ASSESSING THE PEDAGOGICAL PROCESS OF GRAMMATICAL ERRORS IN SECONDARY SCHOOLS IN IDEMILI URBAN, ANAMBRA STATE

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Abstract
The study was aimed at investigating the pedagogical process of English Syntax in secondary schools. The study was guided by three research questions. Related literature to the study was reviewed under four headings; conceptual framework, theoretical framework, empirical studies and the summary of the literature review. The instrument used for data collection was a structured questionnaire because the study used the survey research design. The respondents included One Hundred and Forty Two teachers from six Secondary Schools in Idemili North Local Government Area of Anambra State. The mean ratio was used to analyze the data. The findings revealed that most of the causes of poor English syntax among secondary school students can be traced not only to the factors emanating from the teacher for effective teaching syntax. It was also discovered that the poor knowledge of syntax among secondary school students has a link to their poor performance in both internal and external examinations. From the findings we also discovered that teachers need more instructional materials to be able to teach English syntax in Secondary Schools. It was based on the findings that conclusions were made and recommendations given.
Keywords: Ambiguity, Learning, Syntax

Introduction
The English Language is the primary language of several countries and a second language in a number of multilingual countries including Nigeria the English Language is the greatest language in the world in terms of slope and territories.

Learning English grammar from books audio and video aids is equally indispensible to substantially accelerate its mastery. A learner of English cannot rely on real life communication alone to be proficient in using grammatically correct English. Correct oral communication is based on the knowledge of the English phonetics, grammar, vocabulary and experience in communication with native English speakers in real life. One would argue that the learner must first of all master at least basic English Grammar from books with exercises before being able to communicate grammatically correct with the native speakers of English in real life.

Mastering the English Grammar is a long process that can take years for both native and non native speakers of English. Though its takes time, the more effort one puts into it, the better one gets. One

cannot communicate efficiently if one does not master the essential principle of grammar of syntax. Without any grammar one can manage to produce some sort of elementary communication, such as "me run, you stand", but one would be unable to form any more complex ideas into words. It follows, therefore that mastering the essential rules of grammar is a vital skill that needs to be acquired by all learners of any language whether it is to be their native language or a foreign language. Without grammar it is generally possible to communicate orally, notably though dialogues, since oral communication in a particular dialogue are bilateral processes, in which the receiver (the person being spoken to can request clarification and repetition from the speaker until the meaning of a message is cleaner).

Grammar is useful for oral communication, as it ensures that speakers and listeners use the same code, but a poor command of grammar will not prevent two people from communicating relatively effectively. But with written language, this is not the case, written communication is deferred or indirect communication, it is unidirectional, so there is no possibly for the receiver to demand verification at least not under normal circumstances. Written communication depends on correct use of grammar or syntax, as well as that of vocabulary in order to ensure that messages are immediately comprehensible to the reader and not meaningless or ambiguous.

Syntax has to do with the structure of the sentence. Syntax deals with the relations of words to each other as component parts of a sentence, and also deals with their proper arrangement to express clearer and intended meaning. Communications in English goes beyond learning the English parts of speech to learning how these words are structurally joined to make meaning. Baker /91995) explains the syntax of a language to mean "the body of rules that speakers of language follow when they combine words into sentences", Akmajian et al (2001) define syntax as the sub field of linguists that study the internal structure of sentences and the relationship among the internal parts.

The study of English syntax is the study of rules which generates an infinite number of grammatical sentences. These rules can be inferred from observations about the English data. One simple mechanism one recognizes is that in forming grammatical sentences, is starting from words or 'lexical' categories these lexical categories then form a larger constituent 'phrase': and phrases go together to form a 'clause'. A clause either is, or is part of a well-formed sentence.

Syntax is very sensitive to register differences, so a student's use of syntactic constructions in the classroom may show only part of the whole range of constructions that the child knows, and uses under other circumstances. The relationship between meanings and syntactic structures are less arbitrary than those between the meanings and the pronunciation of single words. However this limited arbitrariness allows very different synaptic structures to be associated-either by different languages, or within the same language-with similar meanings and vice versa.

