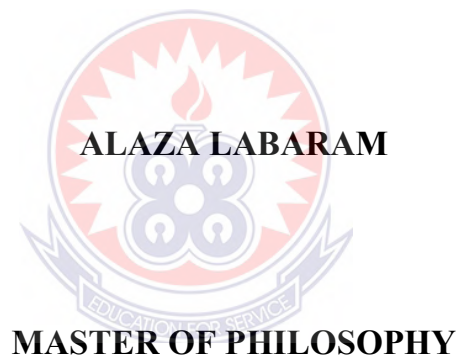


UNIVERSITY OF EDUCATION, WINNEBA

**A STUDY INTO THE IMPLEMENTATION OF THE SENIOR HIGH
SCHOOL ENGLISH LANGUAGE SYLLABUS**



2021

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SCHOOL ENGLISH LANGUAGE SYLLABUS**



**A thesis in Department of Applied Linguistics,
Faculty of Foreign Languages Education, submitted to the School of
Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Applied Linguistics)
in the University of Education, Winneba**

DECEMBER, 2021

DECLARATION

Student's Declaration

I, **Alaza Labaram**, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for any other degree elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Prof. Mrs. Rebecca Akpanglo-Nartey

Signature:

Date:

DEDICATION

I hereby dedicate this work to my lovely and beautiful wife, Mohammed Awal Nana Hawa for her true love, Patience and support and my children Khamis, Farhan Shamima and family.



ACKNOWLEDGEMENTS

I have the singular honour to express my profound gratitude to the Almighty Allah for the wonderful favour, protection, and travelling mercy shown me to ensure the successful completion of this thesis and my studies.

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I wish to express my profound indebtedness to my beautiful and lovely wife, Mohammed Awal Nana Hawa for her envious support, inspirations encouragement and prayer to ensure that I completed this work successfully.

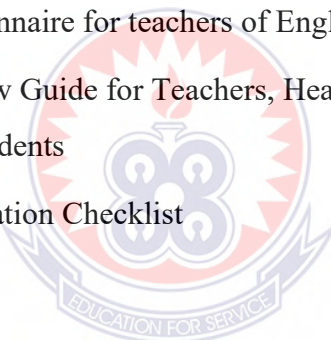
I wish to acknowledge the tremendous efforts of my parents, relatives and friends for the necessary support, advice and information needed to complete this work. Special thanks go to the teachers, Heads of Language Departments and students who spared their time to respond to the questionnaires and interview.

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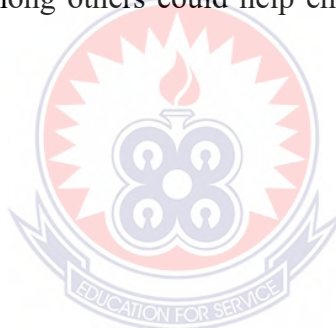
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ABSTRACT

The study takes a look into the implementation of the senior high school English language syllabus. The study focused on the types of teaching methods and techniques used by teachers of English in implementing the syllabus, the challenges that hinder the effective implementation of the syllabus and measures that can be put in place to ensure effective implementation of the syllabus. The research design was case study and so questionnaire, interview guide and observation were used to obtain quantitative and qualitative data from 20 Heads of Language department, 120 teachers of English and 40 students selected from within 20 selected senior high schools in the Greater Accra Region, Ghana. The Concern Based Adoption Model framework developed by Hall and Hord (1987, 2001) guided the study. The model consists of three components: stages of concern, levels of use and innovation configuration. The study revealed some of the methods that were frequently used by English language teachers. However, some of the teachers could not implement these methods appropriately. The study though concluded that the teachers have the requisite skills to support the implementation process, there were problems with the syllabus completion within the stipulated time, inadequate instructional materials, unqualified teachers and inappropriate use of teaching methods hinder the implementation process. The study also concluded that provision of qualified teachers, adequate instructional materials among others could help ensure the effective implementation of the English syllabus.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights and discusses the introduction aspects of the study under the following headings: background to the study, statement of the problem, purpose of the study, research questions, significance of the study, research objectives, limitation, and delimitation.

1.1 Background to the Study

Even before the introduction of formal education by the Europeans, following their arrival in Gold Coast, now Ghana, families and communities educated their members. Members at both the family and community level educated their younger ones by way of inculcating in them positive attitude, moral values and providing them with appropriate knowledge about their beliefs, history and culture so as to enable them fit into the community as responsible members of the society (McWilliam & Kwamena-Poh, 1975). With this type of informal education, the family members were considered teachers who passed on these values and beliefs from one generation to another.

However, with the arrival of the Europeans, formal education was introduced to the natives in order to ensure effective and free flow of communication between the Europeans and the people of Ghana. Especially, to educate the children of Europeans they had with the native African women. This type of education at that period according to McWilliam and Kwamena-Poh (1975), was known as “Mulatto Education”. According to Antwi (1992), the European missionaries and merchants

established castle schools with English language taught as one of the subjects to meet the growing demand for formal education. Among the early schools established by the Europeans during the colonial era include; Mfantshipim school (1876), Adisadel College (1910), Achimota school (1927) and Saint Augustine College (1930).

After independence, the educational system in Ghana went through series of comprehensive reviews in order to meet the socio-economic needs of the Ghanaian population. To this end, Committees like; the Botsio Committee of 1960-61, the Amissah Committee of 1963, the Kwapong Committee of 1966-67, the Cocker Committee of 1966, the Busia Committee of 1967, the Russel Committee of 1969, the Dowuona Committee of 1970, the Dzobo Committee of 1972, the Evans Anfom Committee of 1974-75 and the Anamuah – Mensah Committee of 2002 were all established at a point in time in Ghana's educational transformation to provide appropriate suggestions and recommendations in relation to improving the educational system of the country.

Based on the recommendations made by these various educational committees to meet the growing labour force and job demand of the country, vocational and technical educational courses were introduced and with the implementation of the Junior Secondary School (JSS) system on experimental basis. This educational reform enabled students to acquire occupational skills in order to get fit into the job market and so as a result of constant reforms of educational system in the country in 1987, the of number of years spent at the pre-tertiary education was reduced with nine (9) year basic education duration consisting of a 6-year primary school and a 3-year Junior Secondary School (JSS) now Junior High School (JHS). On this score, Junior Secondary School students were required to write a Basic Education Certificate

Examination (BECE), in order to gain admission into a 3-year Senior Secondary School (SSS) now Senior High School (SHS). Therefore, the duration of pre-tertiary education was reduced from 17 years to 12 years, abolishing the Middle School Leaving Certificate Examination system written at the end of the middle school education.

In going forward, the General Certificate of Education made of Ordinary levels and Advanced levels (G. C. E. 'O' and 'A' levels) examinations where students were supposed to pass before gaining admission into the tertiary institutions was also abolished. However, with the new educational reform, admission into the tertiary institutions depended on students' performance in the Senior Secondary School Certificate Examination (SSSCE), now West African Senior Secondary School Certificate Examination (WASSCE).

Today, the educational system in Ghana follows a 6-3-3-4-year system. That is, Primary School - 6 years, Junior High School -3 years, Senior High School -3 years and University Bachelor's degree - 4 years. Senior High School education covers three years for students at the age of 15 to 17 years who are required to pass the Basic Education Certificate Examination (BECE) at the end of JHS Form 3 (9th grade) in seven subjects before they are admitted into the senior high school through the Computerized School Selection and Placement System (CSSPS). There are over 863 senior high schools with over 562 public schools and 301 private senior high schools which take care of the needs of over 837,204 students. Most of the senior high schools have boarding facilities while others are Community Day Schools. Majority of students attend the public boarding schools. There are over 34,304 teachers in public senior high schools of which 86.7% are trained. Periodically, teachers of senior high

schools are taken through in-service training program to ensure that they are equipped with up-to-date knowledge of the curriculum and related teaching and learning materials (MOE, 2018).

Students at this educational level take a core curriculum consisting of English Language, Mathematics, Integrated Science, and Social Studies. Every student also takes three or four Elective subjects, chosen from any of seven study groups: Sciences, General Arts (social sciences and humanities), Vocational (visual arts or home economics), Technical, Business, or Agriculture.

Students at the end of their three years studies at the senior high school (12th grade), are expected to take the West African Senior Secondary Certificate Examination, or WASSCE, that is, SSCE which ended in 2005, with WASSCE beginning in 2006 in each of their seven or eight subjects. The exams are now organized nationwide in August, September each year, with the results officially released to the students in November. Graduates of senior high school level are required to obtain the minimum of six credit passes before they are qualified for tertiary admission. The grading system for students of senior high school level takes the following format: university qualification SSSCE Grading System: Grade 'A' is equivalent to 1 point, 'B'→2, C→3, D →4. The grades and points below, obtained by any senior high school graduate under SSSCE does not qualify them for tertiary admission: E→ pass. F →Fail.

WASSCE Grading System Points Frequency Credit Grades: A1 → 1, B2 → 2 B3 → 3, C4, C5, C6 → 4, Pass Grades: not acceptable for tertiary admission D7, E8 → Pass Failing Grade: F9 → Fail.

The minimum university standard for admission to post-secondary education is a ‘C-’ average on the WASSCE, with credits (A1-C6) in at least six subjects including Core English, math, integrated science and three Electives. Students are expected to retake exams in subjects they have failed.

To this end, Manning (1997) argues that English has now become a medium of communication for billions of people across the world and used as medium of instruction in the educational system. On this basis, Okwara et al (2009) also added that English is an international language used across the world and a means of communication in international conferences and meetings and so in Ghana, it is prudent to note that the Senior High School English Language Syllabus (2010) also spells out in its rationale for teaching English that English is used as the official language and medium of instruction in our schools from upper primary school level to all higher levels. Today, the same English language syllabus added that English enjoys the prestige of being a subject of study which is almost compulsory at all levels of Ghana’s educational structure.

In Ghana, a good knowledge in English is so important to the extent that one ought to have a good pass in it in order to graduate to the next level in the academic pursuit. This means “the success in education at all levels depends, to a very large extent, on the individual’s proficiency in the language” (MOE, 2012 p. ii). It is for these reasons that English is a major subject of study at all levels in Ghanaian schools.

The English language curriculum for senior high schools in Ghana spells out the various aspects, topics and sub topics that teachers must teach the student within a given specified time duration. The syllabus further specifies the various topics and

sub topics that should be taught in an integrated manner so as to enhance meaningful learning. For this meaningful learning to take place, the teacher should be knowledgeable in the subject with regards to approaches, techniques and skills that will help the learner achieve a great deal in the learning of the subject.

To this end, Richards and Rodgers (1990) claimed that the underlying reasons for learning English language and theories on second language acquisition have had a big effect on the existence of approaches and methods. As a result, Richards and Rodgers (1990) further believe that these approaches and methods are categorized into three basic units of language. therefore, from the aforementioned theories, syllabus is fundamentally targeted at what is to be learned.

However, according to Corder (1975), the concept of syllabus deals with more than just a list of items, and so a syllabus simply refers to the specification of the content of language teaching and learning as well as provides the appropriate teaching method and activities which is subject to degree of structuring or ordering with the aim of making teaching and learning more effective.

At this point therefore, it is quite refreshing to note that the various subjects of study taught at the senior high school have their respective own curriculum or syllabus with various structure and components which distinguish one subject from another subject. For example, Social Studies consist of underlying components such as economics, sociology, history, geography, civics and government. These components establish the scope of Social Studies. With the Senior High School English Syllabus (2010), particularly, it is made up of two major components. That is, English language and core literature in English that distinguishes it from other subjects of study. The basic

aspects under the English language component of the Senior High School English Syllabus are comprehension and summary, grammar, essay writing and speech work. These aspects of the English language components have a specific teaching strategy respectively. Therefore, the English syllabus recommends that the teaching of each of these aspects should be under a measuring unit, that is the profile dimensions.

Going by the profile dimension, it specifies knowledge and understanding of each of the aspect with knowledge used to measure the degree of learning among students. Knowledge, according to English Language Syllabus (2010), “is being able to describe something after the instruction has been completed” (p. xii). Specifically, English syllabus recommends a reflection of 40% knowledge-based activities in the teaching and learning process within the classroom.

The English syllabus also establishes that the teaching and learning that goes on in the classroom should reflect understanding. Understanding as defined by the English syllabus (2010) means “being able to develop, plan, construct, etc. means that the student can "apply" or use the knowledge acquired in some new contexts” (p. xii).

On this score, the percentage reflection of understanding based activities in the teaching and learning process with the classroom is 60%. Therefore, in the teaching and learning activities to reflect both knowledge and understanding, the four basic skills are respectively allocated as follows; Listening comprehension - 10%, reading comprehension - 30%, speaking - 30% and writing - 30%. Most importantly, the basic skills in the English syllabus reflect a particular profile dimension. Therefore, each of the basic learning skill reflects either one or both profile dimensions. For example,

the following basic skills in the English language learning process reflect how each represents the profile dimensions:

Listening – Knowledge and Understanding

Reading Comprehension - Use of knowledge

Speaking - Use of Knowledge

Writing - Use of Knowledge

The English language syllabus (2010) further stressed that English learning means the acquisition of two particular abilities or behaviors. That is, knowledge and understanding as well as the use of knowledge, and so, knowledge and understanding can be taught through listening and reading, while Knowledge use may be taught in speaking, writing, understanding is taught through listening and reading.

