

AN APPRAISAL OF THE ADEQUACY IN LEARNING AND USE OF PERSONAL AND DEMONSTRATIVE PRONOUNS AMONG THE STUDENTS OF SELECTED COLLEGES OF EDUCATION IN SOUTH- WESTERN NIGERIA

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&

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Abstract

The necessity for Nigerian tertiary institutions' students to correctly learn and use both spoken and written forms of English has become increasingly endearing as the need for grammatical competence transcends examination purposes. Adopting Intentional Teaching Approach (ITA) within the English Language Arts Framework (ELAF) (2015), the paper examines the adequacy in learning and using personal and demonstrative pronouns among the students of selected colleges of education in South-western Nigeria. It also aims at finding out the level of inadequacy in learning and using these pronouns, if any, and proffer solutions. Data collected through a computer-based Google Forms structured questionnaire answered by one hundred and seventy (170) respondents (students) randomly selected from five colleges of education in South-western Nigeria were analysed using bar charts with simple percentage statistics. The study revealed that students of colleges of education poorly learn and use these pronouns. However, they correctly learn and use demonstrative pronouns at a fairly adequate level than personal pronouns. The study concludes that stakeholders should ensure that necessary assistance is provided for proper teaching of English while students put in more efforts to correctly learn and use every aspect of English.

Keywords: Personal Pronouns, Demonstrative Pronouns, Grammatical Competence

Introduction

English is a veritable tool in Nigeria especially for anyone who intends to have an enviable impact on his/her community and on the nation at large. Impacting a community surpasses academic, intellectual, ideological, financial or monetary capacity. Considering the diversity of human elements in Nigeria, the onus is on any individual who would develop the required capacity for nation building to develop alongside a medium of communicating these lofty ideas and ingenuity with not only members of his/her immediate community since Nigeria is a multi-ethnic society. The different tribes and ethnic groups that make up the nation have their own languages (Okere & Nwulu, 2016, p. 23). In other words, Njoku (2017, p. 217) asserts that our country is made up of multilingual and multi-ethnic nationals wielded together for the benefit of the colonial administration. Nigeria as an inherently multilingual nation has created an irreparable vacuum to be filled with the unifying language, English. Corroborating this fact, Lamidi (2004, p. 37) emphasizes that in multilingual societies such as Nigeria, there often exists a national official language which everyone aspires to master for effective social interaction.

Consequently, any young person who intends to be relevant in the scheme of things in the nation consciously and correctly learns and uses English, the only official language that connects the communities within the nation and also links the nation with the rest of the world. According to Okere and Nwulu (2016, p. 23), the supremacy of the English language over the indigenous languages is such that a good command of the language is seen as a proof of good education. Therefore, learning and using English for its supremacy over

indigenous languages is enough a reason for students in any tertiary institution in Nigeria.

Similarly, Njoku (2017, p. 212) expounds that the state of English as a Second Language in Nigeria coupled with the numerous roles it plays, compels every Nigerian citizen to learn and to speak it. Learning and speaking English correctly becomes a must-achieved task for anyone who would show evidence of good education, interact with members of other tribes and ethnic groups, advance proofs of good neighbourliness, and, perhaps, indicate willingness to assist in nation building. In Afolayan and Alabi's (2021, p. 22) words, strictly speaking, it is possible to speak a language without necessarily *knowing* the language. For students of tertiary institutions in Nigeria, grammatical competence is a non-negotiable proof of class consciousness among class/schoolmates and it is a skill needed for developing one's full capacity. Pushpanathan (2019, p. 6092) describes grammatical competence as the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. At different levels of schooling in formal education, students are equipped with life-long knowledge and skills that would enable them realize their full potential as human beings (Njoku, 2017, p. 211). Hence, tertiary institutions, including colleges of education, are refiners' fire where grammatical competence, an ember of potential development, is fanned to life in students for life-long strength needed in showcasing communicative capacity. Therefore, to achieve this purpose, ITA is essential as it is emphasized in ELAF that learners need more than classroom activities in language learning. ELAF helps students develop language fluency not only in the school setting, but also in their lives in the wider world (Atlantic Canada English Language Arts Curriculum, Entry-3, p. 1).

Over the years, students' ability to correctly learn and use English has been the focus of many scholarly arguments. Thus, without

excluding personal and demonstrative pronouns which are the focus of the current research, the act of teaching, learning and using different aspects of English has been studied at one level or another. Nishanthi (2018, p. 871) opines that most of the students study English from the examination point of view, so, they are not able to produce even a single sentence without grammatical error. Nishanthi further explains that learning English requires constant practice and patience. For a learner of English as a Second Language, learning and using English correctly take deliberate effort since its usefulness exceeds examination and classroom environment, and students' determination to be intentional with learning and using English is of paramount importance. Thus, ITA would be an appropriate teaching approach by teachers to complement students' intention to devote their time to learning and using English. For Afolayan and Alabi (2021, p. 23), the desire to *know* a language is a desire to understand its formal and functional technicalities. Hence, Ahmed (2015, p. 6) explains that people involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. As a result, the paper examines the adequacy in learning and using personal and demonstrative pronouns among the students of selected colleges of education in South-western Nigeria.