Statement of Problem
There is no doubt that teachers and students are faced with a lot of problems in the teaching and learning of English syntax. Not only this, it will be seen that the standard actually is becoming lower than improving. One evidence to support this claim is that the sentence formation of many secondary schools of English is completely outrageous. Some speculative thinking as to the causes of this unpleasant performance in this aspect of English Language has been done. Some blame it

on the scarcity of materials needed and poor background knowledge of the syntax of English language and the language itself by teachers and learners.

While the researchers were on teaching practice their attention were drawn to the poor performance of secondary school students of English language both in internal and external examinations. And this is what prompted this research work which seeks to unveil the pedagogical process of English syntax in Senior Secondary Schools in Idemili North Local Government Area of Anambra State.

The work is essentially designed to investigate the pedagogical process of English syntax. The general purpose is to
1. Investigate and analyze the problems that hamper effective teaching of English syntax in Secondary schools in Idemili North Local Government Area of Anambra State.
2. Determine how teaching of English syntax can be promoted among secondary school students in Idemili North Local Government Area of Anambra State.
3. Know the extent at which text chosen by teachers and the school authorities in Idemili North Local Government Area of Anambra State adequate for the English syntax in secondary schools.

Significance of the Study
The importance of this study cannot be over emphasized since it will help teachers, student, curriculum planners and government to understand their short comings and make improvement. At the same time, planners and government will realize the difficulties of teaching and learning the English syntax.

For the teachers, this finding will enable them to understand that their knowledge is what they transfer to their students. And that, there are differences in individuals in their classes. Therefore they should vary their teaching methods and even make use of instructional aids and reinforcements in their classes in order to meet up with the diversity in their students learning styles.

Students should take interest in the learning of English syntax as the best form of advice is the advice one gives to oneself, because until they personally decide to learn how to construct sentence appropriately, the teacher will not force the knowledge in them.

Scope of the Study
The study covers the secondary schools of Idemili North Local Government Area of Anambra State. The work seeks to analyze the pedagogical process of English syntax in secondary schools in Idemili North Local Government Area of Anambra State.

Research Question
1. What are the problems encountered in the teaching of English syntax in secondary schools in Idemili North Local Government Area of Anambra State.
2. In what ways is the teaching and learning of English syntax beneficial in secondary schools in Idemili North Local Government Area of Anambra State?
3. What can be done to improve the teaching and learning of the English syntax in senior secondary schools in Idemili North Local Government Area of Anambra State?

Concept of Learning

According to Daniel, Schacter, Gilbert and Wegner, (2011) learning is an act of acquiring new or modifying and reinforcing, existing knowledge, behaviours, skills, values or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory, it is contextual. It does not happen all at once, but builds upon and is shaped by previous knowledge. To the end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces change in the organism and the changes produced are relatively permanent.

Human learning may occur as a part of education, personal development, schooling or training. I may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory and pedagogy. Learning may occur as a result of habitation or classical conditioning seen in many animals. Learning may occur consciously or unconsciously. Learning that an aversive event cannot be avoided nor escaped is called learned helplessness. There is evidence for human behavioural learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development. Sandman Wadhwa, Hetrick, Porto and Peeke, (2007).

Syntax

Syntax is from a Greek word meaning 'order or arrangements, 'syntax deals with the relation of words to each other as component parts of a sentence and also deals with proper arrangement to express clearly the intended meaning. It studies the meaningful organization of words into units like phrases, clauses and sentences. Heather Johnson, (2011) points out syntax as the study of the principles and rules of constructing phrases and sentences in a language and the relationship between words. It's a subfield of grammar. Wikipedia also opines that, syntax is a set of rules, principles and processes that govern the structure of sentences in a given language. It also adds that, syntax is also used to refer to the study of such principles and processes Brown, Jim miller (eds), (1996).

The grammar of a language contains the rules that govern the sentence. The foremost American Linguist Noam Chomsky produced a type of grammar which had the rules that govern the formation of sentences which he called 'Generative Grammar'. The grammar of a sentence that might be possible. The grammar of a sentence can have the capacity of generating more than one structure. This is called the property of Recursion. Syntax is the study of the rules that control how language is structured first into phrases, clauses and sentences. It can be compared with semantics which is the study of how meaning is created by words.

A Short over view of English Syntax
Sentence and Clause

The sentence is the highest meaningful stretch of an utterance on the rank scale grammar all the other units in the grammatical rank scale located within the sentence. The sentence is a stretch of grammar which contains the obligatory element which is the verb.

