



# Jolly Grammar, Fernald Instructional Methods and Pupils Performance in Parts Of Speech in Akwa Ibom North East Senatorial District of Akwa Ibom State

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## ABSTRACT

This study investigated the effectiveness of two instructional methods - Jolly Grammar, Fernald Instructional Methods and Pupils Performance in Parts of Speech in Akwa Ibom North East Senatorial District of Akwa Ibom State. Seven specific objectives and seven hypotheses guided the study. The Quasi-experimental design was employed. The population was 5,214 primary 3 pupils in the 386 public primary school in Akwa Ibom North East Senatorial District in the 2022/2023 school year. A sample of 150 pupils from 3 public primary schools in three local government areas in Akwa Ibom North East Senatorial District participated in the study. Multi-stage sampling technique was used to draw the sample. The instrument titled "Parts of Speech Identification Instrument (POSII)" was used for data collection. Five research experts validated the instrument. The POSII was subjected to reliability using test retest approach and reliability coefficient of 0.87 was obtained after analysis using Kuder Richardson Formula 20. Mean and standard deviation were used to answer the research questions, while the seven hypotheses were tested using ANCOVA at 0.05 alpha level. Findings showed that pupils were able to identify all seven parts of speech under study, when taught with Jolly grammar and Fernald instructional methods whereas pupils taught with conventional method could not perform any better. There was significant difference in the mean score performance of pupils' ability to identify nouns, pronouns, adjectives, verbs, adverbs, conjunctions and prepositions when taught with Jolly grammar and Fernald methods and those taught with conventional method. It was recommended among other things that Curriculum planners and government should formulate policies that will make the use of innovative instructional methods such as Jolly grammar and Fernald methods compulsory for teaching and learning of grammar at the primary school level, Seminars, workshops and conferences should be organized by the Government and other stakeholders to train in-service teachers on instructional methods that are research based so as to enable them improve their instructional delivery.

**Key words;** Jolly Grammar, Fernald, Instructional Methods, Performance, and Parts of Speech

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## I. INTRODUCTION

To learn how to run, a child has to learn how to walk first. The same goes for learning English. To speak the language proficiently, the child has to master the grammar and the set of rules that go with it. Words in the English language can be confusing at times because of their ability to have a different meaning. Consequently, for better understanding and analyzing the words and their meaning, the term 'parts of speech' is used. In traditional English grammar, the label 'parts of speech' implies to the category of words with similar grammatical properties. Depending on the circumstances, a single word can function as a different part of speech. In modern linguistics, the term 'parts of speech' is not commonly used and is often replaced with the term syntactic category or word classes.

Parts of Speech are a part and parcel of English grammar. One cannot think of a sentence without using Parts of Speech. Learning in the English language require that a person must have enough knowledge about

Parts of Speech, otherwise, it will be very difficult to learn English grammar more accurately. Parts of speech are the basic types of words that English has. It is important to be able to recognize and identify the different types of words in English properly before using them in a discourse. This is because a word as a unit of expression hardly conveys its precise meaning unless it is used with other words to express a complete thought.

According to Abia (2010), the term “Part of speech” may be said to be any one of the classes into which words in a language are divided in accordance with their use or function in sentences. Morphology (which is the study of word formation and word structure) and syntax (which is the study of the structure of utterances or grammatical patterns) are two essential systems here. Hence, words are used in sentences according to their forms/classes, and the functions particular words perform in sentences determine their designation as a particular class of word. This is the idea of the term “part of speech”, which is synonymous with the term “classes of words”.

Parts of speech is a description used in categorizing words based on their nature and functions in grammatical constructions. This is emphasized by Udofot and Ekpenyong (2005), as cited in Okon and Ikoh (2015) thus, “*In defining word classes, three major criteria are taken into account. They are, the form of the word, the meaning of the word and most importantly, the function the word performs in a larger construction*”.

Most grammar books say that there are eight parts of speech namely: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions and interjections (Abia, 2010; Druk, 2012 and Lassi, 2014). A word cannot be said to belong to a particular part of speech unless it is used in a context. This is because one word may perform different functions by indicating different grammatical properties at its original form or in inflectional changes (Lassi, 2014).