All languages are rule-governed, thus, learning and using the formal and functional technicalities in personal and demonstrative pronouns require understanding, constant practice and patience. When discussing the rule-governed nature of language and language arbitrariness, Afolayan and Alabi (2021, p. 27) state that to accept that language evolved out of voluntarily and arbitrarily produced symbols is not to suggest that things happen without rules in language production. Personal and demonstrative pronouns, as types of pronouns, are also guided by rules which should be mastered and these rules are essential in learning, understanding, and using them. One major issue scholars

identify in pronouns' mastery is the need to clarify and differentiate them. Discussing personal pronouns and verb person inflections, Chroma and Smolik (2017, p. 176) opine that the social aspect of first/second person mastery is the general fact that they refer to persons and require clear differentiation between self and others. In other words, agreement relations are major issues that learners encounter in learning and using personal and demonstrative pronouns in English. The real issue is the observation that all the languages (Yoruba, Igbo, Igala and Oza) share the feature of non-overt tense marking on verbs used in sentences (Lamidi, 2004, p. 37).

Consequently, the current study determines how adequately or inadequately the students (speakers of Nigerian languages as first language (L1)) of the selected colleges of education have developed aspects in English vis-à-vis the rules governing personal and demonstrative pronouns. Thus, this study seeks to (i) examine how adequately students of colleges of education in South-western Nigeria learn and use personal and demonstrative pronouns; and (ii) explicate the level of the inadequacy of students of colleges of education in South-western Nigeria in learning and using personal and demonstrative pronouns.

Technicalities in Personal and Demonstrative Pronouns

Scholars have attested to the technicalities in learning and using pronouns as they assume different and/or similar status in languages of the world. On personal pronouns, sets of personal pronouns can be found in most languages of the world, but they are perhaps most diversified and complex in societies characterized by pronounced forms of hierarchical social organization and status (Heine & Song, 2011, p. 588). Heine and Song further state five properties of personal pronouns: (i) they are words having their own prosody, (ii) their primary or only function is to express distinctions in personal deixis, (iii) they lack specific semantic content, (iv) they resemble noun phrases in their

positional possibilities but do not normally take modifiers, and (v) they form a close class. In clear terms, personal pronouns' diversity and complexity as regards agreement features constitute challenges to learners and users of English as second language as, most of the time, there are conflicts ensuing from the status of personal pronouns in learners' first language.

On demonstrative pronouns, Gundel, Hedberg and Zacharski (2004, p. 2) assert that since anaphoric relationships involving non=NP antecedents are more frequently indirect, their scheme allows for a principled explanation for the difference in distribution patterns of demonstrative compared with personal pronouns. In other words, the distribution patterns of demonstrative pronouns may constitute problems since the anaphoric relationships involving non=NP antecedents are more frequently indirect unlike in personal pronouns. Therefore, teachers, learners and users of English as second language should pay adequate attention to the distribution patterns of demonstrative pronouns. In his conclusion on agreement relations, Lamidi (2004, p. 51) opines that the onus lies on the teacher to emphasize the teaching of this aspect of grammar (agreement relations) as its misuse is one of the most obvious violations of the rule of grammar.

Adequate Versus Inadequate Learning of Personal and Demonstrative Pronouns

Given the foregoing, it is obvious that agreement relations and choice making are major issues constituting problems to learners and users of personal and demonstrative pronouns. Crystal (2018, p 43) establishes that there is a close semantic link between personal and demonstrative pronouns in many languages. Therefore, teachers and, especially, students need to consciously focus this aspect of grammar. One major issue is that demonstrative pronouns and demonstrative

adjectives create confusion for learners and users of English. Thus, learners and users also need to be aware of the fact that, when a noun occurs immediately after a demonstrative word in a sentence, that demonstrative word is no longer a demonstrative pronoun but a demonstrative adjective. When discussing Polish learners of English on selection of demonstratives, Lenko-Szymanska (2005, p. 2) explains that in the process of learning English as a foreign language, students are very much left to their own devices to acquire these. Thus, any learner who could recognize demonstrative (*this, that, these, those*) forms without being able to differentiate the usage of the two (demonstrative pronouns and demonstrative adjectives) may have inadequately learned this aspect of grammar. The rules are that demonstrative pronouns offer three issues: (i) *near-* this/these and *distant-* that/those, (ii) *singular-* this/that and *plural-* these/those, and (iii) *extended usage-* this/these for newly introduced person(s) or item(s) and that/those to express negative nature or reference to earlier discussed person(s) or item(s).

For personal pronouns, learners and users are confused when they need to identify persons- first, second and third. They also have to adequately learn the subjective (*I, we, you, he, she, it, they*) and objective (*me, us, you, him, her, it, them*) forms and their usage. In Seow and Tay's (2004, p. 12) words on personal and possessive pronouns, explicitly taught grammatical knowledge seems to play a part to help learners notice and retain the organized linguistic systems that, in turn, facilitate the acquisition of grammatical accuracy. However, many are totally confused when they need to make choices in personal pronouns. The rules are that subjective pronouns are used at three positions in sentences: (i) the subject position, the position before verbs in sentences, (ii) after linking verbs, the position referred to as the subject complement position, and (iii) after conjunctions, that is after conjunctions like *than* and *as*. Moreover, objective pronouns are also used at three positions in sentences: (i) after transitive verbs in

sentences, this is called object position, (ii) after prepositions, which is preposition complement, and (iii) after conjunctions, this strictly follows the speaker's intention as it is not statutory like option (iii) in subjective pronouns. So, if a learner is able to identify the persons with the subjective and objective forms without being able to comprehend their proper usage, the result is inadequate learning. In their conclusion on the usage of pronouns, Jegede and Akinola (2021, p. 57) submit that students need adequate knowledge on the use of third-person plural personal pronoun which can be used in the subject and object positions.