According to Obanya, (1987) the sentence is an expression of a complex thought in words. It's the basics unit of written communication and syntax is a branch of grammar concerned with the arrangement of words in acceptable combinations to form sentences in a group of words which make complete sense or meaning. We use the sentence to communicate with our fellow humans beings. Put in another way, a sentence is an arranged group of words that has a subject and a predicate, and also makes a complete thought.

A sentence is traditionally divided two parts. These are the subject and predicate. This division of a sentence was propounded by a school of grammar called the Traditional grammar following the principles of logic. The subject represents the topic, while the predicate is the comment about the topic. The subject of a sentence is the focus or theme. The predicate usually introduces something about the subject this may relate to what the subject is doing, or where the subject is, or what is happening to the subject. The subject also determines agreements or concord. It is also the part of a sentence which changes its position in a sentence-question transformation. The predicate is the rest of the sentence other than the subject. It sheds more light on the subject by giving added information. The first auxiliary is usually the operator as it can initiate statement-question and positive negative transformation.

The element of a sentence includes subject, verb, complement, object and adverbial. These are usually represented by SVCOA (Frank, Uju and Justina, 2012). The subject, complement, object and adverbial are optional elements while the verb is the only obligatory element. This means there cannot be a sentence without a verb.

Clause
In grammar, a clause is the smallest grammatical unit that can express a complete proposition. (Crystal. D, (1997) according to Wikipedia) points out that a typical clause consists of a subject and a predicate, where the predicate is typically a verb phrase (a verb phrase together with an object and other modifiers). However the subject is sometimes not expressed; this is often the case of null-subject languages. If the subject is retrievable from the context but it also occurs in certain cases in other languages such as English (as in imperative sentences). Wikipedia opines that a simple sentence usually consist of a single finite clause (a clause that contains a verb that shows tense) with a finite verb that is independent. More complex sentences may contain multiple clauses. Main clauses (i.e. Matrix clauses, independent clauses) are those that can stand alone as a sentence. Subordinate clauses (i.e. embedded clauses, dependent clauses) are those that will be awkward or incomplete alone.

Phrase
In grammatical analysis, practically in theories of syntax, a phrase is any group of words or sometimes a single word, which plays a particular role within the grammatical structure of a sentence Kroeger, (2005). A phrase is any group of words, often carrying a special idiomatic meaning; in this sense it is roughly synonymous with expression. In linguistics analysis, a phrase is a group of words (or a single word) that functions as a constituent in the syntax of a sentence. A phrase can appear within a clause, although it is also possible for a phrase to be a clause to contain a clause within it. A phrase can be sub classified into different types: noun phrase (NP), verb phrase (VP), adverbial phrase (Adv P), adjectival phrase (Adj P), prepositional Phrase (Prep P), Infinitive Phrase, Gerund Phrase and participle phrase (Okoh 2010).

Ambiguity

Ambiguity is a type of uncertainty in meaning which several interpretations are plausible. Ambiguity is a property of being ambiguous. It is an attribute of any idea or statement whose interpreted meaning cannot be definitely resolved according to the rule or process with a finite number of steps (Wikipedia).

The concept of ambiguity is generally contrasted with vagueness. In ambiguity, specific distinct interpretations are permitted (although some may be immediately apparent) whereas with information that is vague, it is difficult to form any interpretation at the desired level of specificity. Context may play a role in resolving ambiguity for example, the same piece of information maybe ambiguous in one context and unambiguous in another Vale, (2003).

Theoretical Framework

Generative Grammar

The hypothesis of generative grammar is that language is a structure of the human mind. The goal of generative grammar is to make a complete model of this inner language known as the language Noam Chomsky, (1957). This model can be used to describe all human languages and to predict the grammaticality of any given utterance. This approach to language was pioneered by Noam Chomsky. Most generative theories assume that syntax is based upon the constituent structure of sentences. Generative grammars are among the theories that focus primarily on the form of a sentence, rather than its communicative function.