To this end, there are various strategies employed by teachers of English language in teaching the various aspects of English language components. The teaching strategies under grammar or language study which constitute knowledge use for example are dialogue and original sentence construction. The rest are conversation drills, pair drills, competition drills, substitution drills, transformation drills and filling-in-the blank spaces. These activities also constitute knowledge and understanding.

All the teaching strategies under essay writing, such as discussion, organizing unordered string sentence into lucid paragraphs, debating in preparation to argumentative essay and story-telling sessions in preparation to written work are all grouped under the use of knowledge. Those strategies under comprehension, are silent reading, oral reading, linking comprehension lesson with literature lesson and testing, listening comprehension, constitute knowledge and understanding.

Teaching strategies for summary writing usually expresses themes in single sentences, paraphrasing paragraphs and reducing passages to a third of original length while retaining the mood - under the use of knowledge except identifying themes of passages.

Speech work has pronunciation drill through modelling or repetition, contrastive drill, and poetry recitals under knowledge and understanding while conversation, debating and acting plays fall under the use of knowledge. The strategies of literature are the discussion of essential aspects emerging from the novels, poems, role-playing of characters, and dramatization of important scenes. These strategies constitute the use of knowledge. Other teaching strategies under literature also include oral reading and the identification of literary devices which constitute knowledge and understanding.

The English syllabus (2010) also provides assessment system for the assessing instructional impact on students, especially in relation to the use of knowledge and understanding. Therefore, assessment guides and procedures are based on the syllabus objectives, and so, a classroom test consists of items and questions that are based on a representative sample of the specific objectives taught and the test considered Criterion-Referenced Test because, it is impossible to test all specific objectives taught in the term or in the year.

The assessment procedures include class test, homework, projects and others. The assessment system under the English language syllabus (2010) also stressed on the importance of End-of-Term Examination. The end-of-term examination is summative in nature which consist of a sample of the knowledge and skills students have acquired in a particular term. The end-of-term test for term three are composed of

questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions.

For example, a teacher may build an end of Term three test in such a way that it would consist of the 20% of the objectives studied in Term one, 20% of the objectives studied in Term two, and 60% of the objectives studied in Term three.

The End- of –Term - Examination provides a recommended examination structure for end of term examination in relation to the structure of West Africa Examination Council, [WAEC] exam papers. The structure consists of two examination papers. That is, Paper one which is the objective test paper that test knowledge and understanding. The paper one also contains some questions that require application of knowledge.

The second paper which is Paper two consist of questions that essentially test application of knowledge. The English syllabus (2010) also recommends for the use of School Based Assessment [SBA] and should be based on both dimensions. The SBA is an assessment system that is designed to provide schools with an internal assessment system that will help schools to provide Standardized practice of internal school-based assessment in all Senior High Schools in the country and provides reduced assessment tasks for subjects studied at the senior high school that will Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks. Therefore, the marks distributed for Paper one, Paper two and the SBA should be based on the profile dimensions and should be conducted using the mid-term test, group exercise, end-of-term test and Project.

The syllabus also calls for the improved assessment and grading system in schools, especially, adopting the following West Africa Senior Secondary Certificate Examinations [WASSCE] grading structure for assigning grades on students 'test results.

Grade A1: 80 - 100% - Excellent

Grade B2: 70 - 79% - Very Good

Grade B3: 60 - 69% - Good

Grade C4: 55 - 59% - Credit

Grade C5: 50 - 54% - Credit

Grade C6: 45 - 49% - Credit

Grade D7: 40 - 44% - Pass

Grade E8: 35 - 39% - Pass

Grade F9: 34% and below - Fail

On the part of teachers of English at the senior high school, the syllabus (2010) recommends that teachers use the integrated approach to teach the four basic skills of English language. That is, the receptive which consist of listening and reading and productive which is also made up speaking and writing skills are interrelated and so, must be integrated. For example, a reading lesson must provide a platform for the practice of related listening, speaking and writing skills.

Similarly, it must be noted that grammar is taught to be applied in speech and in writing. Therefore, writing lessons must feature relevant issues of grammar. English language like any other subject appears most frequently on our school timetable. Therefore, this is done possible because of the provisions made by the English syllabus on time allocation. Core English according the Senior High School Syllabus

(2010), is designed to be taught in forty weeks for each of the three years. English has five periods with 40 minutes each per week. However, four of the periods are supposed to be devoted for the English Language component while the remaining one period should be devoted for Core Literature in English. However, with the semester system under the Free Senior High School System, the core English language has four periods with 1 hour each per week. This means English has four hours a week.

Therefore, based on the scope and content of the senior high English language syllabus organization (2010) specified above, it would not be out of place to advance the argument that the syllabus is used as a means to achieve the general objectives of teaching and learning. To this end, the syllabus plays some fundamental functions in guiding both teachers and students to become more effective teachers and learners in the overall course specification for the instructional time duration for the senior high school English language course.

More so, a syllabus informs students on what the course is about, why the course is taught, where it is going, and what will be required of them to be successful in the course (Altman & Cashin, 2003). So, a well-designed syllabus provides a comprehensive provision for the various forms in relation to the yearly time duration for every form, that is form one, two and three and sets the tone for the course.

However, notwithstanding the immense contributions of the English language syllabus to the development of the requisite learning skills of students at all levels of education, stakeholders have raised concerns on the poor implementation of the English language syllabus at the basic and senior high school levels of our educational system leading to the poor performance of students. For instance, according to the

Chief Examiner's Report on students' performance in the West African Senior Secondary Certificate Examination [WASSCE], most Students performed poorly due students' inability to understand basic concepts of grammar and other relevant principles in English (WAEC, 2020).

To this end, the poor implementation of English language syllabus has been attributed to certain underlying factors such as lack of resources, crowded classrooms and insufficient time allocated for the courses and the problems of quantity and quality of teachers (Demirel, 1994; Kaş, 1991; Sarıgöz, 1999; Sunel,1994). Rogan and Grayson (2003) on their part also argue that another serious factor that supports or hinders the implementation of new ideas and practices in schools relates to the “teacher's own background, training and level of confidence, and their commitment to teaching” (p.1187).

Based on the aforementioned discussions, the study therefore, aims at evaluating the effectiveness of the implementation of the English language syllabus at the senior high school level. This therefore, explains why Nunan (1993) argued that “there are disparities between what teachers believe happens in class and what actually happens” and so this justifies why there is the need for this particular study.

1.2 Statement of the Problem

Even though English Language has been an integral part of the Ghanaian society and culture since colonial times, there are still underlying challenges that hinder the effective implementation of the English language at the senior high school level and this has led to the poor performance of students, especially, at the senior high school level. The chief examiner's report on West Africa Senior Secondary School

Certificate Examination (WASSCE) English paper continues to express worry on students' poor performance in the paper, advising that, teachers must teach the basics of the subject (Chief Examiner's report, 2020). Arguments established by stakeholders in education indicate that the most common factors that affect the poor performance of students are attributed to the family, teacher, school environment, and personal profile of the students (Diaz, 2003; Hijaz & Naqvi, 2006).

Therefore, as indicated earlier, Wayne and Youngs (2003) also shared the same sentiment that the impact of certain teacher characteristics such as age, gender, educational background and teaching experience have influence on students' achievement. Again, there is further proposition put forth that English teachers' educational background and department they graduate from, and the years of teaching experience are considered to be the factors creating differences in their implementation of English language curriculum offered at various schools and at various levels (Akalin, 1990; Başkan, 2001; Demirel, 1991).

According to Nunan (1993), there can be "disparities between what teachers believe happens in class and what actually happens" (p. 139). To this end, Rogan and Grayson (2003) further argues that a critical factor that supports or hinders the implementation of new ideas and practices in a school depends on the "teacher's own background, training and level and confidence, and their commitment to teaching" (p.1187).

To this end, the presence of professionally and academically unqualified teachers is accounted for the poor implementation of the English language. For instance, Arthur (1999) in a study on the implementation of the Core English Language curriculum

revealed that the failure of educational authority to supply adequate qualified teachers and teachers' lack of skills and knowledge needed in the implementation of the programme hindered the successful implementation of the syllabus.

Therefore, the difference in age and teaching experience of the teacher's background characteristics is also noted for the poor lesson delivery in our schools. While Zafer and Aslihan (2012) argue that older teachers of age 41 years old and above are more effective in the teaching delivery, on the other hand, Alufohai and Ibhafidon (2015) argued that young teachers of age 21 to 34 are more effective in teaching than older teachers within 49 and above.

However, there are other research findings that indicate that many years of teaching also tends to have less motivation on their teaching delivery. This assertion therefore, is line with prepositions by Mahfooz and Mumtaz (2013) and Maolosi (2013).

Furthermore, the availability and suitable use of teaching and learning materials (TLMs) in the teaching of English language in classroom also affects the smooth implementation of English language syllabus. The teaching of English as a second language in Ghana demands the use of appropriate real objects or improvised objects in teaching to ensure comprehensive understanding of concepts.

Reddy (2012) thinks that when these materials are not available in the teaching activities, the teaching delivery becomes more imaginative rather than practical. As a result, it makes teaching delivery extremely difficult for teachers of English to follow appropriate teaching approaches and methods in conducting classroom activities comprehensively.

To this end, Salahuddin et al (2013) also argue that due to the non-availability or non-usage of teacher guides by teachers, teachers are unable to conduct English language classes effectively which consequently, undermines the implementation of the English curriculum.

Again, the senior high school English language syllabus as used in teaching English language in Ghana, contains underlying objectives and aims that guide teachers to ensure better teaching delivery. Hence, the teachers' knowledge about the aims and objectives of English curriculum is important (Rahman, 2003). However, Salahuddin et al (2013) in a study found out that since the majority of primary school teachers were not aware of the objectives and aims of the English syllabus, they were able to prepare their lessons effectively.

To this end, it is important to note that whether teachers of English are familiar with these English language aims and objectives or not, lesson plan is prepared taking into consideration the aims and objectives of the English language syllabus and so Sadek (2002) believes that lesson plan is the initial source of teaching and learning material that is prepared to effectively facilitate the teaching and the learning process.

Failure of teachers to prepare lesson plans for lesson delivery has been considered as one of the problems facing the effective implementation of English syllabus at all levels of education. So Salahuddin et al. (2013) in their study, revealed that because teachers failed to prepare their lesson plan, they faced challenges in their implementation of the curriculum.

Inappropriate application of teaching methods in teaching delivery is considered another form of underlying problem that hinders the effective implementation of the English language syllabus. To this end, Baldachine and Farrugia (2002) argued that the quality of education and effective teaching and learning cannot only rely on provision of instructional materials, extension of instructional time, training more teachers, but how teachers interpret and make effective use of the learning material to the benefit of learners using appropriate instruction methods.

In relation to the stated problems established against the effective implementation of the English language syllabus, the study therefore, aims at evaluating the implementation of the senior high school English syllabus by taking into consideration, the perceptions about the teacher's age, teaching experience and academic qualification on the implementation of the English syllabus, types of teaching methods used by teachers in implementing the English syllabus, challenges that hinder the effective implementation process and measures that can be put in place to ensure effective implementation of the English syllabus.

1.3 Purpose of the Study

The aim of this study is to evaluate the effectiveness of the implementation of the English syllabus at the senior high school level. To this end, the study seeks to find out the methods and techniques teachers of English employ in the effective implementation of the English syllabus.

The study also aims at examining the teaching approaches and methods used by teachers of English in the implementation of the English syllabus. The study further aims at finding out challenges that hinder teaching delivery and measures that can be put in place to ensure effective implementation of the English syllabus.

1.4 Research Objectives

The research objectives of the study are to;

1. find out the teaching methods and techniques used by teachers of English in implementing the senior high school English syllabus
2. investigate the challenges that hinder the effective implementation of the English syllabus
3. provide measures that can be put in place to ensure effective implementation of the English syllabus

1.5 Research Questions

The research study adopts the following research questions;

1. What are the teaching methods and techniques used by teachers of English in implementing the English language syllabus?
2. What are the challenges that hinder the effective implementation of the English syllabus?
3. What are the measures that can be put in place to ensure effective implementation of the English syllabus?

1.6 Significance of the Study

The findings of this study would be significant in the following ways:

It would provide feedback about the implementation of the English syllabus at the senior high school level especially, on how teacher's background characteristics influence the effective implementation of the English syllabus, the various teaching methods used by teachers of English in the effective implementation of the English syllabus and also provide insight on the use of teaching and learning materials that can assist teachers of English to effectively implement the English syllabus.