Literature Review

There have been studies on different aspects of pronouns as regards agreement relations, personal pronouns and verb person inflections, non-NP antecedents and NP- antecedents and pronouns, English pronouns and the non-overt tense marking nature of indigenous Nigerian languages (Yoruba, Igbo, Igala and Oza) and many more. However, as far as we know, no study has examined learners' adequacy in learning and using personal and demonstrative pronouns nor compare students' level of adequacy or inadequacy, if any, in the types of pronouns focused in the current study. Some of the related works reviewed in the current study are Lamidi (2004), Chroma and Smolik (2017) and Yannick (2020).

Lamidi (2004) studies agreement relations in English and Yoruba focusing on the problems associated with mastery of English agreement features, reasons and possible solutions, with particular attention on areas of differences in agreement features. Using the Contrastive Analysis Hypothesis (CAH), the study critically distinguishes agreement features in pronouns (especially, personal, and indirectly, demonstrative), gender specification, tense, number, proximity and notional concord and plural formation, pointing out the

rules. Lamidi (2004), then, concludes that considering structural and semantic features, English agreement system is more elaborate than that of Yoruba and that Yoruba learners of English would have to detach themselves from their language when learning English by being more determined. This study is relevant as it deals, among other things, with the issue of agreement relations in pronouns which is the crux of the acquisition and use of personal and demonstrative pronouns. Although, the current study compares students' capacity in learning and using personal and demonstrative pronouns, it is not a comparative study of languages.

Another relevant study, Chroma and Smolik (2017), deals with personal pronouns and verb person inflections in relation with linguistic development and social understanding. The issues raised are pronominal acquisition, social cognition, general language development, general semantic principles and the context of pronouns usage. Using controlled laboratory tasks with 66 monolingual Czech-speaking children, the paper focuses on the joint effects of social and linguistic development on the acquisition of person reference and concludes that there are differences between the effects of social cognition and linguistic development on production and comprehension of pronouns. The general semantic principles, the context of usage, effects of social cognition and linguistic development presented in relation to the production and comprehension of pronouns are relevant in the current study. Nevertheless, the current study differs as the respondents used are Nigerian students in colleges of education and not monolingual Czech-speaking children.

Moreover, Yannick (2020) discusses aspects of English grammar to be reinforced in the teaching of English as a second or foreign language. Using examination essays and class test essays which is a total of 521 as data, the study concentrates on the characteristic features of Troisieme pupils' grammar, level of their communicative/linguistic

proficiency and the relevant pedagogical interventions. Focusing on Hendrickson's (1976) Communicative Effect Taxonomy in Error Analysis, the work identifies pronouns as one of the aspects of English to reinforce, with emphasis on subject-verb concord, misuse and wrong choice of pronouns. Yannick (2020) concludes that Troisieme pupils' communicative and linguistic proficiency were low and that their communicative proficiency was lower than their linguistic proficiency. It is relevant in all, and especially as it deals with students' communicative and linguistic proficiency. However, it points at many aspects of English that constitute problem to students in learning and using English as a second language while the current study focusses only on the level of adequacy in acquisition and use of personal and demonstrative pronouns among the students of colleges of education.

Theoretical Framework

The study adopts ITA within the ELAF (2015) which proposed two additional literacy skills as highly essential in learning and using language properly and correctly. The framework emphasizes that every language learner needs to demonstrate capacity in six literacy skills: listening, speaking, reading, viewing, writing and representing. Proper viewing capacity assists learners in remembering what is learnt while proper capacity in representing assists learners in the use of language in real situation. According to Atlantic Canada English Language Arts Curriculum (Entry-3, p. 2), language in use underlies the processes of thinking involved in listening, speaking, reading, viewing, writing, and other ways of representing. In other words, these six literacy skills are distinct and they complement each other. The framework is, therefore, applied to clearly identify the roles of viewing and representing literacy skills as additional processes in practical language use. Hence, learning experiences in English language arts should: (i) help students develop language fluency not only in the school setting, but also in their lives in

the wider world and (ii) contribute toward students' achievement of the essential graduation learnings (Atlantic Canada English Language Arts Curriculum, Entry-3, p. 1).

Moreover, English Language Arts/English Language Development Framework for California Public Schools (2015, p. 5) argues that this framework recognizes that becoming broadly literate-reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively- is necessary for life in today's global society. Therefore, ITA is essential in ensuring correct teaching and learning of every aspect of English, especially personal and demonstrative pronouns which are the focus of the current study. Consequently, in ITA, effective teaching is intentionally planned regardless of the model of instruction... Instruction is planned to build students' skills, knowledge, and dispositions for learning over the course of each teaching unit and year (English Language Arts/ English Language Development Framework for California Public Schools, 2015, p. 91).

