (Daniels, Hyde, & Zemelman, 1998). Each core subject (math, language arts, science, and social studies) involves reading and increasing students' abilities in reading by implementing writing can only help to increase their abilities in those subject areas.

3.1 Theoretical Frame Work

Theoretical frameworks that contribute to an understanding of the success of communicative language teaching include those of Koffka, Piaget and Vygotsky (Johnson and Johnson, 2018). These theories are the social interdependence, cognitive-developmental, and behavioral. These theories will serve as the basis of this research work for their relevance to teaching and learning through social interaction, intellectual development and stimulus and response are all enshrined in the communicative language teaching method.

3.2 Methodology

This work adopts the quasi-experimental design with a population of 835 students and 100 sample 50 each from Adamu Tafawa Balewa College of Education Kangere and Aminu Saleh College of Education Azare. ATBCOE Kangere was used as the experimental group to be taught with the Communicative Language Teaching Method, while Aminu Saleh College of Education Azare was used as the control group to be taught using the conventional method. Pre-test and post-test were used to administer the experiment. Mean and standard deviation were used to answer the research questions while ANCOVA was used to test the hypotheses at 0.05 alpha level of significance.

4.1 Results

4.1.1A Research Question One

What is the mean performance score of students exposed to communicative method of teaching verb tense in essay written essay?

Table 1: Pretest and posttest mean performance scores and standard deviations of NCE II students taught with communicative language teaching and conventional method

Variables	N	Pre-test		N	Post-test	
		Mean	S D		Mean	S D
CLT Method	50	30.140	7.275	50	73.990	6.726
Lecture Method	50	31.440	9.736	50	49.210	10.587

4.1.1B Hypothesis One

H₀₁: There is no significant difference in the mean performance scores of students exposed to essay writing with communicative method (CLT) of teaching verb tenses and conventional method.

Table 2: Analysis of covariance of the mean performance scores of students exposed to essay writing with CLT and conventional (lecture) method

Source	Type III Sum of Squares	df	Mean Square	F-ratio	P-value
Corrected Model	15817.749 ^a	2	105.921	7.875	.000
Intercept	20598.223	1	20598.223	275.866	.000
Pre-test	466.539	1	466.539	6.248	.014
Method	15670.968	1	15670.968	209.877	.000

Error	7242.751	97	74.668
Total	402516.500	100	
Corrected Total	23060.500	79	

F-ratio (209.877), P-value (.000) P < 0.05 *: Significant

4.1.2A Research Question Two

What is the interaction effect of the teaching methods (CLT, CM) and gender on students' performance in written essay?

Table 3: Interaction effect of the teaching method (CLT, CM) and gender on students' performance in written

Gender	Methods	N	Mean	Std. Deviation
Male Students	CLT	25	74.080	6.817
	CM	25	53.000	10.383
Female students	CLT	25	73.900	6.773
	CM	25	45.420	9.545

4.1.2B Hypothesis Two

H₀₅: There is no significant interaction effect of the teaching method (CLT, CM) and gender on students' performance in written

Table 4: Analysis of covariance for the interaction effect of the teaching method (CLT, CM) and gender on performance of students in written essay

Source	Type III Sum of Squares	Df	Mean Square	F-ratio	P-value
Corrected Model	994.384 ^a	4	248.596	3.923	.006
Intercept	20435.762	1	20435.762	17.240	.130
Pretest	489.718	1	489.718	7.156	.009
Gender	377.368	1	377.368	1.035	.495
Method	15681.149	1	15681.149	43.205	.096
Gender * Method	364.445	1	364.445	5.326	.023
Error	6500.962	95	68.431		
Total	426536.500	100			
Corrected Total	5746.450	79			

F-ratio (5.326), P-value (.023) P > 0.05 *: Significant

5.1 Discussion

Results in Table 1 show that the group that was exposed communicative language teaching (CLT) performed better with a pre-test mean performance score of 30.140 with a standard deviation of 7.275 and a post-test mean performance score of 73.990 with a standard deviation of 6.726, as the group that was exposed to conventional (lecture) method had a pre-test mean score of 31.440 with a standard deviation of 9.736 and a post-test mean score of 49.210 with a standard deviation of 10.587. This result therefore, shows that students exposed to communicative perform higher than

the group exposed to conventional method. in table 2 the hypothesis shows an F-ratio of 209.877 with an associated probability value of .000 Since the associated probability value of 0.000 was less than 0.05 set as level of significance, the null hypothesis one (H_{01}) which stated that There is no significant difference in the mean performance scores of students exposed to essay writing is rejected. Therefore, the inference drawn here is that there was a significant difference in the mean performance scores of NCE II students exposed to essay writing using communicative language method of teaching verb tenses with those exposed to essay writing using conventional (lecture) method with communicative language method (CLT) having a higher adjusted mean. This shows that communicative language teaching method has more effect on students' performance essay writing than the conventional method.

Table 3 shows that the NCE II male students exposed to essay writing CLT had adjusted mean score of 74.080 and standard deviation of 6.817 while their female counterparts had adjusted mean score of 53.000 and standard deviation of 10.383. Male students who are exposed to essay writing with conventional method (CM) on the other hand had 73.900 adjusted mean score with a standard deviation of 6.773 whereas female counterparts achieved an adjusted mean score of 45.420 and standard deviation of 9.545. The data on table 9 shows the interaction effect that is not ordinal between the type of method and gender on performance in essay writing. This is because at all level of gender; the adjusted mean achievement score of the group exposed to essay writing with CLT is higher than the group exposed to essay writing with CM (conventional method of teaching). The higher achievement recorded in the experimental group was as a result of the main effect of CLT to the group with not interaction effect in essay writing and gender. Going by the standard deviation of the experimental group and control group, table 9 shows that individual scores in the experimental group for both male and female clustered at the group mean score while that of the control group was extreme to the group mean. Table 4 shows an F-ratio of 5.326 with an associated probability value of 0.23. Since the associated probability value of 0.23 was less than 0.05 set as level of significance. Therefore, result shows that, the interaction effect of CLT, CM and gender in students' written essay is significant. Therefore, null hypothesis five (H_{04}) which states that there is no significant interaction effect of CLM, CM, and gender on students' performance in written essay is rejected.

6.1 Conclusion

One of the greatest problems surrounding the teaching and learning of language in Nigeria is the wrong use of tenses in written and spoken communication. One of the reasons for such problem is the use of inappropriate methods by teachers to teach English language in general. as such there is need to shift from the conventional method to more modern methods which are more interactive and student centered. One of such method is the Communicative Language Teaching which allow students to learn in groups given them ample time to interact and communicate effectively in the class. This study has proven the effectiveness of language method in English classes most especially in the aspect of writing. this method when interacted with gender factor effectively yield more results as it gives room for completion among different sexes in the class thus, enhancing their performances.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. English language teachers should be encouraged to employ Communicative Language Teaching more in their teaching method in order to increase the level of students' performance in English language.
2. Government should ensure that English language teachers who lack the knowledge and competence for group learning be equipped with the necessary skills through in-service training, seminars, workshops, conferences and other forms of training-on-the-job to employ Communicative language teaching and other related modern method
3. The conventional teaching method, which seems to prevail in Nigerian educational institutions, should be minimized especially in language programmes. Every teacher at any level of education should have the necessary teaching skills. This could be acquired in the education faculties of universities and other tertiary institutions where different techniques and methods of teaching are learnt.

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