Being able to identify the parts of speech in the English Language is very crucial in the life of a school child in Akwa Ibom State and Nigeria at large. This is because English Language is the *lingua franca* in Nigeria. The part of speech to which a word belongs guides its use in a sentence and defines the correct word order and punctuation. The purpose of a part of speech is to denote the functions of a word in a sentence regarding its meaning and grammar. It should be noted that, depending on how a word is used, it can fall into more than one part of speech (Abrar Thamrin and Sakkir, 2020). Knowing the role that each word has in a sentence structure clearly helps to understand sentences and also to construct them properly. Understanding the parts of speech is beneficial for analyzing the meaning of each word. By learning the parts of speech, a child can easily identify a grammatical problem in the sentence, and see whether there is a run-on sentence, a misused pronoun or a problem of the verb agreement. Also, understanding the parts of speech help pupils to use punctuation correctly in sentences (Wernam and Lloyd, 2013).

Despite the importance of parts of speech to the school child, study (such as the ones done by Tahir, Rizvi, Ghazali, Shagiq and Ahmad (2019) and Abrar *et.al*, 2020) shows that the teaching of parts of speech is scarcely done hence, there is no generally acceptable method(s) for teaching parts of speech other than the traditional rote memorization method. Parts of speech has been a part of the primary curriculum with little thought given to the importance of methods used for its instructional delivery. Hence, pupils graduate from the primary schools unable to identify parts of speech in sentences and this difficulty continues to secondary schools and even to tertiary institutions. However, instructional methods play a crucial role in pupils’ ability to identify parts of speech in sentences. Therefore, the ability of pupils’ to be able to identify the parts of speech in sentences will depend on the instructional methods employed by the teacher in the classroom. Instructional methods such as Jolly Grammar method and Fernald method, as will be employed by the researcher, could help to improve the ability of pupils’ to identify parts of speech in sentences. The researcher intends to compare these two instructional methods with the conventional look and say method, with a view to recommending which one(s) is more suitable and effective for use in the primary school. There are many instructional methods but this study will limit itself to the following methods; Jolly grammar method, Fernald method and the conventional method (Look and say).

Jolly Grammar instructional method teaches a wide range of language forms including the parts of speech, plurals, punctuation, and the tenses past, present, and future etc. Filled with great ideas and fun ways to remember some of the rules, it also provides teachers with a systematic way to teach grammar, spelling, punctuation as well as parts of speech. Jolly Grammar uses multi-sensory and active approach to make the learning more interesting and effective, such as providing actions and colours for the parts of speech. For example, the nouns are black, pronouns pink, adjectives blue, verbs red, adverbs orange, conjunctions purple and prepositions green (Wernham and Lloyd, 2013). Traditionally the teaching of grammar has been thought of as being too difficult for young children, but if instructional method such as Jolly Grammar is used, children can be taught grammar in a fun, active and multi-sensory way, starting with simple aspects and gradually progressing to the more complex ones.

Jolly Grammar keeps the teaching simple, uses a step-by-step progression plan and frequently re visit what has been taught for reinforcement. For example, the nouns need to be known before the adjectives because the adjectives describe the nouns. Also older children cannot be expected to start learning what is appropriate for their age if they have not been taught the concepts and knowledge in the previous years. Once a child can

read and write relatively easily then it is important to strengthen other literacy skills, namely more complex comprehension, vocabulary, spelling, punctuation, dictionary work and grammar. Grammar gives a framework and words to discuss writing and language, in understanding why something is right or wrong and makes sure one write exactly what one mean.

The Fernald instructional method is used spelling, but could also be used to teach reading and writing. Here, the pupils are encouraged to select the word they wish to learn. The teacher writes the word on a piece of 8" x 11" paper card, while the pupils watch as the teacher reads the word (Fernald (1921, cited in Webb, 2022)). The pupils trace the word reading it several times and then, write it on a separate piece of paper while still reading the word. The pupils write the word without looking at the original copy. If on checking, the word they have written is incorrect, the pupils will repeat the step. If the word written is correct, they put it in a file box and use the word later to make sentences and write stories. Fernald method presents new words to pupils through all their senses, making it easier for them to understand and remember. Fernald's approach requires individual attention, but it is effective in improving spelling and reading, and it helps struggling learners to keep up with their classmates.