Methodology

Thirty-four (34) respondents were randomly sampled from English department in each of the five selected colleges of education in South-western Nigeria to make a total of one hundred and seventy (170) respondents for the study. The respondents were 200 and 300 level students from each of the selected colleges. The colleges of education were: (i) Emmanuel Alayande College of Education, Oyo, Oyo State; (ii) Federal College of Education, Abeokuta, Ogun State; (iii) Federal College of Education (Special), Oyo, Oyo State; (iv) Osun State College of Education, Ilesa and (v) Oyo State College of Education, Lanlate. Students in 100 level were not part of the sampled respondents since they were newly admitted into the college of education system and their

experience with the teaching, learning and using English at tertiary institution just started.

Furthermore, a computer-based Google Forms structured questionnaire that has two sections was designed to collect the data for the study. Section A contained four questions asked about the background of the respondents: age, level, gender and department. Section B consisted of twenty sentences that were focused on testing students' capacity in providing correct answers in the use of personal and demonstrative pronouns with ten questions on each of the types of pronouns under study. However, the sentences were not grouped under any subtopics in the questionnaire but were presented as questions 5 to 24. It was an unrestricted test in which the respondents were expected to fill in the gaps with correct answers from many options provided. All the twenty options were lumped together and the respondents are expected to identify and pick a correct answer for each of the questions. The options were words identifiable as demonstrative and personal pronouns. The data collected was analysed using bar charts with simple percentage statistics.

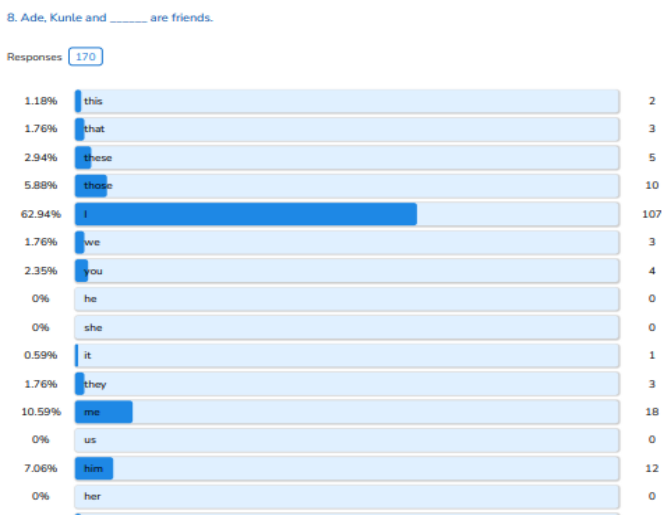
Presentation of Data and Discussion of Findings

Level of Adequacy in Learning and Using Personal Pronouns

Respondents' responses to questions on personal pronouns are grouped in accordance with the following selection rules: (i) choice positions for subjective pronouns- (a) the subject position (before verb), (b) the position after linking verb (subject complement position) and (c) the position after correlative conjunctions like *than* and *as* (statutory), and (ii) choice positions for objective pronouns- (a) the object position (after transitive verb), (b) the preposition complement position (after preposition) and (c) the position after correlative conjunctions (strictly speaker's intention).

According to the data, it is observed that subject personal pronouns in subject positions and object personal pronouns in object positions as used in *I* in question 8 (Ade, Kunle and _____ are friends.), *him* in 18 (I love _____ as my brother.) and *me* in 23 (My mother gave _____ the pen.) with response counts 107, 102 and 123 with 62.94, 60.00 and 72.35 percent respectively are adequately learnt and used. Bar Charts 1 and 2 are presented as instances of respondents' responses in level of adequacy in learning and using personal pronouns in subject and object positions.

Bar Chart 1: Respondents' Responses to Personal Pronoun *I* (subject position) in Question 8

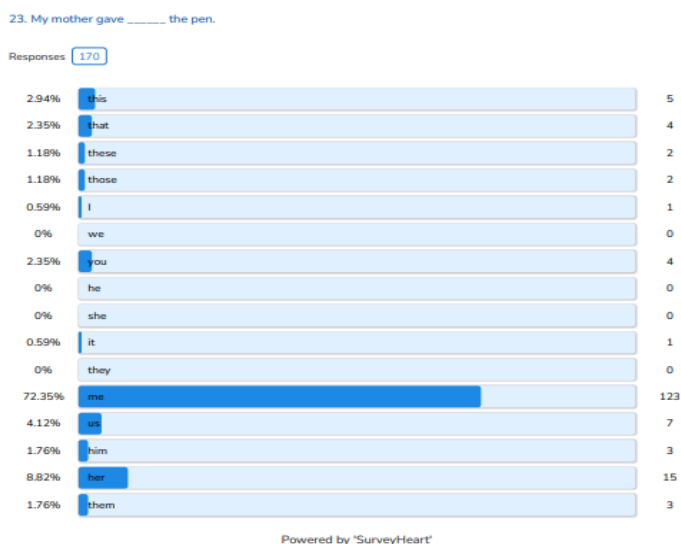


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Bar chart 1 reveals that the respondents have adequately learnt and used subject personal pronoun in subject positions with regard to the use of *I* in question 8. However, the respondents' responses to the use of *he* in question 5 (see discussion on level of inadequacy in learning and using personal pronouns) which is also a subject pronoun show the

contrary. It is important to acknowledge that the respondents have a fair level of adequacy in this regard since their responses to question 5 (response count, 80; percentage, 47.06) is a little below the average. This indicates that, according to Seow and Tay (2004), explicit knowledge in the selection of subject personal pronouns in subject position will assist the respondents to overcome this level of inadequacy. Thus, explicit knowledge provided by a teacher who employs ITA would assist students overcome such inadequacy.