The feedback relating to the challenges that hinder the implementation of the English syllabus, would provide teachers the platform to improve on their performance in teaching delivery and enrich policy makers and other stakeholders in education with relevant information on the implementation process which would help redirect policies towards providing practical solutions to the general challenges of teachers.

As the study is considered as one of the few studies that focuses on the effective implementation of the senior high school English Language syllabus, this study would contribute to the literature especially, in relation to another study within the context of English language syllabus implementation at the primary level or other similar education systems.

1.7 Delimitation of the Study

The study focuses mainly on the implementation of the English language syllabus at the senior high school level taking into consideration the following; the teaching methods and techniques used by teachers of English, challenges that hinder effective implementation of the English syllabus such as inadequate instructional material, inappropriate use of teaching methods, syllabus content overloading of topics and lack of adequate instructional time to complete the syllabus the influence of teachers'

academic qualification, teaching experience and old age. the study will also focus on measures that can be put in place to promote effective implementation of the English syllabus.

However, the study as part of challenges affecting the implementation process will not consider factors such as students and teachers' attitude, class size, assessment technique, the classroom learning environment, the intellectual level of the students and others.

1.8 Limitations of the Study

The purpose of the study although is to take a study into the implementation of the English language syllabus at the senior high school level, the study is faced with some limitations. Due to limited time available and financial constraints, the study was limited to schools located within the greater Accra Region.

To this end, there are other important aspects of the study that were not covered but, could be considered as a reference point for further studies on the basis that the study is carried out in randomly selected senior high schools in the various districts and municipalities within the Greater Accra Region of Ghana. Therefore, the findings of the study cannot be generalized as findings for the whole Greater Accra Region or the country as a whole.

Also, another limitation focuses on the data collection instruments. To this end, the researcher consulted the teachers for their consent to be observed and so under the result of observance of ethics in research, when respondents are aware that they are being observed, they end up faking behaviors. Therefore, some of the teachers might have faked their behaviors which might have affected the validity of the findings.

However, the teachers were observed more than ones in order to establish consistencies especially, in justification of their behavior.

Again, some of the teachers were also not comfortable that their lessons had to be observed and recorded and so refused to allow the researcher to observe their lessons. This actually reduced the original number of teachers whose lessons were observed and so it affected the results of the study. But, with those who agreed and were aware that they were being observed were observed more than once for the purposes of consistency in their behavior.

Some of the teacher and Heads of language Department respondents did not respond to some of the statement items on the questionnaire. This development however did not affect the findings.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the Concern-Based Adoption Model and its relevance to the implementation of the senior high school English language syllabus. In this chapter, literature is reviewed on the theoretical framework; curriculum and syllabus; the teaching methods and techniques used by teachers of English in the effective implementation of the syllabus; challenges that hinder the effective implementation of the English language syllabus and measures that can be put in place to ensure the effective implementation of the English language syllabus.

2.1 Theoretical Framework

Fullan and Stiegelbauer (1991) posit that anytime there is a change, new experiences are related to known and reliable constructions of reality which make people to deduce their own meanings irrespective of the meanings they might be to others. Therefore, change according to Lovat and Smith (2003), means replacing the “old” with the “new” (p. 194). To this end, stakeholders in education who attempt to go by the “old” do anything to maintain it, however, those who support the “new” will do everything to perpetuate it.

Rogan and Grayson (2003) and Bantwini (2009) further argue that curriculum changes are targeted at improving education by improving teaching and learning within the classroom. To this end, Rogan and Grayson (2007) further stipulate that curriculum change should be a gradual process to enable teachers to develop their skills in order to handle the demands of the new curriculum.

Therefore, this study which focuses on the implementation of the senior high school English language syllabus follows the theoretical framework, the Concerns-Based Adoption Model (CBAM) developed by the Hall and Hord (1987;2001). The Concerns-Based Adoption Model provides a different direction on facilitating the adoption of change or innovation. According to Sweeny (2003; 2008), the theoretical framework provides that teachers have concerns that need to be addressed in order for them to ensure successful implementation of a specific curriculum, during which process they make changes and adjustment depending on the support and resources available to them.

2.1.1 Concerns-Based Adoption Model (CBAM)

The Concerns-Based Adoption Model is a theory designed particularly for teachers. To this end, Straub (2009) believes that the Concerns-Based Adoption Model is basically used in relation to the teaching profession, although it can be used outside academic purposes. By extension, the model is also designed with the purpose of describing, measuring, explaining and understanding the process of change teachers go through in their quest to implement the curriculum material and instructional practices (Anderson, 1997; Sweeny, 2003; Bellah & Dyer, 2007).

In curriculum implementation, while other model designs consider curriculum change and implementation as an event, the CBAM treats curriculum change and implementation as a process. Therefore, it focuses on the teacher as the center stage in the school curriculum change and implementation process, and simultaneously attends to the social and organizational influences (Loucks-Horsley, 1996). According to Hall and Hord (2001), the Concerns-Based Adoption Model is designed into three

components which is the Stages of Concern, Levels of Use and Innovation Configurations.

2.1.2 Stages of Concern (SOC)

The Stages of Concern describe feelings that individuals experience during the implementation of an innovation. This means that the various stages of concern specify processes that enable these administrators, headteachers and heads of departments to discover teachers' attitudes, beliefs, and values about a curriculum implementation. According to Anderson (1997) and Straub (2009), the Stages of Concern is one of the components of the Concerns-Based Adoption Model that focuses on the individual concerns. To this end, Horsely and Loucks-Horsely (1998) also argue that CBAM relates to teacher behaviour in the curriculum change and implementation process. This therefore, explains the affective aspects and concerns of teachers as well as how they feel about doing something differently in the implementation of programme.

Similarly, Anderson (1997) further makes an argument that the model focuses on the feelings and motivations of a teacher about a change in curriculum and instructional practice at different levels in the implementation process. Anderson categorized Stages of Concern into seven stages of feelings and perceptions experienced in a change process within three phases. The three phases include self-concerns, task concerns and impact concerns. To this end, these three stages are also expanded into seven dimensions of concerns that can vary in intensity. Self-concerns consist of three stages: Stage 0 – Unconcerned/Awareness, Stage 1 – Informational, and Stage 2 – Personal. Task concerns are classified into Stage 3 – Management and Impact

concerns are into Stage 4 – Consequence, Stage 5 – Collaboration and Stage 6 – Refocusing.

Table 2.1: CBAM phases and stages of concern (Adapted from Hall & Hord, 1987)

PHASES AND STAGES OF CONCERN

		Stages of Concern	Concern
IMPACT	TASK	Stage 6: Refocusing	Focus is on exploring more benefits of the implementation program with possibility of changes or replacing
		Stage 5: Collaboration	Interest level in coordinating and collaborating with others in the implementation process
		Stage 4: Consequence	Attention on the impact of the implementation program on students
SELF	TASK	Stage 3: Management	Focus is on managing, provision of resources and time demand for the implementation program
		Stage 2: Personal	uncertainty about the personal demands and implications of the implementation; conflict with personal commitment
		Stage 1: Informational	Interest in learning more about the implementation program
		Stage 0: Awareness	Little involvement or concern about the implementation process

Source: Author's Construct, (2021).

The Unconcerned or Awareness stage from table 2.1 above looks at the involvement of the teacher in facilitating the innovation process. The Informational stage also focuses on accessing more information about the innovation such as general characteristics, effects, components and requirements necessary for the implementation. In this case, implementation of English syllabus. The personal stage deals with how the innovation relates to the individual teacher such as roles, decision making, consideration of potential challenges encountered during the implementation process. The Management stage involves the techniques involved in implementing or integrating the innovation. The Consequence stage focuses on the effects or impact of the implementation on learners. The Collaboration stage also looks at coordinating

efforts in using the innovation with others. finally, the Refocusing stage addresses the exploration of other ways to make effective use of the innovation (Hall & Hord, 2001). Therefore, in this current study, a questionnaire, interview guides and observations were used to offer the teachers the opportunity to share their concerns and any perceived challenges connected to the implementation of the curriculum.

2.1.3 Levels of Use (LoU)

The Levels of Use describe general patterns of the behaviours and experiences of individual teachers involved in the implementation of curriculum process such as the implementation of the senior high school syllabus. To this end, this particular component spells out the actions and monitoring components necessary to determine implementation success as well as the measures based on data from the stages of concern. Loucks-Horsley et al. (1998) argue that LoU focus on the behavioural dimensions of change, for example, what teachers actually do in the classroom when making transition from teaching one way to another. Anderson (1997) makes a similar argument that Progression from one level to the next is marked by key decision points and corresponding behaviours in several domains. That is acquiring information, assessing, sharing, planning, status reporting, performance and knowledge. Levels of Use illustrate how performance changes, as an individual, becomes more familiar with an innovation and more skillful in using it.

Hall and Hord (2001) spells out eight levels as indicated in Table 2.2 below at which a teacher is positioned in terms of the extent to which the implementation is implemented. The Levels of Use include; Non-use (0), Orientation (1), Preparation (2), Mechanical use (3), Routine (4a), Refinement (4b), Integration (5), and Renewal (6).

. Newhouse (2001) further argues that these levels are the sequence through which a teacher passes during the change process, as he or she gains confidence in adopting educational change. *Table 2.2: Teacher Levels of Use of an Innovation and Implementation and Behaviours (Adapted from Hall & Hord, 1987)*

Levels of Use	Behavioural indicators
6. Renewal	The user seeks more effective alternatives to the established use of the innovation.
5. Integration	The user makes deliberate efforts to coordinate (collaborate) with others in using the innovation.
4b. Reinforcement	The user makes changes to increase outcomes.
4a. Routine	User makes few or no changes and has an established pattern of use.
3. Mechanical	The user makes changes to better organize use of the innovation.
2. Preparation	The user has definite plans to begin using the innovation.
1. Orientation.	User takes the initiative to learn more about the innovation
0. Non-Use	The individual has little or no knowledge of the innovation; No action is being taken with respect to the innovation.

Source: Author's Construct, (2021).

From table 2.2 above, Anderson (1997) argues that the Level 0 – Non-use reflects a state in which the teacher has little knowledge of the change and no plans for its implementation. the teacher enters Level 1, Orientation, at this stage, he makes a decision to implement it. At level 2, Preparation, the teacher actively prepares to put the implementation into practice, but has not actually begun to implement it in the

classroom. At Level 3, Mechanical, the teacher begins adopting and implementing the change (implementing the senior high school English syllabus). At this level, the teacher is struggling with the logistics of implementation and the acquisition of requisite information, new content and teaching skills. Anderson further posits that at this level, teacher decision making is oriented towards making the innovation more manageable and easier to implement. At this stage, changes in innovation use are teacher-centred.

Hall and Hord (1987) claim that a teacher who establishes a pattern of regular use and makes few changes and adaptations in use of the innovation, is said to have reached Level 4a – Routine use. Hall and Hord (2001) further argue that most teachers settle at the Routine level of use. However, Straub (2009) asserts that Some may actively assess the impact of the innovation on their students and initiate changes in the innovation or their use of it and reach Level 4b – Refinement. At Level 4b a teacher's adoption to make changes in innovation use are student-centred. Hall and Hord (2001) are of the view that level 5 which is integration, describes a state in which teachers collaborate with other teachers to make changes in the implementation process for the benefit of their students.

As posited by Anderson (1997), during integration, teacher actions now extend to the impact of implementation beyond their own individual classrooms. Eventually, at Level 6, some teachers begin to explore alternative practices to the innovation. Anderson further remarks that relating to the Stages of Concern, Levels of Use represents a possible, developmental progression in the teacher's behaviours and classroom practice. Therefore, it focuses on the implementation of a specific change in practice. To this end, Anderson argues again that teachers often engage in

Orientation stage behaviours to learn about promising innovations, but do not implement everything that they are tasked to do. Teachers may decide to abandon new policies, curricula or practices while still at a Mechanical level of use, due to reasons such as lack of assistance, poor curriculum and lack of resources.

Hall and Hord (2001) posits that teachers who attain a Routine level of use in implementing new practices often continue using those practices without active modifications in implementation for the benefit of the teacher and students. Consequently, what level of use a teacher progresses to in implementing change is depended on the interaction between a number of factors such as teacher norms, innovation characteristics, implementation assistance, resources, time, experience with implementation and administrative pressure and support.

Lastly, according to the Concerns-Based Adoption Model, it is observed that if resources for introduction, implementation, and sustained adoption of such innovations are inadequate teacher implementation challenges may increase. However, when there are insufficient, resources and lack of support, teachers frequently find themselves struggling to understand and use newly introduced educational innovations (Hall & Hord, 2001).

Consequently, Bellah and Dyer (2007) also observed that in most cases, evaluation measures, when implemented, determines if teachers are using an innovation, and they do not consider whether there are appropriate and adequate resources. If results show non-use, the innovation is deemed to fail. If the evaluation results indicate teacher use regardless of availability of adequate resources, the innovation is described as success. Therefore, in this study, the Stages of Concern and Levels of

Use are appropriate analytical tools to explore how senior high school teachers understand, respond to the implementation of the senior high school English syllabus.