Look and say instructional method, also known as whole word method, is the traditional or conventional method of teaching and is teacher-centred. In look and say method, the teacher presents phrases or sentences to pupils as a whole, reads the word or sentence out loud and pupils' repeat after the teacher. The reading and repetition is done many times so as to enable the pupils to commit what is read into memory. Look and Say method is basically teaching children to recognize words in isolation from stories. To teach using look and say method in the school, the teacher shows the children the word or sentence and says it while pointing to the word(s). The children must repeat the word. This happens several times with each word. The introduction of the word only takes a short time, and goes quite quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words. In this method, children must develop a *repertoire* of words and sentences by memorizing and constantly repeating what is read. Eventually children learn to sight-read the word, recognizing it through pattern recognition without any conscious attempt to break the word down into its parts. Over time children build up a larger and larger vocabulary of whole words which they can recognize. Look and say method motivates the children to read, since they are able to read immediately. However, children are restricted to the words and sentences presented by the teacher and this makes some children lose interest in the reading programme.

The above mentioned instructional methods can be used to teach grammar parts of speech and which is the reason the study seeks to ascertain the effectiveness of Jolly grammar and Fernald methods on pupils' performance in parts of speech.

### **1.1 Statement of the Problem**

Grammar is considered a dry and boring component of the English Language. Traditionally the teaching of grammar has been thought of as being too difficult for young children. Even teachers themselves sometimes find it difficult to identify parts of speech in sentences except the examples shown in textbooks.

This is evident as the researcher has had several embarrassing on-the-spot experience with fully trained teachers and student teachers, who could not identify the parts of speech in a sentence while handling a grammar class with students. The researcher has also keenly observed that there are graduates of Universities who make very appalling grammatical errors by mixing up tenses. The researcher wondered if this incompetence in proper grammar structuring could have arisen due to poorly laid foundation from the primary school level.

This observation, coupled with the experiences had, have prompted the researcher to choose to investigate on the effectiveness of two instructional methods on pupils' performance in identifying parts of speech in sentences in Akwa Ibom North East Senatorial District of Akwa Ibom State.

### **Purpose of the Study**

The main purpose of the study was to examine the effect of two instructional methods on pupils' performance in parts of speech identification in sentences in Akwa Ibom North East Senatorial District of Akwa Ibom State. In more specific term, the study sought to:

1. Determine the mean difference in pupils' ability to identify nouns in sentences when taught with Jolly Grammar and Fernald methods and those taught with conventional method.
2. Examine the mean difference in pupils' ability to identify pronouns in sentences when taught with Jolly Grammar and Fernald methods and those taught with conventional method.
3. Determine the mean difference in pupils' ability to identify Adjectives in sentences when taught with Jolly Grammar and Fernald methods and those taught with conventional method.
4. Investigate the mean difference in pupils' ability to identify verbs in sentences when taught with Jolly Grammar and Fernald methods and those taught with conventional method.
5. Determine the mean difference in pupils' ability to identify adverbs in sentences taught with Jolly Grammar and Fernald methods and those taught with conventional method.

6. Examine the mean difference in pupils' ability to identify conjunctions in sentences when taught with Jolly Grammar and Fernald methods and those taught with conventional method.
7. Determine the mean difference in pupils' ability to identify prepositions in sentences when taught with Jolly Grammar and Fernald methods and those taught with conventional method.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the mean score difference in pupils' ability to identify nouns in sentences when taught with Jolly grammar and Fernald methods and those taught with look conventional method?
2. What is the mean score difference in pupils' ability to identify pronouns in sentences when taught with Jolly grammar and Fernald methods and those taught with conventional method?
3. What is the mean score difference in pupils' ability to identify adjectives in sentences when taught with Jolly grammar and Fernald methods and those taught with conventional method?
4. What is the mean score difference in pupils' ability to identify verbs in sentences when taught with Jolly grammar and Fernald methods and those taught with look conventional method?
5. What is the mean score difference in pupils' ability to identify adverbs in sentences when taught with Jolly grammar and Fernald methods and those taught with conventional method?
6. What is the mean score difference in pupils' ability to identify conjunctions in sentences when taught with Jolly grammar and Fernald methods and those taught with conventional method?
7. What is the mean score difference in pupils' ability to identify prepositions in sentences when taught with Jolly grammar and Fernald methods and those taught with conventional method?