The standard or classical model of generative grammar can serves as a significant pedagogical aid Akmajian et al (1975). Generative grammar posits two levels of representation of sentences, an abstract deep structure of meaningful relationship and a concrete surface structure of realized sentences. The surface structure is derived from the deep structure by a set of rules or transformation. What makes the generative grammar very useful is that transformational rules are sensitive to various synaptic categories. For example the declaration sentence which sometimes uses the rule of Tag-Formation. Native speakers certainly have not memorized the corresponding tag questions for each declarative sentence. Rather they have internalized a rule (rule of Tag-Formation) which enables them to transform each declarative sentence into tag questions. Although tag formations is a complex rule involving several operations, all native speakers of English have an implicit knowledge of the rule; otherwise they will be unable in daily life to transform a declarative statement into their corresponding tag-questions. This fact is highly important, for if native speakers already know the rule of Tag-formation (although they may not be able to state it explicitly in the manner linguists do) instructors do not have to teach the rule. After all, teachers cannot teach students what they already know.

If native speakers of English already know the rule of Tag-Formation, they must also know the syntactic categories involved in the rule, that is, native speakers of English, whatever their formal background in grammar, already have an auxiliary verb, tenses, negative, and (subject) noun phrase. Stated in a somewhat different way, even though students may lack the ability to assign traditional labels to certain syntactic categories, they nevertheless unconsciously know what they are. It is this unconscious knowledge of syntactic categories that teachers should exploit while teaching English Syntax to their students.

Empirical Studies

This area offers us some basic aspects of English syntax in teaching and learning and sheds light on how insights from syntax applies to teaching, reading and to teaching a second language Freeman and Freeman, (2004). The authors inform us that there are four views or meaning of grammar, as described by Weaver, (1996). They are

1. Grammar as a description of syntactic structure.
2. Grammar as a prescription for two to use structure and words.
3. Grammar as a rhetorically effective use of synaptic structures.
4. Grammar as a functional command of a sentence structure that enables one to comprehend and produce language.

Linguists will argue that the words grammar and syntax are synonymous they believe humans are born with an internal language Acquisition Device (LAD) and a set of subconscious structures that enables component, among others Freeman and Freeman, (2004).

Historically, teachers in grammar school taught Latin grammar but later Latin was set aside and English grammar was taught. Teachers believed that if students learn about grammar, they could apply this knowledge to both writing and speaking. However research constantly shows that student have trouble learning traditional grammar and applying grammar rules when they write or speak Freeman and Freeman, (2004). The national council of teachers of English finds similar conclusions: "teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing" Braddock, Lloyd, Jones, et al, (2003).

Weaver (2006), points that grammar should be taught in the context of student writing. When students are taught grammar in the editing process of writing and their paper is the example material, they will feel the content is useful and meaningful and they will grow from the knowledge. Chomsky has argued humans are able to initialize rules of language through exposure to the language in meaningful context Freeman and Freeman, (2004). For a linguist, grammar is terms that refers to the set of rules each human initializes that allows that person to person to produce to produce and comprehend language. Linguist study the syntax if English by using concepts such as linear order morphological word categories and sentence constituent to help describe the structure of the phrase that makes up the sentences.

An understanding of syntax can inform teachers as they teach reading Freeman and Freeman, (2004). Teachers who come from a word recognition background do not place the amount of importance on syntax as those who follow a socio-psycholinguistic view " syntax is one of the three cueing systems. Readers use acquired acknowledge of syntactic patterns to predict the morphological categories of upcoming words. Proficient readers make substitute that maintain the sentence syntax for instance they substitute nouns for nouns or determines for determiners" Freeman and Freeman, (2004).

Bickerton, (2009) in his work noted that the term syntax to syntaxing is adopted from Larzen – Freeman's term "From Grammar to Grammaring" used in the title of their book *Teaching Language: From Grammar to Grammaring (2003)*. The idea is that the teaching of syntax is not just to help the students learn syntactic concepts and theories but also to engage them in further step of applying what they have learned in their practical use-to perceive; identify and produce

grammatical sentences particularly in the written form. The students are led to see the use of different syntactic types in the authentic writing in newspapers or magazines. More specifically they learn to recognize the types of syntactic structure commonly used in the real context by analyzing their syntactic construction.

Summary of Review of Literature
Relevant literature was reviewed under the following headings: conceptual framework, theoretical framework and empirical studies. Under the conceptual framework, the researches clarified certain concepts by various scholars under the theoretical frame work relevant theories were reviewed. Finally works by notable scholars on English syntax were explored by the researchers and it was observed that the English syntax is an important feature in the curriculum of Secondary schools in Idemili North Local Government Area of Anambra State.