2.1.4 Innovation Configurations (IC)

The third component which is Innovation Configurations specifies what goes into the implementation of the programme. By extension, this component provides administrators, headteachers and heads of departments with detailed directions necessary for teachers to achieve maximum implementation strategies. To this end, this stage looks like a map that contains the steps necessary to reach the ultimate goal of implementing a curriculum.

Hall and Hord (2001) asserts that Innovation Configurations represent the pattern of use that result when different teachers implement change in their classrooms. This enables school management and evaluators to make sure that the teachers are implementing an innovation in an appropriate manner. In a way, Hall and Hord (2001) point out that Innovation Configurations help to define what the new programme or practice is to be implemented in the classroom. What is needed is to try and identify the main components of a new programme.

Innovation Configurations help the school management to know what the behaviours are that are occurring in the classroom. According to Hall and Hord (2001), Innovation Configurations data can be used to measure the progress of an implementation and to identify and address problems associated with the implementation of an innovation. What the CBAM does through Innovation Configurations is to learn more about innovations and to figure out more effective ways to support teachers engaged in implementation, by studying what is going on

with them. Innovation Configurations find out what is going on in a naturalistic way so that the change process can be tracked. According to Hall and Hord (1987), the Innovation Configurations construct helps to ensure that every teacher is on the same page.

2.1.5 The concerns-based adoption model applied to the implementation of the Senior High School English Syllabus

The third part of the CBAM – Innovation Configurations, is not applicable in this research study. However, the other two components of the Concerns-Based Adoption Model, the Stages of Concern and Levels of Use are most relevant to this study and employed as a data analysis tool.

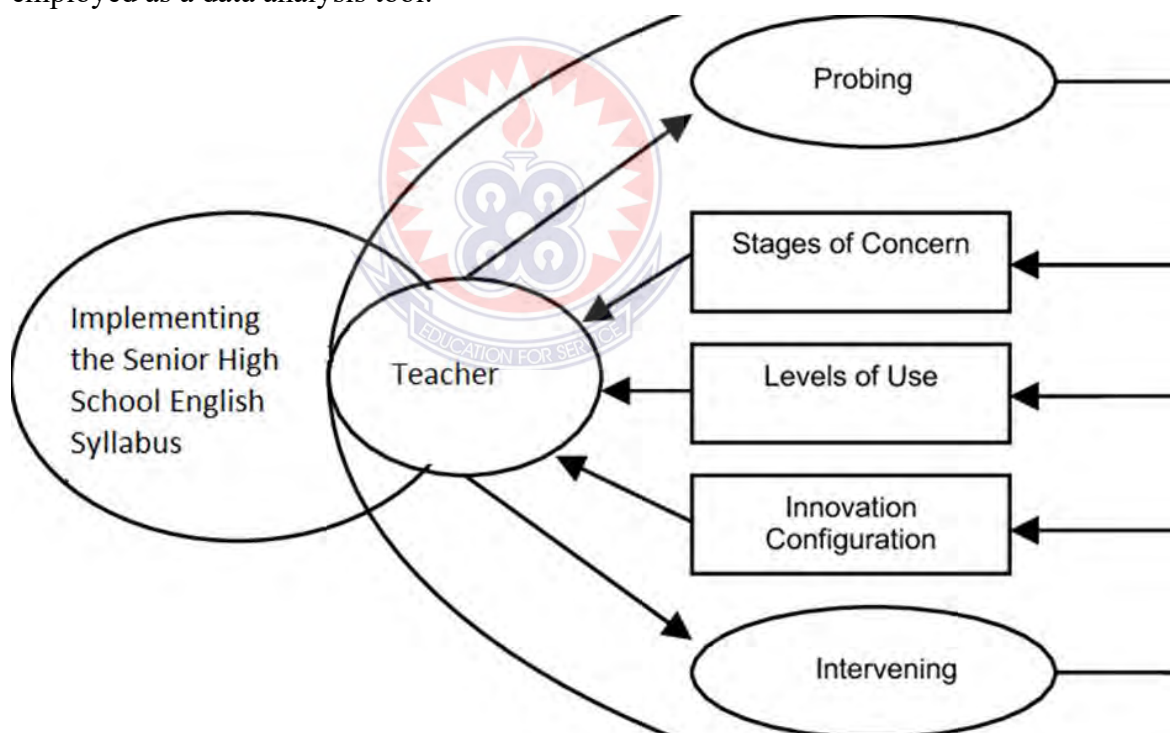


Figure 2.1: The concerns-based adoption model applied to the implementation of the Senior high school Syllabus (Adapted from WestEd 2000)

Source: Author’s Construct, (2021).

The teachers’ Stages of Concern and the Levels of Use influence effective implementation of the senior high school syllabus. The probing and intervention

stages by the school management enhance the teachers' motivation and performance through influencing their understanding of the curriculum components and requirements for effective implementation.

An innovation implementation support system has to be created by the facilitators where probing and intervening take place for change to be realized. Intervention could be in the form of in-service training workshops and provision of resources. Probing can be done during monitoring of the subject area's implementation process.

2.2 Teachers' Roles and Concerns on Curriculum Implementation

Loflin, (2016) believes that the roles and concerns of teachers as key stakeholders in education play important role in the success or failure of curriculum implementation. To this end, Hall and Hord, (2015) have also raised concerns on the need to critically understand the roles and concerns of teachers during the implementation process.

In curriculum development process, Jess et al. (2016) on their part emphasized that teachers need to be prepared and trained to meet the objectives of a curriculum. They further argued that teachers need the capacity to design appropriate learning tasks that are aligned to curricular expectations. To them, the focus of giving teachers training and professional orientation requires that teachers are able to interpret the curriculum in order to meet students' needs with appropriate instructional practices. This argument is equally supported by Bishop (1985). He argues that, "a curriculum is enriched by the creativity and imagination of the best teacher..." (p.190). One way to support this situation, as Jess et al. (2016) recommend, includes allowing teachers primary involvement in curriculum development and the process of alignment as it pertains to knowing student needs, and then instructing accordingly. The authors

found that understanding how teachers perceive their roles in curriculum development and implementation provides insight into teachers' concerns about implementing a new curriculum (Jess et al., 2016). To this end, Shulman (1987) justifies this assertion with the opinion that the classroom teacher needs an appreciable level of understanding of the subject matter to assist students develop their cognitive domain, and so Shulman further opines that teachers need to acquire three types of knowledge, that is, content knowledge also known as “deep” knowledge of the subject itself, pedagogical content knowledge which is a special blend of content and pedagogy that is exclusive to teachers as a special form of understanding how best to teach a specific content and thirdly, curriculum knowledge which deals with knowledge of the curriculum development. Therefore, it is not out of place to argue that the educational background of the teacher has the tendency of influencing the teacher's ability in use of the syllabus effectively.

2.3 The Concept of Curriculum Implementation

According to Marsh and Willis (2003), curriculum refers to “the interrelated set of plans and experiences that a student undertakes under the guidance of the school” (p. 13). Therefore, the curriculum consists of the entire scope of formative, planned and unplanned activities and experiences within the school settings and beyond. These activities and experiences are generally designed and directed toward the purposeful development of responsible members of society.

Though Shkedi (1998) posits that a curriculum is “written by external experts describing what is to be taught” (p. 210). However, when it is put into use by the teachers, it is considered as curriculum implementation process. To this end, curriculum implementation covers the processes involved in how teachers present

instructions and assessment through the use of given resources specified in a curriculum. Based on this preposition, the teacher is professionally and academically required to have requisite understanding and sound knowledge of the content and pedagogy of the art of teaching to enable him guide students to learn within the classroom context (Magnusson, et al, 1999). Therefore, Wiles and Bondi (2014) believe that curriculum designs specify instructional suggestions, scripts, lesson plans, and assessment techniques in relation to the instructional objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives.

2.4 The Senior High School System Framework in Ghana

The educational system in Ghana follows a 6-3-3-4-year system. That is, Primary School - 6 years, Junior High School -3 years, Senior High School -3 years and University Bachelor's degree - 4 years. Senior High School education covers three years for students at the age of 15 to 17 years who are required to pass the Basic Education Certificate Examination (BECE) at the end of JHS Form 3 (9th grade) in seven subjects before they are admitted into the senior high school through the Computerized School Selection and Placement System. There are over 863 senior high schools with over 562 public schools and 301 private senior high schools which take care of the needs of over 837,204 students. Most of the senior high schools have boarding facilities while others are Community Day Schools. Majority of students attend the public boarding schools. There are over 34,304 teachers in public senior high schools of which 86.7% are trained. Periodically, teachers of senior high schools are taken through in-service training program to ensure that they are equipped with

up-to-date knowledge of the curriculum and related teaching and learning materials (MOE, 2018).

Students at this educational level take a core curriculum consisting of English Language, Mathematics, Integrated Science, and Social Studies. Every student also takes three or four Elective subjects, chosen from any of seven study groups: Sciences, General Arts (social sciences and humanities), Vocational (visual arts or home economics), Technical, Business, or Agriculture. Students at the end of their three years studies at the senior high school (12th grade), are expected to take the West African Senior Secondary Certificate Examination, or WASSCE, that is, SSCE which ended in 2005, with WASSCE beginning in 2006 in each of their seven or eight subjects. The exams are now organized nationwide in August, September each year, with the results officially released to the students November. Graduates of senior high school level are required to obtain the minimum of six credit passes before they are qualified for tertiary admission. The grading system for students of senior high school level takes the following format: university qualification SSSCE Grading System: Grade 'A' is equivalent to 1 point, 'B'→2, C→3, D →4. The grades and points below, obtained by any senior high school graduate under SSSCE does not qualify them for tertiary admission: E→ pass. F →Fail.

WASSCE Grading System Points Frequency Credit Grades: A1 → 1, B2 → 2 B3 → 3, C4, C5, C6 → 4 , Pass Grades: not acceptable for tertiary admission D7, E8 → Pass Failing Grade : F9 → Fail. The minimum university standard for admission to post-secondary education is a 'C-' average on the WASSCE, with credits (A1-C6) in at least six subjects including Core English, math, integrated

science and three Electives. Students are expected to retake exams in subjects they have failed.

2.5 The Teaching Methods and Techniques Used by Teachers of English in Implementing the English Language Syllabus

Kassem (1992) defined teaching techniques as “teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience” (p. 45). Jonas (2000) also argues that “strategy may be defined as a plan, method, or series of actions for obtaining a specific goal or intended result” (p.4). Harmer (2001) on the other hand believes that teaching method is a series of procedures and activities carried out based on the theories. Similarly, Ugboaja (2008) posited that instructional method deals with the skills and manipulations of the teacher on the subject matter and the learning situations in order to achieve positive and desired response for the student.

Akinfe, et al (2012) argued that that most untrained teachers accuse students of unable to carry out the expected behaviour at the end of the lesson or examination rather than blaming themselves for their failure to make use of appropriate and effective instructional methods. It has also been established by Etukudo (2006) that the degree of understanding of teaching and learning of respective subjects have been hindered by the clumsy methods used by teachers and so to substantiate the above argument, Salau (2009) also posited that many researchers have also attributed poor performance of students to the use of inappropriate teaching methods. To this end, researchers and stakeholders in curriculum design have designed different methods and approaches in relation to the curriculum demand. Notably among these approaches, methods,

techniques are integrated teaching approach, grammar translation method, communicative teaching approach, total physical response teaching method, lecture and discussion method and others. There are teaching techniques and methods that are used in the effective teaching and learning of English language as second or foreign language. However, these approaches and methods have their own advantages and drawbacks, and so the need for frequent change of methods and approaches depending on global change and demands of educational trends. Therefore, Harmer (2002) argues that the need for all these changes in English language teaching has been possible because of the possible drawbacks of each preceding method. Based on this cogent submission, it is very necessary to review the relevant literature on the possibilities of how teachers of English language views on the selection of approaches and methods in teaching English as a Second Language.

2.5.1 Integrated teaching approach

In Ghana, the Senior High School English Language (2010), provides that English language should be taught by integrating all four language skills. That is, listening, speaking, reading and writing, in teaching all the aspects of the English language subject. These include Grammar, Reading and Comprehension, Oral English and Writing Composition, and so today, English language is taught at the senior high school using the integrated approach where all the four language skills are at play (McDonough & Shaw, 1998).

According to Yanik (2007), this type of approach is task based centered approach which provides learners with the opportunity to make a meaningful meaning of communication in real life by encouraging them to embark on task-based activities in all aspects of the subject. McDonough and Shaw (1998) further stressed that it is very

important in the integrated approach to integrate the four basic language skills to create an overall platform for pupils to achieve meaning in their learning experience. On the part of Shoemaker (1991), integration is a form of educational activities put together among subject areas of various components of the curriculum into meaningful broad areas. On this score, the English Language Syllabus (2010) provides the need to integrate human values into the lesson delivery in order to guide students learn language alongside develop good and acceptable human values. The syllabus further stressed on thematic teaching approach where underlying themes are integrated in the lesson delivery to enable students learn how to transfer acquired skills from one subject area to another.