Bar Chart 2: Respondents' Responses to Personal Pronoun *me* (object position) in Question 23



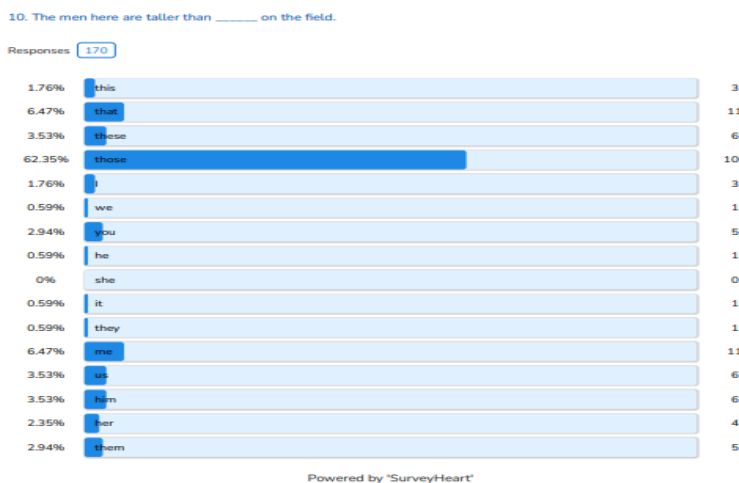
In Bar Chart 2, the respondents' responses to the use of *me* in question 23 elucidate that the object personal pronoun in object positions is adequately learnt and used. Respondents' responses to the use of *him* in question 18 also confirm this fact. Data on both questions 18 and 23 reveal that the respondents adequately learn and used object personal pronouns in object positions. The result shows that the respondents have high level of adequacy with regard to the selection of

object personal pronouns in object positions. It also means that, among all personal pronouns, only object personal pronouns in object position are adequately learnt and used by the respondents. This indicates that the respondents' knowledge of the selection rule for this aspect is adequate, and teachers who adopt ITA would consolidate on this gain.

Level of Adequacy in Learning and Using Demonstrative Pronouns

Respondents' responses to questions on demonstrative pronouns are arranged in accordance with the following distributions: (i) *near/distant*, (ii) *singular/plural*, and (iii) *extended usage*. However, distributions (i) and (ii) have subdivisions: (a) *singular/near*, (b) *singular/distant*, (c) *plural/near*, and (d) *plural/distant*. Consequently, only plural/distant, extended usage and singular/near with regard to questions 10, 12 and 21 with response counts 106, 107 and 117 with 62.35, 62.94 and 68.82 percent respectively are adequately learnt and used. Bar Charts 3 and 4 are presented as instances of respondents' responses in level of adequacy in learning and using the identified demonstrative pronouns.

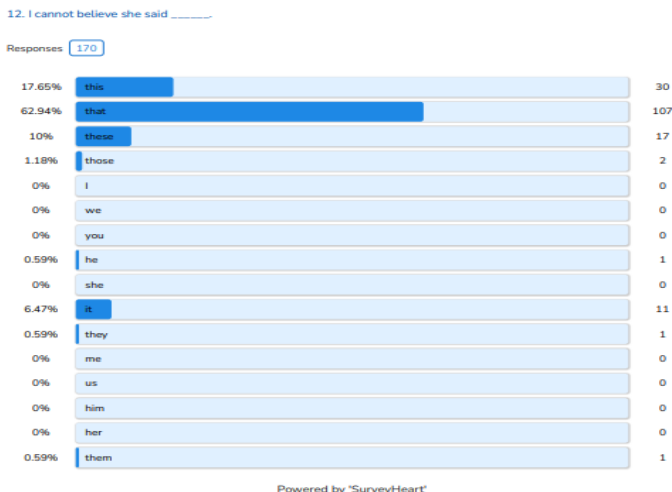
Bar Chart 3: Respondents' Responses to Demonstrative Pronoun *those* (plural/distant) in Question 10



Although the distributions of the respondents' responses indicate that *those*, *that* and *this* are adequately learnt and used, it seems that the level of adequacy is peculiar to the nature of the use of *those* in questions 10 (*The men here are taller than _____ on the field.*), that in 12 (*I cannot believe she said _____.*) and *this* in 21 (*You have to do your own assignment. _____ is mine.*). The respondents' responses in the learning and using of these demonstrative pronouns (*those*, *that* and *this*) in other sentences show the contrary. The result on the demonstrative pronoun (plural/distant) in question 10 in Bar Chart 3 indicates that *those* is adequately learnt and used while the result on the same demonstrative (plural/distant) in question 24 (see discussion on level of inadequacy in learning and using demonstrative pronouns) shows inadequate learning and using of the same since the response (response count, 49; percentage, 28.82) is really below average. This reveals that the distribution patterns of demonstrative pronoun *those* (plural/distant) is really a challenge to the respondents. Therefore, a teacher who is

intentional in teaching would easily resolve such confusion through adequate planning and focus on the identified learning problem.