Research Methodology
This presents the description of the method and procedure used in carrying out the study. The method applied in this research shall be considered under the following subtitles. Research Design. Area of the study, Population of the study, Sample and sampling techniques, Instruments used for data collection, Validation of the instrument, Reliability of the instrument, Method of data collection, Method of data analysis.

Research Design
The design of the study is the survey research design. This is found suitable for studies in education where respondents' opinions are sought to investigate the pedagogical process of syntax in secondary schools in Idemili North Local Government Area of Anambra State.

Area of Study
The study was carried out in selected government schools in Idemili North Local Government Area of Anambra State. The secondary schools that were selected are:
1. Community Secondary School, Oraukwu.
2. Oraukwu Grammar School, Oraukwu.
3. Government Technical College, Nkpor.
4. Unity Secondary School, Obosi.
5. Urban Secondary School, Nkpor.
6. Abanna Secondary School, Abatete.

Population of the Study
Kerlinger (1981) in Osegbo et al defined population as "all members of a well-defined class of people, events or object". The term population refers to a group of people inhabiting a specified geographical location. This is also the limit which the research findings are applicable. The population of the study was constituted by all the English language teachers in all the secondary schools in Idemili North Local Government Area this also include corpers. There are 20 secondary schools in Idemili North Local Government Area. A total number of 142 teachers constituted the population. The six (6) schools mentioned above were selected because they are among the most popular schools in the local government area.

Sampling and Sampling Techniques

Nworgu (2006) says that "a smaller group of elements drawn through a definite procedure from a specified population for inclusion in a study, from which there searchers hope to gain generalisable knowledge about the whole population". The sample technique used in obtaining the sample is simple random sampling. The researchers used six secondary schools to serve as the representatives of the whole group. The sample of the study stood at 54 teachers drawn from the six (6) secondary schools selected in the area of study. The researchers select these teachers with the help of the VP academics in each of the six(6) schools mentioned in the area of study.

Instruments for Data Collection

The questionnaire is the major research instrument used to gather data for this study. The questionnaire is of the fixed response type as the respondents are restricted to the response option specified in the instruments. Four point likert scales for response is also used to provide options which are:

Strongly Agreed (SA)

Agreed (A)

Disagreed (D)

Strongly Disagreed (SD)

The questionnaire has two parts. The first was on personal data of the respondents, the second was further divided into sections A,B and C. section A was on the problems encountered in teaching English syntax, Section B was on the was by which teaching English syntax is beneficial in Secondary Schools, and Section C was on the ways by which teaching English syntax can be improved in secondary schools.

Validity of the Instrument

The researchers conducted the survey method through the administration of questionnaires to nine(9) teachers from each of the selected secondary schools in Idemili North Local Government Area. The questionnaire was subjected to facial and content validation by two educational experts from the Department of Curriculum and Instructional Technology Nwafor Orizu University of Education Nsugbe, Mr. Ken Ayo Azubuike and Mr. M.O Ofoefuna. These essences of this was to point out the researchers' statements that were poorly and wrongly worded and to ensure that the questionnaire items provided information that will help to answer the research questions. The lecturers were presented with the instruments together with the topic, purpose of study and research questions. They made some adjustments and corrections.

Reliability of Instruments

The reliability of the instrument was obtained through test-retest method. The questionnaire was administered on fifty-four (54) teachers from selected secondary schools in Idemili North Local Government Area. There were later given the same questioner after some weeks. The completed copies of the questioner were collected using persons product movement correlation coefficient and it yielded 0.75%. This showed that the instrument is highly reliable for the study.

Method of Data Collection

The researchers made use of on-the-spot interpersonal method of administration to distribute and collect the questionnaires. As the probability of misplacing some of the instruments are reduced.

Also, the presence of the researchers removed the problem of misconception, misinterpretation emanating from the items.

Method of Data Analysis

The data was organized into frequencies and the frequencies were used to get the mean score to answer the research questions. The scores were then used to present the results. Questionnaire items with mean value of more than 2.50 were given true interpretations were given less than 2.50. Mathematically presented thus:

$$\overline{X} =$$

Where

$\overline{X}$= mean

f = number of frequencies of responses.

sigma, meaning summation.

total number of sample.

X= variables.

PRESENTATION AND DATA PRESENTATION

This represents analysis of the data collected through the questionnaire design for the study and procedures used in carrying out the study.