### **Research Hypotheses**

The following hypotheses were formulated to guide the study and tested at .05 level of significance:

1. There is no significant mean difference in pupils' ability to identify nouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
2. There is no significant mean difference in pupils' ability to identify pronouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
3. There is no significant mean difference in pupils' ability to identify adjectives when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
4. There is no significant mean difference in pupils' ability to identify verbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
5. There is no significant mean difference in pupils' ability to identify adverbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
6. There is no significant mean difference in pupils' ability to identify conjunctions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
7. There is no significant mean difference in pupils' ability to identify prepositions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

## **II. RESEARCH METHOD**

The study adopted quasi-experimental design. Non-randomized pretest posttest control group was used for the study. This study was conducted in Uyo Senatorial District which is one of the three senatorial districts in Akwa Ibom State, the senatorial district is located on the North East of Akwa Ibom State. It extends from about latitude 4<sup>0</sup>48' to 5<sup>0</sup>23' North to 7<sup>0</sup>48' to 8<sup>0</sup>10' East. The population of the study comprised all 5,214 primary 3 pupils in the 386 public primary schools in Akwa Ibom North East Senatorial District. A sample size was 150 primary 3 pupils in Akwa Ibom North East Senatorial District of Akwa Ibom State, who were in three intact classes. In order to obtain a good representative sample for the study, multi-stage sampling technique was also adopted. The instrument used for data collection for the study was "Parts of Speech Identification Instrument (POSII)". POSII developed by the researcher based on the variables under study. The instrument was used as pretest and posttest on the pupils' ability to identify nouns, pronouns, adjectives, verbs, adverb, conjunctions and prepositions in sentences.

In order to ensure the reliability of the instrument, the researcher administered the Parts of Speech Identification Instrument (POSII) to 30 primary 3 pupils who were not part of the study using test re-test method. Kuder Richardson Formula 20 was used to determine the internal consistency of the POSII. A reliability coefficient of 0.87 was obtained which indicated that the instrument was suitable for the study. The researcher visited the selected schools in the study area on different dates to administer the pretest and posttest to the primary 3 pupils using the POSII.

### III. Results

#### Hypothesis One

There is no significant mean difference in pupils' ability to identify nouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 1: Result of ANCOVA analysis of the mean difference in pupils' ability to identify nouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	326.55*	3	108.85	70.80	.00
Intercept	878.61	1	878.61	571.44	.00
Pretest	120.61	1	120.61	78.45	.00
Instructional strategies	202.35	2	101.17	65.80	.00
Error	224.48	146	1.54		
Total	5808.00	150			
Corrected Total	551.04	149			

\*significant at .05 alpha level

The result in Table 4.8 shows that the calculated F-ratio for the mean difference in pupils' ability to identify nouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 65.80, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils' ability to identify nouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

#### Hypothesis Two

There is no significant mean difference in pupils' ability to identify pronouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 2: Result of ANCOVA analysis of the mean difference in pupils' ability to identify pronouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	384.54*	3	128.18	66.68	.00
Intercept	457.42	1	457.42	237.97	.00
Pretest	129.61	1	129.61	67.43	.00
Instructional strategies	260.72	2	130.36	67.82	.00
Error	280.64	146	1.92		
Total	5688.00	150			
Corrected Total	665.17	149			

\*significant at .05 alpha level

The result in Table 4.9 shows that the calculated F-ratio for the mean difference in pupils' ability to identify pronouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 67.82, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils' ability to identify pronouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

#### Hypothesis Three

There is no significant mean difference in pupils' ability to identify adjectives when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 3: Result of ANCOVA analysis of the mean difference in pupils' ability to identify adjectives when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	546.27*	3	182.09	114.07	.00
Intercept	565.91	1	565.91	354.51	.00
Pretest	226.24	1	226.24	141.73	.00
Instructional strategies	327.18	2	163.59	102.48	.00

Error	233.06	146	1.60
Total	6300.00	150	
Corrected Total	779.33	149	

\*significant at .05 alpha level

The result in Table 4.10 shows that the calculated F-ratio for the mean difference in pupils' ability to identify adjectives when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 102.48, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils' ability to identify adjectives when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

#### **Hypothesis Four**

There is no significant mean difference in pupils' ability to identify verbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 4: Result of ANCOVA analysis of the mean difference in pupils' ability to identify verbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	329.80*	3	109.93	72.16	.00
Intercept	639.58	1	639.58	419.79	.00
Pretest	161.64	1	161.64	106.09	.00
Instructional strategies	163.56	2	81.78	53.68	.00
Error	222.44	146	1.52		
Total	5460.00	150			
Corrected Total	552.24	149			