2.5.2 The grammar translation method

Freeman (2000) posited that Grammar Translation Method is a language teaching method that assists learners to read texts written in the target language. Howatt and Widdowson (2004) argued that a textbook writer and a German teacher of French and Italian languages, Johann Valentin Meidingers is considered the originator of the popular Grammar Translation Method [GTM] of teaching language and so this method of teaching has also been known by other names like Classical method or Traditional Method and the reason for those names according to Brown(2000) was because in the western world, foreign language learning in schools was synonymous with the learning of Greek and Latin languages also known as classical languages. To this end, Richards and Rodgers (1990) further argued that in Grammar Translation Method, teaching and learning was based on translation. This simply means that vocabulary for example, was selected from the text and taught in the abstract or out of context but done by memorization. Going by this, it was an effective aspect of

teaching and learning vocabulary and grammatical structures as a way of depending on the rules of the grammar of the target language. Based on this argument, Larsen-Freeman (2000) stressed that the purpose of the Grammar Translation Method was to enable students to read and understand foreign language literature by way of mastery of the grammatical rules and vocabulary knowledge and translating one language into the other. Fish (2003) also shares the same claim by arguing that using the Grammar translation method helps students to communicate effectively accurately, meaningfully and appropriately develop in them skills in reading and writing for better understanding. On the basis of principles of how the method is used, Richards and Rodgers (2006) in their famous book “Approaches and Methods in Language Teaching” established the following underlying principles of GTM as; (i) Translation interprets the words and phrases of the foreign languages in the best possible manner. (ii) The phraseology and idioms of the target language can best be assimilated in the process of interpretation; the structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

However, there are arguments posited against the Grammar Translation Method which subsequently paved way for the emergence of other relevant approaches and methods of teaching and learning of English language in all levels of educational system and so Vermes (2010) supported that the drawbacks associated with its methodology are considered reasons for the general hatred for translation. To this end, Brown (1994) argued that the method does not promote communicative skills of students of the target language. Newson (1998) also added that the Grammar Translation Method was considered detrimental with the reason that the method failed to promote fluency and communicative language use and this method therefore, has

been criticized for not promoting enough opportunity for students to take active participation in the target language.

2.5.3 Communicative language teaching approach

Communicative language teaching approach came into fruition as a replacement to the Grammar-Based language teaching approaches, methodologies and syllabi (Aftab, 2012; Hymes, 1971; Savignon, 1972) and so Larsen-Freeman (2001) further added that grammatical competence is a fundamental element of communication. To this end, Thornbury (2006) also stressed that this type of teaching approach is designed towards promoting grammar understanding for communicative skills and discovery-based learning.

Communicative language teaching approach according to Richards (2001) uses different approaches and fluency activities in a given context in the teaching and learning of the target language and so with classroom activities in communicative teaching approach, Brown (1995) stressed that in a communicative language teaching classroom, the teacher does not lead the classroom teaching activities but only supervises as well as monitors the teaching and learning activities to ensure communicative skills development. Based on this argument, Ander (2015) supported that “grammar teaching in context means the emphasis is on communicative skills” (, p. 44).

Richards and Rodgers (1990) on their part believe that the underlying classroom activities under this method are “translations,” which requires that a student tells a message to the teacher who translates it into the target language, “group works” which work in the form of discussions, conversations, presentations, “recording” of what is

discussed in class, “transcription” of what is recorded, “analysis” of language structures in transcriptions, “reflection and observation” of what is experienced in class, “listening” to the teacher talk about classroom interaction and “free conversation” on what is being learned and feelings about the classroom experiences, (p. 120).

2.5.4 Total physical response method

“The Physical Response Method” which is a structural and grammatical component of language was developed in 1979 by James Asher (Richards and Rodgers, 1990, p. 89). According to Asher, the method encourages the combination of information and skills through the use of the Kinetics sensory to allow the learner assimilate information and skills at a high-speed rate.

O’Grady et al (1993) also added that this method uses physical activities with meaningful language interaction to instill concepts in the learner. According to Richards and Rodgers (1990), the main purpose of this method is “to teach oral proficiency at a beginning level” by relying on “meaning interpreted through movement” (p. 91), since according to Richards and Rodgers, the main focus is on meaning rather than the form, and so grammatical structures are taught “inductively” under “sentence-based syllabus,” and so to this end, vocabulary items are chosen by taking into consideration the conditions in which these vocabulary items can be implemented (p. 92).

The main activities under this method consist of activities which require the learners to undertake certain roles under the command of the teacher, and “conversational dialogues” about real life situations (Richards and Rodgers, 1990, p. 93). In this, the

students play the roles of both listener and performer, while the teacher becomes the director who gives directions to the students to listen and perform in relation to the target language. The method also uses “realia” as teaching material in the classroom activities (Richards and Rodgers, 1990, p. 94).

2.5.5 The lecture method of teaching

Westwood (2008) claims Lecture method is a teacher-centered approach in which classroom teaching and learning activities are centered on the classroom teacher and so the channel of communication of information is one way where students’ involvement is just to listen and take some notes. To this end, Onuka (1996) concurred by positing that the lecture method is considered traditional way of teaching where the teachers know everything and that the student is considered ignorant and so the teacher in this case talks to the students by means of reading his/her notes while students listen silently and passively.

Going by the above assertion however, Pinker (2003) disagrees with Onuka (1996) by arguing that students do not enter the classroom as blank or ignorant and so Glaserfeld and Steppe (1999) argue that students should rather take active participation in the learning process than just the lecture traditional method where the teacher just gives instruction and the student only plays a passive receptive role.

2.6.6 Discussion method of teaching

Discussion method is a learner-centered approach where the teacher leads or guides the students to express their opinions and ideas with the aim of collectively identifying and solving problems and so Shulman (2007) stressed that discussion involves exchange of ideas between the teacher and students through questions and

answers and reactions and praise and criticism techniques. In a similar argument, Pollard et al, (2008) also argued that discussion is an exploratory interaction within which participants discuss ideas and feelings together which tends to contribute to effective learning. No wonder the teacher according to Rahman (2011), must keep a balance between controlling the students and allowing them speak.

Available research studies stressed on the importance of the discussion method to the effective implementation of the English syllabus. To this end, Duruji et al. (2014) posited that discussion method provides opportunity for effective interactions between teacher and students, and students to students. It is a strategy that centered on shared conversations, discussions, and exchange of ideas in class and so going by this assertion, Baxter (2011), in a similar sentiment to Zvavanhu (2010) argues that class discussion offers motivation to students to enable them acquire knowledge and effective problem-solving skills. This therefore, means in the discussion process, students take active participation in the learning process by contributing to problems solving.

It is very necessary to note that in as much as English language curriculum still remains relevant in language learning, certain teaching methodology and pedagogy are clearly prescribed in it so that school teachers can effectively implement the curriculum. Communicative language teaching approach and inductive grammar teaching is employed in the curriculum. Especially, in the real-life situations.

From the above submissions, it is crystal clear that the teacher of English must have full knowledge of the English language syllabus before any teaching and learning process could commence. This means, the choice of a method or teaching approach a teacher decides on is based on the dictates of the teaching syllabus.

2.6 Challenges that Hinder the Effective Implementation of the English

Language Syllabus

In this section, related literature on challenges that hinder the effective implementation of the English syllabus is reviewed. The major challenging factors discussed in this section include:

2.6.1 Inadequate availability of instructional materials

The backbone of any concrete, practical, meaningful and effective lesson delivery is the use of appropriate teaching and learning materials [TLMs]. On this basis, it therefore, behooves on the educational authority to make available instructional materials such as the teacher's guidebook, textbooks, and other instructional materials for both teachers and students to facilitate effective teaching and learning. However, available research indicates that the absence of these instructional materials is making the implementation of the syllabus very difficult resulting in poor teaching delivery.

Ely (1990) argues that an innovation without the necessary resources, such as money, tools and materials, to support its implementation, will not be successful. This argument is supported by Kormos (as cited in Anderson, 2002) that lack of quality and usable classroom materials is a challenge confronting the implementation of instructional Programmes and so the above argument is also supported by Abdelrazzak (2005) in a study to investigate the problems of teachers of English language at the tertiary level in the Khartoum. The researcher found out that teachers among other challenges were facing problems of lack of teaching and learning materials and lack of in-service training for teachers. In a similar sentiment, Oppong (2009) also revealed that the unavailability of curriculum materials such as recommended textbooks and teachers' manuals tend to lower the faithful

implementation of instructional Programmes. For instance, Reddy (2012) in a similar sentiment argues that the absence of instructional materials in the teaching, makes teaching becomes more imaginative than practical. This therefore, supports Salahuddin et al (2013) claim that lack of teaching and learning materials such as posters, charts, maps, signs, real objects and others in teaching creates a stifling atmosphere for language teaching since teaching instructional materials are very important in motivating students towards learning and also capturing the English content knowledge easily. In another affirmative research study, Zar (2015) in a study to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi Takoradi Metropolis are implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation.

The researcher found out that the only materials that the English language teachers of Bompeh Senior High Technical School had, were mostly the syllabus and English textbooks. Other teaching learning materials like teacher's guidebook pictures, charts, tapes, television sets, were not available and those available were woefully inadequate to aid in the implementation of the English curriculum. From the various findings, it is crystal clear therefore that the findings of the above research studies firmly support the claim that the absence of teaching and learning materials poses major challenges on the implementation of the senior high school English language syllabus. Torto (2017) in a research study that focused on how the teachers in the Cape Coast metropolis, implemented the English curriculum and the difficulties encountered by basic school teachers in in the implementation of the basic school English language

curriculum, found out among other challenges indicated that teachers encountered the problems of lack of teaching and learning materials as it hindered effective teaching.

2.6.2 Teacher's lack of mastery of subject content knowledge

Babiker (1999) in a study to find out the Problems of English language teaching in high secondary schools in Sudan found out that untrained and unqualified teachers contributed to the decline in standard of English language. Babikir further discovered that the in-service training programme that could have been in place to enable teachers acquire sufficient skills and abilities to facilitate the learning of English language at secondary level were virtually missing. In a similar finding, Gregg (2001) and Gross et al. (as cited in Okra, 2002) found out that teachers who are beginners lacked adequate content knowledge in teaching delivery and so content errors delivered during the lesson usually passed not challenged. The adverse effect therefore, means that such teachers who lack appropriate skills and knowledge hinder the curriculum implementation due to their inability to meet the demands of the Programmes.

On the part of Rogan and Grayson (2003), their argument was that teacher's lack of content knowledge of a particular subject is one of the major challenges that hinders the successful curriculum implementation. Rogan and Grayson further posited that teachers with minimum qualifications produce learners who are not proficient in the subject matter. In a related finding, Farrant (2004) lamented that the lack of sufficient practical training for teachers, makes them less effective in converting the content, methods, sequence and speed of their teaching to meet the needs of learners. Farrant further argues that a good teacher is "the one who has a good understanding of what his pupils need to learn and also of their capabilities for learning" (Farrant, 2004, p.

169). In another study carried out by Abdelrazzak (2005) to investigate the English Language Teaching Situation in Tertiary level in the Khartoum capital, Sudan University of Science and Technology on problems of teachers of English language at the tertiary level in the Khartoum. Per the findings of the study, it was revealed among other challenges that most of the teachers of English language were unqualified both academically and professionally hence making it difficult for such teachers to teach the English language effectively. There are other researchers who have argued that teachers who have taught for so many years may be less motivated in active engagement of students. This opinion is supported by Mahfooz and Mumtaz (2013) and Maolosi (2013) in a separate researcher study which found out that teachers who have taught for so many years may be less active in engaging students in the teaching delivery due to long service and fatigue

In another study conducted by Zar (2015) to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi Takoradi Metropolis were implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation, found out that even though majority of the English teachers in Bompeh Senior High Technical School had the professional qualification to effectively teach English language, some of the teachers too did not have mastery of the content due to the fact that those teachers did not study English as their major subject at university and lack the requisite mastery of the English language subject.

2.6.3 Teacher's failure to prepare daily lesson plan on the implementation of the English syllabus

According to Lewis and Hill (1992) "preparation" within the teaching context, involves series of tasks that the teachers conduct before presenting a lesson. These tasks include "analysis of the syllabus and textbook" and "lesson planning" in the form of designing tasks, activities and materials, and preparing the tools and equipment to be used before coming to class (pp. 56-60). Lewis and Hill, further argue that "presentation" as the name suggests within the teaching context refers to how teachers present the required knowledge, skill to students and how the instructions are provided for activities and tasks. "Implementation" involves the actual use of the activities and tasks that are preplanned (p. 29). "Feedback" within the teaching delivery is very important as it refers to correction techniques used for the correction of students' mistakes (Russell & Spada, 2006, p.133).