Research Question One – What are the problems encounter in teaching English syntax in secondary schools in Idemili North Local Government Area responses?

S/N	ITEMS	4 SA	3 A	2 D	1 SD	$\overline{X}$	REMARKS
1.	Necessary instructional materials are not provided for the teachers	20	20	10	4	3.04	positive
2.	Most teachers do not have adequate knowledge of their subject matter.	40	-	10	4	3.40	positive
3.	Some teachers do not plan their lesson adequately.	30	10	4	11	3.13	positive
4.	Most students have poor learning habits.	50	-	-	4	3.78	positive
5.	Most of the textbooks used are complex nature.	54	-	-	-	4.00	positive
6.	There are large number of student accommodated in the classroom	20	34	-	-	3.37	positive
7.	There are large number of students accommodated in the classroom	52	-	2	-	3.93	positive
8.	Some adequate textbooks are lacking in the library	34	9	14	-	3.54	positive
9.	Some teachers lack adequate teaching skills in teaching syntax in English language	30	18	-	6	3.33	positive

In the table above, it was observed that with above 2.5 average mean scores, teachers identify all the nine(9) itemized problems encountered in teaching English syntax to secondary school students

in Idemili North Local Government Area as positive response. This means that all the nine(9) items are strongly perceived as problems encountered in teaching English syntax in English language.

Research Question Two – In what ways is teaching English syntax beneficial in secondary school?

S/N	ITEMS	4 SA	3 A	2 D	1 SD	$\overline{X}$	REMARKS
1.	The English syntax improves one's self esteem.	50	4	-	-	3.93	positive
2.	It promotes academic performance	48	2	4	-	3.81	positive
3.	It promotes literacy/intelligence	34	20	-	-	3.63	positive
4.	It promotes reading and writing	31	20	3	-	3.52	positive
5.	The English syntax helps to promote learning.	54	-	-	-	4.00	positive
6.	The English Syntax helps in sentence of formation.	30	24	-	-	3.56	positive
7.	The English syntax creates an opportunity for students to show their skill	44	10	-	-	3.82	positive

In table two(20 above, it was observed that with above 2.50 average mean score, teachers identify all seven (7) itemized benefits of teaching English in schools as positive response. This shows that teaching English syntax improves ones esteem, Promotes academic performance, promotes literacy and intelligence, promotes reading and writing skills, promotes learning, helps in sentence formation and creates an opportunity for the students to show their skills.

Research Question Three – In what ways can teaching English syntax be improved in secondary schools?

S/N	ITEMS	4 SA	3 A	2 D	1 SD	$\overline{X}$	REMARKS
1.	Funding of schools should be improved	54	-	-	-	4.00	positive
2.	Standard libraries should be improved in schools	54	-	-	-	4.00	positive
3.	Textbooks should be constantly provided and students should have access to them.	50	4	-	-	3.93	positive
4.	Excursions to libraries and exhibitions should be organized.	30	15	5	4	3.32	positive
5.	Instructional materials should be provided.	54	-	-	-	4.00	positive
6.	Conducive environment should be created in schools.	51	3	-	-	3.94	positive
7.	English syntax should be a prominent component of secondary schools.	46	5	2	-	3.76	positive
8.	Students unable to adapt to learning of English syntax should be demoted.	9	11	16	18	2.20	Negative
9.	Students who cannot construct good sentences after being taught should be punished.	11	15	11	17	2.37	Negative

In table three above, it is observed that among the nine (9) itemized ways by which teaching English syntax can be improved in secondary schools, seven were itemized by the teachers as being true while items eight (8) and nine (9) which are students unable to adapt to the learning of

English syntax should be demoted and students who cannot construct good sentences after being taught should be punishes were identified as being false. Items 1, 2, 3,4,5,6 and 7 have a mean score of 2.50 and above while 8 and 9 have a mean score below 2.50.

Discussion, Conclusion and Recommendation

This presents the discussion of results the study, the summary of findings the conclusion, recommendation, educational implication, limitation of the study, suggestion for further studies and summary of the study.