Bar Chart 4: Respondents' Responses to Demonstrative Pronoun *that* (extended usage) in Question 12

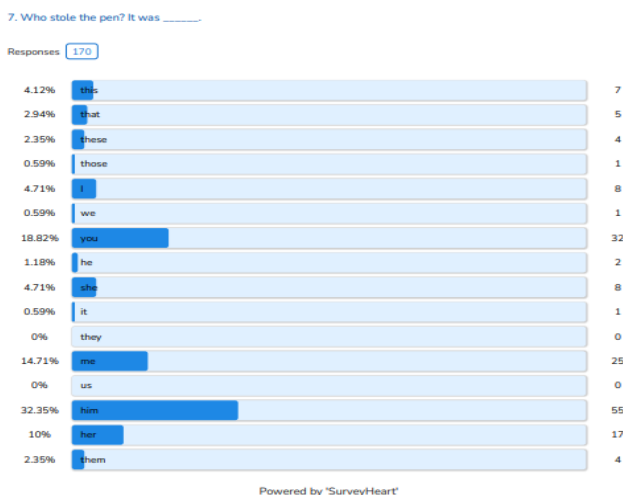


In Bar Chart 4, another instance of contrariness is noticed in the respondents' responses to question 12 in the learning and using of demonstrative (*extended usage*). The respondents' responses to question 12 indicate that *that* is adequately learnt and used whereas the same *that* in the same *extended usage* in questions 6 (response count, 54; percentage, 31.76) and 9 (response count, 58; percentage, 34.12) (see discussion on level of inadequacy learning and using demonstrative pronouns) is inadequately learnt and used. Thus, these findings support Lenko-Szymanska's (2005, p. 2) argument that in the process of learning English as a foreign language, students are very much left to their own devices to acquire demonstratives. Therefore, the respondents' responses to question 21 (response count, 117; percentage, 68.82) reveals that only demonstrative pronoun *singular/near* (*this*) is adequately learnt and used among demonstrative pronouns.

Level of Inadequacy in Learning and Using Personal Pronouns

Respondents' responses on inadequate learning and using of personal pronouns are noticed at four levels: (i) subject position (question 5), (ii) position after linking verb (questions 7 and 20), (iii) position after conjunctions like *than* and *as* (questions 13 and 19) and (iv) preposition complement position (questions 11 and 14). For subject position, *he* in question 5 (_____ and his father attended the party.) with response count 80 which is 47.06 percent is inadequately learnt and used. The respondents' inability to learn agreement relations in subject pronouns is observed in the disparity in their level of adequacy in using *he* in questions 5 and *I* in 8 (see discussion on level of adequacy in learning and using personal pronouns). This shows that the respondents have challenges, according to Lamidi (2004), with agreement relations in personal pronouns in subject position.

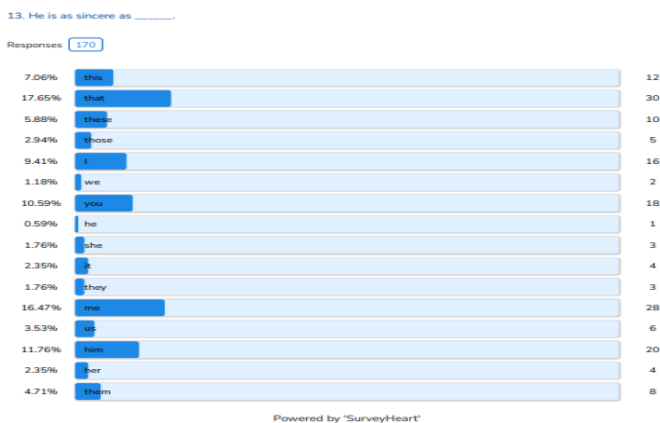
Bar Chart 5: Respondents' Responses to Personal Pronoun *He and She* (after linking verb) in Question 7



On position after linking verb, *he/she* in questions 7 (Who stole the pen? It was _____.) and *he/she* in 20 (Who is to blame for the

errors? It is _____.) with response counts 10 (addition of responses to *he* and *she*) and 5 (addition for *he* and *she*) which have 5.89 and 2.94 percent respectively are inadequately learnt and used. In this case, Bar Chart 5 is presented as an example of respondents' responses in level of inadequacy in learning and using subject pronouns after linking verb. In questions 7 and 20, either *he* or *she* is the appropriate answer, therefore, the number of the respondents who chose *he* and that with *she* were added together in each of the questions as the response count. Bar Chart 5 shows that the respondents have very high level of inadequacy in learning and using subject personal pronouns after linking verbs. The result of the responses to question 20 also confirms the same high level of inadequacy. This indicates that the respondents have not learnt the use of subject pronouns in this way. Thus, according to Seow and Tay (2004), explicit knowledge in the selection of subject personal pronouns after linking verbs will assist the respondents to overcome this form of inadequacy.