In a similar argument, Sadek (2002) argues that for a teacher of English to implement the English curriculum, their preparation for the lesson is very important and so it behooves on teachers of English language to be cognizant of the aims and objectives of the English syllabus to enable them prepare lesson notes for the lesson delivery. This assertion is backed by Rahman (2003) that for the English curriculum to be effectively implemented, the implementer's knowledge of the aims and objectives of English curriculum is very important. Therefore, lesson plan preparation is crucial in effective and successful teaching delivery. To this end, teachers decide on the form and content of their instruction in presenting, questioning, and discussing how much material to cover within the allocated time (Borich, 2007).

Additionally, teachers in general are of the opinion that as part of using the English language syllabus successfully and to the benefit of the students, teachers must prepare daily lesson plan/notes taking into consideration defining goals and objectives on what to teach, have knowledge of the learner, knowledge of subject matter, and knowledge of teaching methods in relation to time allocation for each lesson.

However, available observation indicates that there are some of these teachers of English language at the senior high school who do not even have this syllabus in their possession let alone use it to prepare lesson notes. Even with those teachers who have it too do not use it to prepare lesson notes for lesson delivery, hence their lack of knowledge of the aims and objectives of the English syllabus. This argument is strongly supported by a research study conducted by Salahuddin et al (2013) which found out that because the majority of the school teachers were not aware of the objectives and aims of the English curriculum, it was difficult implementing the curriculum. To this end, the implication of the above assertions therefore, is that if the teachers fail to prepare their lesson notes, their teaching becomes stalled since the lesson preparation is a systematic guide as to how the teacher's lesson should be taught because lesson plan is the initial teaching and learning material that is prepared to facilitate the effective teaching and the learning process.

2.6.4 Inability of teachers to complete the English syllabus within the specified period

From the researcher's personal observations, findings from interviews conducted with other teachers of English from other senior high schools within the Greater Accra Region and studies from other researchers indicate that the English Syllabus is overloaded with quite number of topics and activities which usually make it difficult

for teachers to complete the syllabus within the specific duration of the senior high school education. The implication therefore, means instructional time was equally a challenging factor in the implementation of the English language syllabus across the globe. To this end, Peterson (2009) lamented over the lower number of learning hours available for teaching and learning activities in most of the countries across the globe. Similarly, evaluation report in Kenya found out that the integrated English syllabus was too wide to be covered in the allotted time (Kenya Institute of Education [K.I.E], 1989). Going by this findings, other prominent researchers also believe that problems of overloaded curriculum content in accordance with the time allocated for the course among other problems hinder the effective implementation of English language curriculum (Acar, 2006; Büyükduman, 2005; İğrek, 2001; Mersinligil, 2002; Tok, 2003).

Salahuddin et al. (2013) in a study further discovered that some of the teachers of English failed to prepare their lesson plans for lesson delivery due to too much instructional work load and as a result encountered challenges in their implementation of the English curriculum. In line with the above findings, Zar (2015) in a study to find out whether teachers teaching Core English Language in Bompeh Senior High Technical School in the Sekondi Takoradi Metropolis are implementing the Core English syllabus for Senior High Schools using the fidelity approach to curriculum implementation also found out that the researcher among other challenges discovered that majority of the teachers and students opined that the syllabus for core English Language “was poorly planned and organized, the syllabus was too overloaded to be completed on time, some of the content of the English curriculum was complex and lack of alignment between English curriculum and requirements of examination

bodies in Ghana” (p. 90) and so the researcher believes this is why the teachers of English Language in Bompeh Senior High School found it difficult to complete the English Language syllabus.

According to Bloom (1971) Fisher & Berliner, (1985) and Şimşek (2011), instructional time is the availability of time within school working hours provided by school authority for the purposes of teaching and learning to achieve desirable behaviour change in students and so available arguments conclude that instructional time allotted for the study of English language subject is not enough to teach the specified topics to completion of the syllabus. Especially, with just four hours to teach the English language subject at the senior high school. The English language Syllabus (2010), provides that the Core English be taught in forty weeks for each of the three years. English has five periods with 40 minutes each per week.

However, four of the periods are supposed to be devoted for the English Language component while the remaining one period should be devoted for Core Literature in English. But, with the introduction of the semester system under the Free Senior High School System, the Core English language has four periods with 1 hour each per week. This means English has four hours a week. Based on this provision, observation and interview conducted with other teachers of English language from other senior high schools within the Greater Accra Region indicate that the four periods, consisting of four hours per week is woefully inadequate for the teacher to teach all the five aspects of the English language. That is: Grammar, Reading Comprehension, Writing Composition, Oral English and Core Literature in English. These aspects of English language are more involving and need more time to be able to effectively teach and instill maximum participation of students. To justify this argument,

Büyükduman (2005) evaluated the English language curriculum implemented at the fourth and fifth grades of public primary schools taking into consideration the teachers' perceptions on its purposes and goals, content course book, instructional strategies and evaluation procedures. The findings from this study indicated that when the acquisition of specific language skills was considered, half of the teachers admitted that the students were able to improve their reading, but not their listening, writing and speaking skills. The reasons for not achieving these skills among others was due to insufficient time allocated for each skill. Similarly, Opong (2009) also argued that it is important for school principals and other officials to note that lack of commitment, allocation of time among other instructional materials greatly hinder the successful implementation of curriculum. In a similar finding, Sun (2019) in a case study entitled, "Evaluation of Curriculum of English Subject for Lower Secondary School in Cambodia, Zhejiang University in China", also found out that all of the teachers complained about the teaching hours that they do not have enough time to finish the new textbook per the syllabus which had been set for the academic year.

Therefore, based on the above assertion, it can be concluded that these underlying problems mentioned above make it difficult for teachers of English language to complete the syllabus within the stipulated time of three years. This subsequently, affects their performance in their final West Africa Senior Secondary School examinations [WASSCE]. Again, it was observed that co-curricular activities and other national activities and holidays, absenteeism, dead time, closure of school due to strikes, off task activities and other classroom disruption equally eat into the instructional hours and make it hard to complete the English language syllabus.

No wonder Karweit (1983) in a study justified that factors such as absenteeism, tardy, classroom disruption, dead time, and closures due to strikes or weather conditions affected effective use of instructions in schools. In a similar sentiment, Seifert and Beck (1984) also argued that students usually spend only about half of their in-class instructional time actually in teaching learning activities, with the rest of the time wasted in classroom procedural matters, transitions, disciplinary matters, dead time, or off-task activities.

Similarly, available studies also indicate that due to instructional time constrains, teachers are usually in hurry and tend to rush through the scheme of work to enable them cover the topic in the curriculum (Ameh & Dantani, 2012; Egbo, 2005; Eze, 2002).

Additionally, available observation also concludes that the introduction of the double track system under the Free Senior High School Policy greatly affects teaching and learning of English language as both teachers and students are made to stay home for a very long-time during vacations. Therefore, it is practically advantageous for stakeholders in curriculum design and school authorities to make provisions of adequate time for the teaching of English language at the senior high school level.

2.6.5 Inappropriate use of teaching methods by teachers on the implementation of the English syllabus

Teaching methods are ways teachers use to convey the intended learning materials to their students and so Amadi (1992) argues that instructional methods refer to all the classroom activities the teachers engage the students in the classroom to guide them learn. Therefore, the quality of education and effective teaching and learning

cannot only rely on provision of instructional materials, extension of instructional time, training more teachers, but how teachers interpret and make effective use of the learning material to the benefit of learners using appropriate instructional methods (Baldacchino and Farrugia, 2002). However, researchers have debated over which variables actually influence learner's academic performance and so some have indicated over the years that students perform poorly due to the failure of some teachers to employ appropriate teaching methods in the teaching and learning activities. To support this assertion, Emaikwu (2012) argued that the poor performance of students in schools among other reasons is attributed to wrong methods of teaching. To this end, Akinfe, et al. (2012) also added that most teachers put the blame at the doorsteps of students when they fail to carry out the expected task at the end of the lesson or examination rather than blame themselves for failing to employ the appropriate and effective instructional methods.

To further the argument on the effects of teachers' failure to employ appropriate teaching methods on the implementation of the English syllabus, Etukudo (2006) argued that the frustration visited on students in relation to their lack of effective understanding of various subjects of study in schools are attributed to the clumsy methods employed by teachers. In a similar argument Salau (2009) supported that quite number of researchers in an argument concurred that inappropriate teaching methods are to be blamed for the poor performance of learners in schools. Uganda et al., (2008) argued that if teachers end up employing poor instructional methods, students may end up been denied the opportunities to learn.

2.7 Measures to be Put in Place to Ensure Effective Implementation of the English Syllabus

English language teaching is considered as an important involvement in curriculum development and evaluation. Teachers within this context, know what is actually happening in the classroom and can perceive what policy-makers cannot, and so, due to their close and direct contact with curriculum and syllabus issues, teachers are projected to have in-depth knowledge of the usefulness and weakness of any given curriculum (Banegas, 2011). Therefore, as part of ensuring that the teacher of English implements the English syllabus effectively, below are some of the suggested practical measures that could be put in place to ensure effective implementation of the English language syllabus:

2.7.1 Recruiting professionally and academically qualified teachers of English language

Stakeholders in education and researchers have argued that before any educational program and for that matter, the effective and successful implementation of English curriculum can be achieved, it is needful to get trained and qualified teachers involved actively. By this argument, specific teaching methodology and pedagogy as well as assessment methods are equally and clearly prescribed in the syllabus so that school teachers can effectively implement the curriculum.

To this end, the English Language Syllabus (2010) in Ghana, recommends integrated approach of teaching English language at the senior high school and so this therefore requires recruiting professionally and academically qualified teachers to appropriately and effectively vary the teaching methods and activities to meet the different needs of different groups of students. This task can only be achieved when the educational

authorities provide adequate academically and professionally qualified teachers with additional responsibility of exposing them to frequent in-service training to periodically update their professional knowledge. In relation to above assertion, Bishop (1985) posited that, “a curriculum is enriched by the creativity and imagination of the best teacher...” (p.190) and so teachers are the frontiers of the entire curriculum implementation process and so there cannot be any effective change process without the involvement of teachers (Oppong, 2009).

On this basis, Farrant (2004) also holds that a qualified good teacher is “the one who has a good understanding of what his pupils need to learn and also of their capabilities for learning” (p. 169). In an affirmative study conducted by Rowan et al (1997) discovered that students of high school taught by teachers with an academic major in their subject performed better than those students taught by teachers who had no academic major in the subject area. These arguments put forth by the various researchers support the view established that the recruitment of professionally and academically qualified teachers of English could contribute immensely to the effective implementation of the English language syllabus.

2.7.2 Equipping teachers with up-to-date knowledge and Pedagogy through in-service training

In line with frequent in-service training to update teachers with up-to-date knowledge and skills in teaching, Ong (1993) argues that in-service training is the overall educational and personal experiences that develops an individual’s competency in an assigned professional role. To this end, it is prudent to note that teachers keep up to date on the most current concepts, thinking and research in their field in order to promote professional growth among teachers for excellent and effective teaching.

Therefore, researchers have also argued that once teachers are taken through periodic in-service training, educational Programmes, especially, curriculum implementation would be implemented effectively since the primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. Going by this assertion, Abdul Rashid (1996) posited that in-service training consist of two main features, that is fulfilling pupils' learning needs and developing personal and career skills and academic knowledge of staff. In a similar sentiment, Kazmi et al (2011) add that in-service training for teachers makes them more systematic and logical in their teaching style and so it is not out of place to posit that in-service training changes the attitude and skills of teachers and further increase the performance of students. According to Frederick & Stephen (2010), through in-service training, teachers are exposed to school management skills, evaluation techniques and acquisition of mastery of content areas of their subject areas and so going forward, the totality of change of the procedures, approaches and practices of how teachers teach would be appropriately be taken care of with periodic in-service training. Therefore, it is advisable that teachers and educational experts and stakeholders increase their effort in organizing and implementing in-service training in all the educational levels in order to improve the teaching and learning effectiveness.

2.7.3 Provision of adequate and appropriate instructional materials to teachers and students

Smith (1997) claims that teaching and learning materials are materials used in supporting teaching and assisting students in their learning process. They include both visual, audio-visual aids and concrete materials. Kadzera (2006) also argues that

instructional materials are not ends in themselves but they are means to an end. This therefore means that the use of instructional materials in the classroom helps the teacher to give concrete explanation of new concepts for the better understanding of students. Therefore, to effectively teach English language across the globe, most importantly, at the senior high school, through the use of English language Syllabus, there is the need to provide teachers with appropriate teaching and learning materials such as teachers' guidebook, textbooks and other instructional materials to complement the teaching delivery.