\*significant at .05 alpha level

The result in Table 4.11 shows that the calculated F-ratio for the mean difference in pupils' ability to identify verbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 53.68, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils' ability to identify verbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

#### **Hypothesis Five**

There is no significant mean difference in pupils' ability to identify adverbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 5: Result of ANCOVA analysis of the mean difference in pupils' ability to identify adverbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	358.98*	3	119.66	66.16	.00
Intercept	617.97	1	617.97	341.68	.00
Pretest	128.23	1	128.23	70.90	.00
Instructional_strategies	235.15	2	117.58	65.01	.00
Error	264.06	146	1.81		
Total	5880.00	150			
Corrected Total	623.04	149			

\*significant at .05 alpha level

The result in Table 4.12 shows that the calculated F-ratio for the mean difference in pupils' ability to identify adverbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 65.01, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils' ability to identify adverbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Hypothesis Six**

There is no significant mean difference in pupils’ ability to identify conjunctions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 6: Result of ANCOVA analysis of the mean difference in pupils’ ability to identify conjunctions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	405.35*	3	135.12	86.01	.00
Intercept	272.40	1	272.40	173.41	.00
Pretest	185.76	1	185.76	118.25	.00
Instructional_strategies	213.56	2	106.78	67.98	.00
Error	229.35	146	1.57		
Total	5868.00	150			
Corrected Total	634.69	149			

\*significant at .05 alpha level

The result in Table 4.13 shows that the calculated F-ratio for the mean difference in pupils’ ability to identify conjunctions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 67.98, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils’ ability to identify conjunctions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Hypothesis Seven**

There is no significant mean difference in pupils’ ability to identify prepositions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**Table 7: Result of ANCOVA analysis of the mean difference in pupils’ ability to identify prepositions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	465.76*	3	155.25	96.22	.00
Intercept	271.84	1	271.84	168.47	.00
Pretest	183.44	1	183.44	113.68	.00
Instructional strategies	282.71	2	141.35	87.61	.00
Error	235.58	146	1.61		
Total	5864.00	150			
Corrected Total	701.33	149			

\*significant at .05 alpha level

The result in Table 4.14 shows that the calculated F-ratio for the mean difference in pupils’ ability to identify prepositions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method at 1, 148 degrees of freedom is 87.61, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05 in which the decision was based. With this result, the null hypothesis is rejected. This implies there is significant mean difference in pupils’ ability to identify prepositions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

**IV. Summary of Findings**

The findings of the study showed that:

1. There is significant mean difference in pupils’ ability to identify nouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
2. There is significant mean difference in pupils’ ability to identify pronouns when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
3. There is significant mean difference in pupils’ ability to identify adjectives when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
4. There is significant mean difference in pupils’ ability to identify verbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
5. There is significant mean difference in pupils’ ability to identify adverbs when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.
6. There is significant mean difference in pupils’ ability to identify conjunctions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method.

7. There is significant mean difference in pupils' ability to identify prepositions when taught with Jolly Grammar and Fernald Methods and those taught with conventional method

## **V. Conclusion**

Based on the findings of the study, it was concluded that using Jolly grammar and Fernald instructional methods to teach pupils will improve their ability to identify parts of speech in sentences thereby leading to improved academic performance.

## **VI. Recommendations**

Based on the conclusion of the study, the following recommendations were made:

1. All stakeholders in children education – school administrators, teachers, parents, caregivers etc, should introduce Jolly grammar and Fernald instructional methods into teaching and learning because the conventional method that has been in use is not working for all children.
2. Seminars, workshops and conferences should be organized by the Government and other stakeholders to train in-service teachers on instructional methods that are research based so as to enable them improve their instructional delivery.
3. Curriculum planners should formulate policies that will make the use of innovative instructional methods such as Jolly grammar and Fernald methods compulsory for teaching and learning of grammar at the primary school level.
4. The Federal, state and local governments should make funds available for the training of teachers at intervals on the use of Jolly grammar method to deliver effective grammar lessons in English language.
5. The Federal, state and local government should also make provision for colourful Jolly grammar instructional materials to be available in all schools to facilitate effective teaching and learning of grammar to pupils.

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