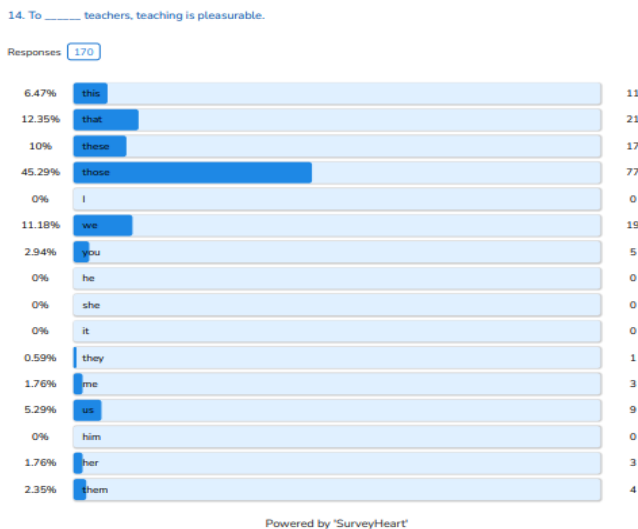
Bar Chart 6: Respondents' Responses to Personal Pronoun *I* (after conjunctions) in Question 13



With regard to position after conjunctions like *than* and *as*, *I* in question 13 (He is as sincere as _____.) and *I* in 19 (She is shorter than _____.) with response counts 16 and 27 which have 9.41 and

15.88 percent respectively are inadequately learnt and used. Note that the rule is that subject personal pronouns are used in this instance. However, for speaker's intention, object personal pronouns may be selected. Bar Chart 6 is presented as an instance of respondents' responses in level of inadequacy in learning and using subjective personal pronouns after conjunctions. In Bar Chart 6, the result of the responses to question 13 indicates high level of inadequacy in learning and using subjective personal pronouns after conjunctions and the result on question 19 corroborates the same high level of inadequacy. This indicates that the diversity and complexity in the distribution of subjective personal pronouns in this regard is a great challenge to the respondents.

Bar Chart 7: Respondents' Responses to Personal Pronoun *us* (preposition complement position) in Question 14



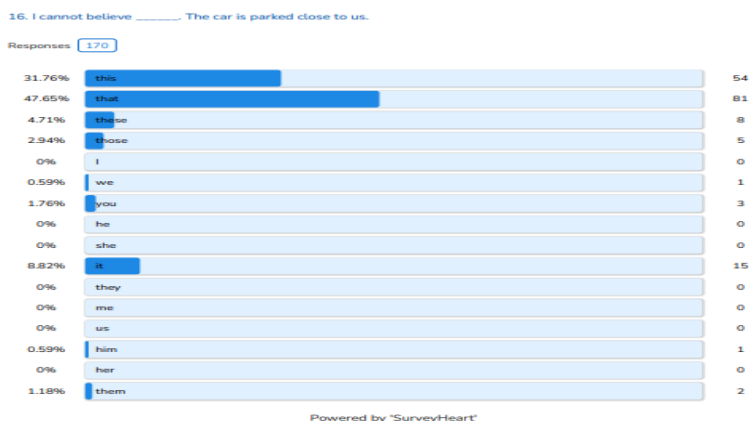
Another subtype of objective personal pronouns that shows respondents' high level of inadequacy in learning and using objective personal pronouns is that of preposition complement position. The use

of *me* in question 11 (I prepared the food for you and _____.) and *us* in 14 (To _____ teachers, teaching is pleasurable.) with response counts 34 and 9 with 20.00 and 5.29 percent respectively are inadequately learnt and used. In this instance, Bar Chart 7 is presented as an example of respondents' responses in level of inadequacy in learning and using object personal pronouns in preposition complement position. The data reveals that the respondents have very high level of inadequacy in learning and using object personal pronoun in this regard. The result indicates that the knowledge of correct selection of object pronouns for this purpose is obscure to the respondents and this challenge will be resolved through proper teaching and repletion of exercise in this aspect of personal pronoun.

Level of Inadequacy in Learning and Using Demonstrative Pronouns

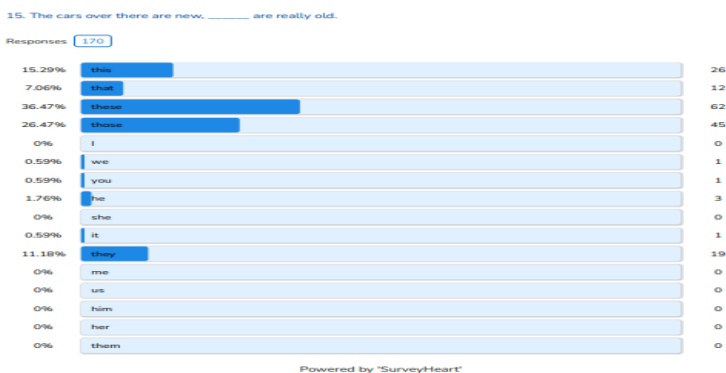
Respondents' responses on inadequate learning and using of demonstrative pronouns are grouped into four categories: (i) extended usage (questions 6, 9 and 16), (ii) plural/near (questions 15 and 17), (iii) singular/distant (question 22) and (iv) plural/distant (question 24).