It is believed that good instructional materials can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. On this score, Tamakloe et al. (2005) also affirm the relevance of teaching and learning materials towards successful teaching and learning. According to Tamakloe et al, instructional materials are appropriate and useful for teaching through which students are provided access to access the requisite knowledge and skills provided in the teaching syllabus. On this basis, the importance of the provision of instructional materials in complementing the use of the English language syllabus is emphasized by a number of scholars. Steel (1983) argued that the use of appropriate instructional materials enables the learners to have a clear understanding of conflict and conflict resolution. Especially, where learners find concepts conflicting and difficult to conceptualize. Similarly, Lockheed (1991) also argued that instructional materials are essential ingredients used in teaching and learning and that without which the curriculum could not easily be implemented. Not different from Lockheed, Kochhar (1991) further added that a teacher who uses relevant teaching materials is more confident, effective and productive. This therefore means that the presence of instructional materials in

the teaching and learning process cannot be overemphasized as it makes teaching and learning process more involving and practical. Finally, Salahuddin et al. (2013) asserted that when a teacher uses teaching aids in teaching, it creates a stimulating atmosphere for language teaching.

2.7.4 Effective use of adequate time for teaching of all the aspects of English language

Leithwood et al. (2010) argue that instructional time is ‘the potential time left for learning once unplanned events, recesses, transitions, interruptions and the like are subtracted from the total potential time’ (p.21). Allen (2001) also argues that time management refers to all the activities people engage in to make effective use of their time. With this in mind, the English language Syllabus (2010), provides that the Core English should be taught in forty weeks for each of the three years. English has five periods with 40 minutes each per week. However, four of the periods are supposed to be devoted for the English Language component while the remaining one period should be devoted for Core Literature in English. But, with the semester system under the Free Senior High School System, the Core English language has four periods with 1 hour each per week. This means English has four hours a week. Based on this provision, observation and interview conducted with other teachers of English language from other senior high schools within the Greater Accra Region indicate that the four periods, consisting of four hours per week is woefully inadequate for the teacher to teach all the five aspects of the English language. That is: Grammar, Reading Comprehension, Writing Composition, Oral English and Core Literature in English. These aspects of English language are more involving and need more time to be able to effectively teach and instill maximum participation of students.

Though Archer and Hughes (2011) argue that increasing instructional time does not always lead to an increase in the time students spend on learning activities, it is prudent and highly recommendable by researchers in education therefore that there is provision of adequate and effective use of instructional time to promote effective implementation of English curriculum and so to this end, the fundamental goal of providing instructions to students must be geared towards ensuring students achievement and general academic success (Cattaneo et al., 2017; Gage, 1991; Gettinger, 1983; Vannest & Hagan-Burke, 2010; Kuh et al., 2006). This therefore, means that the allocated instructional time should be used by teachers effectively since learning achievement is linked to the availability of time and efforts students get in the learning activities (Bloom, 1971; Cattaneo et al., 2016; Carrol, 1963; Gage, 1991).

Going by this argument, it is prudent to note that the efficacy of every school is determined by how well the school is resourced and put into effective use to achieve a maximum output and so the most important resource within this context is effective time management. Ayodele and Oyewole (2012) further argue that effective use of teachers' instructional time directly affects students' academic performance positively. Van de Grift (2007) believes that effective use of adequate instructional time offers students the opportunity to learn the curriculum and attend to students who are struggling to also get better learning space to learn the basics of the curriculum, and further provides teachers with the efficiency of classroom management.

2.8 Conclusion

In summary, the chapter reviews relevant literature on Kirkpatrick Evaluation Education Model Framework and its relevance to the evaluation of the implementation of the English syllabus. The review of literature also shows that, to effectively implement the curriculum and the use of the English Syllabus, it is very prudent to acknowledge the full contributions of the teacher, as successful and effective teaching revolves around them. That is why it is argued that the quality and effective teaching affects curriculum implementation (Kwarteng, 2009; Ely, 1990; Shulman 1987). Discussions on the various research objectives indicate that the teachers' age, teaching experience and educational background characteristics play a significant role in the implementation of the English language syllabus. Again, from the above submission, it became crystal clear that the choice of teaching approaches and methods employed by teachers of English language also affects the English language syllabus implementation. Not only that, the chapter also reviewed literature on the challenges that hinder the implementation of the senior high school English language syllabus and the possible measures that can be put in place to ensure the effective implementation of the English syllabus at the senior high school level.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology of the research. This includes the research design, population, sample and sampling procedure, the data collection instrument validity and reliability of the instrument, data collection procedure, pre-testing of instruments and data analysis procedure.

3.1 Research Design

The research design adopted for this study is the convergent parallel mixed design and so according to Creswell (2014), convergent parallel mixed design “is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem” (p.44). This therefore, means the researcher obtains both quantitative and qualitative data and analyzes the data separately. The researcher then compares the results to see if the findings are similar or otherwise.

Therefore, due to the descriptive use of both quantitative and qualitative data under the convergent parallel design, Walliman (2004) draws a conclusion that mixed method in research studies is considered appropriate in collecting data in descriptive studies such as the implementation of the senior high school English syllabus. To this end, it was not out of place that the study employed convergent parallel mixed design for both quantitative and qualitative methods in undertaking this study. Going by this assertion, Creswell (1994) argues that “a single person, program, event, process, institution, organization, social group or phenomenon is investigated within a

specified time frame, using a combination of appropriate data collective devices” (p.12). This is because using both qualitative and quantitative methods provide more inclusive findings rather than using only one of the two methods in isolation. This therefore means that quantitative method will provide quantitatively collected data while the qualitative method will further provide additional information on findings in the study that the quantitative method could not explain clearly using figures.

3.2 Study Population

Population according to Avwokeni (2006), refers to a “set of all participants that qualify for a study” (p.92). In a similar argument, Akinade and Owolabi (2009) also argued that population is “the total set of observations from which a sample is drawn” (p.72). Dawson (2002) argues that a geographical area helps to narrow down research topic and resources in relation to budget and time. To this end, the study is limited to the Greater Accra Region of Ghana. The target population for the study comprises of all English language teachers, Heads of Language Department and all students of senior high schools who offer Core English Language as a subject in the Greater Accra Region of Ghana. However, due to the large size of population, it was difficult to reach out to all the teachers and students in all of the public senior high schools and so the researcher concentrated on appreciable size of participants within the twenty (20) selected senior high schools in the Greater Accra Region of Ghana.

3.3 Sample and Sampling Technique

Purposive and simple random sampling techniques were employed by the researcher. With argument from Johnson and Christensen (2008), sampling is considered as the process of drawing a sample from a population and for that matter further argued that

the sample refers to a set of individuals, groups or objects taken from a larger population according to certain rules.

In this case study therefore, the study used the purposive sampling technique to select one (1) Head of Language Department from each selected senior high school under study and six (6) teachers of English Language from each selected senior high school selected across the Greater Accra Region for the study.

Out of the total number of Heads of Languages Departments selected for this study, eleven (11) were females and nine (9) were males. On the other hand, the teachers of English language selected were made up of seventy-five (75) males and forty-five (45) females. This therefore, brings the total number of teachers and Heads of Language Department selected for this current study to one hundred and forty (140).

The teachers of English language for instance, had taught Core English language subject for over five years, and so, they were abreast with the relevant knowledge and information to offer towards the success of this study. To support the researcher's choice, Maxwell (1996) argued that purposive sampling is a technique whereby a particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices.

Therefore, from the above assertion by Maxwell (1996), it was crystal clear that the choice of teachers of English language and Heads of Language Department was purposeful because they are considered the immediate implementers of the English language syllabus who have taught Core English Language Subject to students offering the various courses in the selected schools for more than five years.

To this end, the study is provided with most appropriate and relevant information on the senior high school English syllabus as the purpose of this study is to evaluate the implementation of the senior high school English language syllabus. This explained why McMillan (1996) added that the sample selected must have the requisite characteristics for research to be conducted. The following tables below illustrate the profile of respondents for the study.

Table 3. 1: Distribution of teacher and heads of language respondents by gender

Gender	Heads of languages Departments		English language Teachers	
	Number	Percentage	Number	Percentage
Male	9	45	75	62.5
Female	11	55	45	37.5
Total	20	100	120	100

Source: Field data, 2021.

From Table 3.1, out of the total number of 20 Heads of Language Department respondents, 9 representing 45% were males while 11 representing 55% were females. With the teachers of English respondents, 75 representing 62.5% were males whereas 45 representing 37.5% were females. This representation of the respective respondents indicates that there were more Female Heads of Department and more male English language teachers from the 20 selected senior high schools within the Greater Accra Region of Ghana.

Table 3.2: Teachers and heads of language department's highest academic qualification

Qualification	English Teachers	%	Heads of Language Department	%
B Ed in English	95	67.9	10	50
M Ed in English	25	17.9	5	25
M Ed in Tesl	8	5.7	3	15
MPhil in English	1	0.7	2	10
MPhil in Tesl	1	0.7	0	0
Other than English	10	7.1	0	0
Total	120	100	20	100

Source: field data, 2021.

The presentation on the academic qualification of teachers and Heads of Language Department from table 3.2 above, reveals that generally, majority of more than 50% of teachers and Heads of Language Departments have B. Ed in English Language with 25 (17.8%) of teachers possessing Master of Education in English while 5(25%) of Heads of Language Department also have Master of Education in English. Again, 8(5.7%) of teacher respondents and 3(15%) Heads of Language Departments have Master of Education in Teaching English as a Second Language respectively. Also, 1(0.7) of teacher respondents each had MPhil in English and MPhil in Teaching English as a Second Language respectively whereas only 2(10%) of Heads of Language Department had MPhil in English. However, with results on teacher and Heads of Language Department respondents who have acquired other degrees not related to English but teaching English stood at 10(7.1%) for only teachers.

The researcher also used the lottery method of the simple random sampling technique to select two (2) students each from form SHS1 and SHS2 from within the 20 selected senior high schools making a total of forty (40) students with 10 males and 10 females for the study. These students were selected because they offer English language as core subject like any other student at the senior high school.

Besides, this preferred selection was also limited to SHS1 and SHS2 because the SHS 3 students were busy and seriously preparing to undertake their West Africa Senior High School Certificate Examinations [WASSCE] and so the selection of students from SHS1 and SHS2 makes them most appropriate for the choice because it offers the researcher with the opportunity to gather comprehensive and in-depth information on the problem under study. The above assertion is therefore, supported by Ghauri and Gronhaug (2005) when they argued that the simple random sampling

means that every member within a given population has an equal probability of been selected for a sample. To this end, the total sample size of participants which consist of teachers, Heads of Language Department and students stands at 180 participants.

Table 3.3: Respondents teaching experience

Years of Experience Teaching	Teachers	%	Heads of Language Department	%
1 – 4 years	45	37.5	0	0
5-9 years	50	41.7	2	10
10 and above	25	20.8	18	90
Total	120	100	20	100

Source: Field data, 2021.

From Table 3.3, it is clear that the majority of 50 of the English language teachers representing 41.7 % had 5-9 years of teaching experience while 45(37.5%) and 25(20.8.0%) fall within 1-4 and 10-above years of teaching experience respectively. However, on the part of the Heads of Language Department respondents 18(90%) of them have taught for over 10 years. While 2(10%) have being teaching for 5-9 years. It can be concluded therefore, that most of the teachers have enough teaching experience in the teaching of English.

Table 3.4: Teacher and heads of language department respondents' age distribution

Age	Teacher	%	Heads of Language Department	%
21-25	0	0	0	0
26;30	20	16.7	0	0
31-35	30	25	0	
36-40	40	33.3	2	10
41-45	20	16.7	6	30
46-above	10	8.3	12	60
Total	120	100	20	100

Source: Field data,2021.

From Table 3.4 above, it is realized that the majority of the teacher respondents of 40 representing 33.3 % fall between the 36 to 40 years old. The group of teacher respondents with the next majority of 30 respondents representing 25% fall between 31-35 years old and with 20 teacher respondents representing 16.7 % each are between 26-30 and 10(8.3%) teacher respondents fall between 46-above years old respectively. 20 teacher respondents representing 16.7 fall between 41-45 years. On the other hand, with Heads of Language Department respondents, the distribution reflects 12 respondents representing majority of 60% are between 46 –above years old while respondents representing 6(30%) and 2(10%) fall within the ages of 41-45 and 36-4 respectively. Therefore, this revelation could mean that the majority of teachers who relatively fall in their late 30s and 40s and above are relatively mature, vibrant and have gain enough experience and are abreast with both old and current issues concerning the teaching of English and may turn to teach the subject effectively.

Table 3.5: Student respondents by gender

Gender	Students	Percentage
Male	18	45
Female	22	55
Total	40	100

Source: Field data, 2021.

From table 3.5, it can be deduced that the number of student respondents for males is 18 representing 45% while that of the female student respondents stands at 22 representing 55%.

3.4 Research Instruments

The researcher used questionnaire, interview and observation to collect data from teachers of English, Heads of Language Department and students. Secondly, other relevant documents, lesson notes, books, journals, internet search, and libraries were consulted for more further information on the issues under study.

3.4.1 Questionnaire technique

According to Best & Kahn (1995), a questionnaire consists of series of questions or statements that reflect the purposes of a particular study. To this end, questionnaire focuses on a data-collection instrument where respondents are required to answer questions or respond to a given statement in particular writing. Therefore, the questionnaire was administered to both 120 teachers of English language and 20 Heads of Language Department from 20 selected senior high schools within the Greater Accra region of Ghana to assist the researcher collect quantitative data.