Discussion of Result

The first research question which was on the problems encountered in the teaching of English syntax in secondary schools shows that, necessary instructional materials are not provided for the teachers, some teachers do not plan their lesson adequately, most teachers do not have adequate knowledge of their subject matter, there is poor curriculum syllables on syntax, most of textbooks used are complex in nature, there are large number of students accommodated in the classroom. Some textbooks are lacking in the library, some teachers lack adequate skill in teaching. English language with the following responses 3.04, 3.13, 3.40, 3.78, 4.00, 3.37, 3.93, 3.54 and 3.33 for items 1, 2, 3,4,5,6,7,8,9 respectively are the problems encounter in teaching English syntax in secondary schools.

The second research question which was on the ways by which teaching syntax is beneficial in secondary schools, shows that it improves ones esteem, it promotes academic performance, it promotes literacy intelligence, it promotes reading and writing skills it promotes learning, it helps in sentences formation, it creates an opportunity for the students to show their students to show their skills. With the following responses 3.93, 3.81, 3.62, 3.52, 4.00, 3.56 and 3.82 for the items 1, 2, 3 4, 5, 6, and 7 respectively, are indeed the benefits of teaching English syntax in secondary schools.

The third research question which was on the ways by which teaching English syntax can be improved in secondary schools, show that funding of schools should be improved, standard libraries should be built in schools, textbooks should provided and students should have restricted access to them, excursions to libraries and exhibitions should be provide, conducive environments should be created in schools, English syntax school be a prominent component of the curriculum of secondary schools, with the following responses 4.00, 4.00, 3.93, 3.32, 4.00, 3.94, 3.76 for items 1, 2, 3, 4, 5, 6 and 7, are ways by which English syntax can be improved except items 8 and 9 which shows that students who cannot construct good sentences after being taught should be punished with the following responses 2.20 and 2.37, are not ways by which teaching of English syntax can be improved in secondary schools.

Summary of Findings

From the analysis the following finds were made:
1. Teachers identify all (9) nine problems itemized in the questionnaire as those findings the teaching of English syntax in secondary schools in Idemili North Local Government Area. This with mean score above 2.50.

2. Teachers exhibited positive response to all the seven ways by which teaching of English syntax can be beneficial to secondary school students in Idemili North Local Government Area.
3. Teachers confirmed the seven ways by which the teaching and learning of English syntax can be improved in secondary schools in Idemili North Local Government Area.

Conclusion

Based on the findings in the survey, the following issues are drawn;
1. Most of the causes of poor English syntax among secondary school students can be traced not only to the factors emancipating from the teachers for effective teaching of English syntax.
2. Instructional materials like textbooks should be made available to the teachers for effective teaching of English syntax in secondary schools.
3. Inadequate knowledge of syntax among secondary schools students has a link to their poor performance in both internal and external examinations.
4. Since the way of life of a nation is influenced by the percentage of its citizenry who are literates, every Nigerian especially the student needs to know how to formulate grammatically correct sentences.

The influence of teachers and their teaching efficiency play a prominent role in determining how fast the students develop their skills in sentence formation.

Recommendations

Based on the findings of this research, the following recommendations are made:
1. Teachers using English syntax textbooks should adopt some other ensures of bringing the language of the text within the level of understanding of their students.
2. Since some textbooks are perceived complex and are difficult, writers and publishers should revise them bearing in mind word difficulty and sentence complexity.
3. The ministry of education, Anambra state should revise the book list they recommend for schools by dropping those books that are very difficult from the list. This notwithstanding, the presumed difficult books may be readopted after the necessary revisions must have been carried out.
4. Teachers must acknowledge the importance of English syntax and must plan an effective programme for promoting sentence formation among secondary schools.
5. Government at the federal, state and local level should appoint appropriate materials for teaching English syntax libraries should be provided for our secondary schools, since the absence of libraries is factor deficiency in teaching
and learning of grammar and syntax.

Limitations to the study

Limitations of the study was time, financial and information constraints collection of information relevant to the study was delayed in weeks by the teachers with continuous visitation by the researchers. Also the time set out for this research was not enough. Finally direct relationship of cost and research is also a limiting factor because an effort to intensify in the research resulted in higher cost.

Summary of the study

This study is a survey of options on investigating the pedagogical process of English syntax in secondary schools in Idemili North Local Government Area. The population comprised of all the English language teachers in the twenty(20) secondary schools in Idemili North Local Government Area. A total of 142 subjects constituted the population while the sample stood at 54 they were selected through simple random sampling. Three research questions were answered while findings were made.

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