Bar Chart 8: Respondents' Responses to Demonstrative Pronoun *this* (extended usage) in Question 16



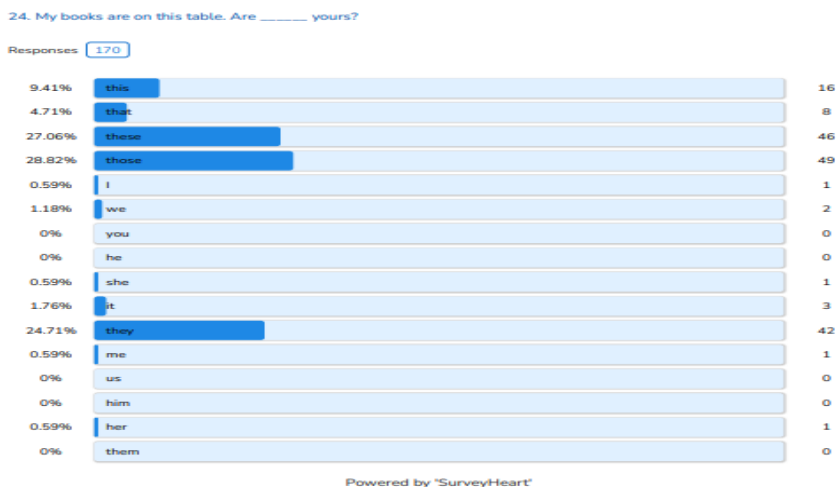
Bar Chart 8 presents as an example of respondents' responses in level of inadequacy in learning and using demonstrative pronouns in extended usage. On extended usage, the use of *that* in question 6 (_____ is the girl you were looking for.), *that* in question 9 (_____ was an interesting experience.) and *this* in question 16 (I cannot believe _____. The car is parked close to us.) with response counts 54, 58 and 54 which have 31.76, 34.12 and 31.76 percent respectively are inadequately learnt and used. The result in Bar Chart 8 shows that in demonstrative pronoun extended usage *this* is inadequately learnt and used by the respondents at a minimal level of inadequacy. This inadequacy seems to be at a particular rang among the respondents as observed in their responses to the use of demonstrative pronoun extended usage *that* which is used to refer to an earlier discussed person *the girl* in question 6 and *past experience* in question 9. This indicates that the distribution pattern of demonstrative pronouns in singular extended usage *this* (near) and *that* (distant) is a serious challenge to the respondents and according to Lenko-Szymanska's (2005, p. 2), they are left to their own devices to acquire the usage of demonstratives in this pattern. Therefore, according to Seow and Tay (2004), explicit knowledge in the use of demonstrative pronouns in extended usage will assist the respondents to overcome this form of inadequacy.

Bar Chart 9: Respondents' Responses to Demonstrative Pronoun *these* (plural/near) in Question 15



Bar Chart 9 elucidates the respondents' responses in level of inadequacy in learning and using demonstrative pronouns in plural/near usage. On plural/near usage, *these* in question 15 (The cars over there are new, _____ are really old.) and in question 17 (My pencils are in that locker. Are _____ yours?) with response counts 62 and 42 which have 36.47 and 24.71 percent respectively are also inadequately learnt and used. Bar Chart 9 shows that learning and using plural/near demonstrative pronouns is a challenge to the respondents and this may be as a result of the location of the position of the answer in the sentence. The respondents' responses to question 17 confirms the same difficulty. Note that the position of the demonstrative pronoun in the sentence is at the latter part and not *near* the beginning as the demonstrative pronoun *these* suggests. This reveals that the respondents find it very difficult to differentiate the distribution pattern in this regard.

Bar Chart 10: Respondents' Responses to Demonstrative Pronoun *those* (plural/distant) in Question 24



Bar Chart 10 reveals that the respondents' responses in level of inadequacy in learning and using plural/distant demonstrative pronoun is really inadequate. Thus, for singular and plural distant, the use of *that* in question 22 (This is my cell phone. Is _____ yours?) (singular/distant) and *those* in question 24 (My books are on this table. Are _____ yours?) (plural/distant) with response counts 67 and 49 which have 39.41 and 28.82 percent respectively are both inadequately learnt and used. This indicates that this aspect of demonstrative pronoun is problematic to the respondents. Therefore, teachers and learners of English are expected to pay proper attention to the difficulty in learning and using singular and plural distant demonstrative pronouns.

Conclusion

The paper has appraised the adequacy in learning and using personal and demonstrative pronouns among the students of selected colleges of education in South-western Nigeria by concentrating on the

selected pronouns' distribution and selection patterns. It argues that, in personal pronoun, object pronouns in object positions are adequately learnt and used while, in demonstrative pronouns, only singular/near demonstrative pronoun is adequately learnt and used. The study shows that, in personal pronouns, subject pronouns in subject positions, subject pronouns in subject complement positions, subject pronouns in positions after conjunctions like *than* and *as*, and object pronouns in preposition complement positions are inadequately learnt and used. Moreover, the finding reveals that, in demonstrative pronouns, singular/distant, plural/near, plural/distant and extended usage are inadequately learnt and used. The study supports Lenko-Szymanska's (2005) argument that students are left to their own devices to acquire the usage of these pronouns. Comparing the level of very low performance obtained in inadequate learning and using in both pronouns, the paper notes that, although students of the selected colleges of education poorly learn and use these pronouns, they learn and use demonstrative pronouns at a more fairly adequate level than personal pronouns. The study also argues that teachers who employ ITA would assist learners of English overcome inadequacy in learning and using every aspect of English, and through that they would achieve ELAF's goals. Consequently, stakeholders should ensure that necessary assistance is provided for proper teaching of English while students put in more efforts to correctly learn and use every aspect of English.

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