The questionnaire was used because the respondents were literate and could read and respond to the questions. Therefore, the questionnaire for the Heads of Language Department was divided into five main sections while that of the teachers was divided into four sections as shown in Appendix A and B respectively. The first section contains personal information about the teachers and Heads of Language Department. Questions involve open-ended questions and items about the teachers' background characteristics such as age, gender, educational background and teaching experience. The main purpose of this section was to get the general profile information of the teachers and Heads of Language Department taking part in the study. The results obtained from this section were used to determine whether these background

characteristics created differences in their perceptions of the of the English language syllabus implementation in the second section.

In the second section, the guide contains questions that sought to answer the first research question. The purpose of this section was to get information about the most frequently used teaching methods by teachers in the effective implementation of the English syllabus. The third section contains items that sought the opinions of teachers on the challenges that that hinder the implementation of the English language syllabus at the senior high school level.

The final section is related to the fourth research question. This section sought to gather the suggestions from respondents on measures that can be put in place to ensure effective implementation of the English language syllabus.

3.4.2 Interview guide

An interview guide according Jamshed (2014), is a list of topics that a researcher intends to cover in an interview with particular questions that need to be answered in relation to the topic and so interview guide provides a guide for face-to-face conversation between a researcher and participants with the main objective of obtaining relevant information to achieve a research purpose. To this end, interview session was conducted for teachers, students and Heads of Language Department from the selected 20 senior high schools within the Greater Accra Region. The interview was administered because it presents the researcher the opportunity to read, interpret and redirect questions to get more information on issues which were not clear. To support this argument, Lindlof and Taylor (2011) argued that because questions on an interview guide are supposed to be well-thought-out, interviewers can

simply follow it to provide relevant information to answer their research questions in relation to the purposes of the study. The interview guide was used because the respondents might be busy and may not have time and patience to read and respond to the questionnaire. The interview was necessary because it provided the researcher the opportunity to collect relevant information on analysing the findings.

3.4.3 Observation checklist

Howitt (2019) argued that an observation checklist is a list of the items an observer employs in observing participants' behaviour. Based on this assertion, an observation checklist was used to gather data on the effective implementation of the English syllabus. The results of the observation were meant to supplement the findings obtained from the questionnaire and interviews. Two teachers each were randomly selected from the selected six teachers each within the 20 selected schools for the study for the observation exercise. Each teacher was observed once in a double period lesson of 2 hours. The teachers were rated on a four-point scale (excellent, very good, good and poor), indicating the extent to how their contributions contributed to the implementation of the English syllabus. The availability of instructional materials was also observed.

3.5 Validity and Reliability of Instruments

Foddy (1995) argues that Pre-testing of questions on a sample of respondents especially, from the target population is useful. Thus, the need to conduct pre-testing of data collection instruments before using them for the intended purposes is very important in research (Borg & Gall, 1996). The validity and reliability of the instruments were justified through pre-testing of the instruments. Comments taken from respondents after the pre-testing process on the clarity of the questions were

taken into consideration to make the questions as clear as possible. Before the administration of the pretest, the questionnaires were submitted to the researcher's supervisor and a group of two experts in the fields of 'Curriculum and Instruction' and 'English Language Teaching' to review and judge the questions and statements in the questionnaire and to determine if they appropriately reflect the areas of interest. With reliability, the researcher did a pre-testing of the study by using six teachers and the Language Head of Language Department from Ashaiman Senior High School. Based on Crombach's alpha (Gall et. al. 1996), the reliability of the instruments was determined by examining the individual test items. The Crombach's alpha value for the teachers' interview questionnaire for the second section was 0.81, the third section was 0.81, the fourth section was 0.82 and final section was 0.82. Again, the pilot testing for the observation guide was determined at Ashaiman Senior High School and the findings among others indicated that the teachers and Head of Language Department lamented the lack of provision of curriculum materials and inadequate instructional time for effective classroom activities. This value is relative to that of Hinton et al. (2004) four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below). Therefore, the alpha value of 0.83 was determined appropriate and used for the study.

3.6 Data Collection Procedure

The researcher consulted the headmasters and headmistresses of the targeted senior high schools to seek for permission after which the participants were selected and the rationale and purpose of the study was explained to them and their consents sought for

the study to continue. Participants were assured of confidentiality in their responses and the researcher further appealed to them to participate in the study actively.

In order to get respondents to respond to the instrument on time, the researcher initially met them and explained the objective of the research and solicited for the participants' cooperation. The researcher took time to explain the items to the respondents to enhance the validity of the data. Follow ups were made to ensure that the respondents had completed the questionnaire and to provide a platform for further explanations to respondents who had some difficulties. The researcher took two weeks to get respondents complete the questionnaire successfully.

3.7 Data Analysis

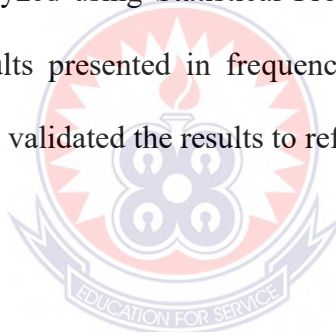
The analysis of both quantitative and qualitative data collected from the questionnaire, interview and observation in relation to the English Syllabus and other relevant documents such as teacher's lesson notes books, schemes of work, books, journals, internet search, and libraries guided the researcher to obtain comprehensive understanding and analytical descriptions of responses from the respondents.

The data collected were transcribed and put into various themes for easy analysis analyzing data for this study and so to this end,

Under this model, data was collected from respondents within the 20 senior high schools selected in the Greater Accra Region of Ghana with semi-structure interview method and so the individual semi-structured interview consisted of guiding questions which were used to collect relevant information from participants in relation to the problems and classroom observations. Each individual interview was conducted for approximately twenty minutes.

Each sub-question was developed by the researcher based on the research questions. The interviewed questions were different from subjects' group of study. Each level was applied only to the appropriate groups that could be collected. narrative notes to analyze patterns in the observations and the interviews process were used in order to identify patterns that were similar. These were then categorized into themes and classification. The researcher took notice of where there was convergence and divergence of themes during the coding and classification. The data were carefully analyzed and presented in relation to the research objectives and research questions.

The raw quantitative data collected from the respondents were processed by coding them and were later analyzed using Statistical Product and Service Solution (SPSS version 16) and the results presented in frequencies and percentages. Finally, the researcher interpreted and validated the results to reflect the findings of the study.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter discusses the presentation and discussion of the results of the research study. The results were discussed in relation to the research questions as well as the literature review. The descriptive design was used in this study. The results are presented using frequencies, percentages, mean, standard deviation and guided by the Concern-Based Adoption Model Framework developed by Hall and Hord (1987, 2001).

The main results of the research study are discussed below based on the research questions to support or disagree with the reviewed literature:

4.1 The Teaching Methods and Techniques used by Teachers of English in Implementing the English Syllabus

In relation to the first research question, this section provides discussions on the teaching methods and techniques used to teach language aspects and skills.

4.1.1 English language teaching methods and techniques

Data collected here is about the instructional methods, techniques and materials used to improve the aspects of the English language areas and the four main skills, listening, speaking, reading and writing. The results are presented and discussed separately considering that each requires implementation of different instructional strategies. To find answers to this research question, the questionnaire for the teachers of English respondents were asked to indicate how frequent certain teaching techniques were used to teach English lessons by agreeing with the statement using the following; Always, Sometimes and Never. Table 4.1 below indicates the results.

Table 4.1: Distribution by teaching methods

Teaching Methods & Techniques	Teachers of English		
	Always %	Sometimes %	Never %
Communicative language teaching	75	20	5
Discussion	60	30	10
Lecture	75	25	0
Translation	80	20	0
Total Physical Response	55	30	15
Debate	20	25	25
Question and Answer	50	40	10
Combination of more than one method	75	15	10

Source: Field data, 2021.

The findings from Table 4.1 indicate that majority of 75% of the teachers agreed they used the communicative language teaching technique and 60% of the English teachers agreed that they always used and discussion method in teaching while 30 % of the teachers agreed they used it sometimes. Figures for lecture method indicate that majority of 75% and 25% of teachers used the lecture method always and sometimes respectively. With translation method, 80% of the teachers also agreed that they used the translation method always but, with only 20% of the teachers agreed to using the Translation method.

On the part of the debate, only 20% and 25% of teachers used the debate always and sometimes respectively but, majority of 55% of teachers agreed that they never used the debate method in teaching. With Question-and-Answer technique, over 60% of respondents agreed to using the Question and Answer always. Concerning the use of Total Physical Response method, 55% and 30% used the method always and sometimes respectively. Finally, with the combination of methods in teaching, 70% of teachers agreed to combining more than one method in teaching always.

From the above statistics, it can be concluded that the teachers are abreast with the use of the above methods in teaching. Most importantly, most of them used methods such as the lecture, the translation, discussion and question and answer method most frequently. The variation in the use of these methods provides teaching and learning platform for students to undertake various classroom learning activities towards developing the four basic language skills.

Though lecture and translation methods have been criticized for being ineffective methods in teaching language recently, with the frequent use of lecture and translation methods by most of the respondents, reflect the belief still held by cross section of English teachers and other stakeholders in education that that sometimes, teaching and learning within the classroom setup should be teacher-centered.

4.1.2 Methods and techniques used to teach vocabulary items

The study was interested in finding from respondents how frequent certain methods and techniques were used to teach vocabulary items. To this end, the questionnaire for the teachers of English respondents demanded they indicate how frequent the following methods and teaching techniques in table 4.2 below were used to teach vocabulary item lessons by agreeing to the statement using the following; Always, Sometimes and Never.

Table 4.2: Methods and techniques used to teach vocabulary items

Methods and Techniques Presentation of Vocabulary Items	Teachers of English		
	Always %	Sometimes %	Never %
Presenting verbs through role play	75	20	5
Teacher supervises students to find meaning of words using dictionaries.	65	25	10
Using flash cards to teach vocabulary	70	20	10
Presenting synonyms and antonyms of the vocabulary items in context	70	25	5
Giving local Ghanaian language equivalents for abstract words and idioms	75	25	0
Exemplifying sentences by both teacher and students	70	30	0
Guiding students to guess the meanings of words within the context of the passages read	90	10	0
<i>Practicing Vocabulary Activities</i>			
Drilling students on correct pronunciation of words	85	15	0
Having students write the vocabulary items repeatedly in assignments	73	17	5
Having students do the vocabulary exercises on sentence completions, multiple choice, and matching	80	20	0
Having students do role play	75	20	5
guiding students keep notebook on vocabulary items	70	23	7
Guiding students to use the new vocabulary items in conversations and in question-and-answer session	80	20	0
guiding students prepare flash cards/ posters	70	20	10
Frequent identification of real objects from the environment using appropriate names	75	25	5
Guiding students do puzzles	65	25	10

Source: Field data, 2021.

From table 4.2, it can be deduced that some of the teachers of English representing 75%, 20% and 5% Present verbs through role play always, sometimes and never respectively. There are other teachers representing 65%, 25% and 10% also supervise

students to find meaning of words using dictionaries always, sometimes and never respectively. A total percentage of 70% 25% and 5% of teachers present synonyms and antonyms of the vocabulary items in context in class always, sometimes and never respectively. With teachers giving local Ghanaian language equivalents for abstract words and idioms, 75% of them agreed they do it always while 25% and agreed they only do it sometimes. while 70% of teachers agreed both teacher and students usually give examples of sentences in class always, 30% of them agreed both teachers and students give examples of sentences in class.

4.1.3 Methods and techniques used to grammar

The study was again interested in finding from respondents how frequent certain methods and techniques were used to teach grammar. To find answers to this question, the questionnaire for the teachers of English respondents were asked to indicate how frequent certain teaching methods and techniques were used to teach English grammar by agreeing with the statement using the following; Always, Sometimes and Never. Table 4.3 below indicates the results.

Table 4.3: Methods and techniques used to teach grammar

Methods and Techniques Presentation & Practicing of Grammar in the classroom			Teachers of English			
			Always %	Sometimes %	Never %	
Approach	Method	Technique				
Deductive	Grammar Translation	Providing example sentences	75	25	0	
		Method	presenting the grammar rules on the board	95	5	0
		comparing English and L1 structures	85	12	3	
		Comparing structures with the learned ones	80	15	5	
		Translation of a Literary Passage	78	17	10	
		Reading Comprehension Question	90	6	4	
		Presenting antonyms and synonyms	85	15	0	
		Fill-in-the-blanks Exercises	89	11	0	
		Memorization exercises	75	20	5	
		Use Words in Sentences	80	16	4	
		Composition exercises	85	12	3	
	Deductive	Communicative Language Teaching	Group Discussion	80	20	0
			Communicative activities in the form of role plays, games and question and answer	85	15	0
Explaining the Series of rules and Pictures			89	11	0	
inductive	Audio Lingual	Dialog Memorization	88	9	3	
		Backward Build-up Drill	80	18	2	
		Repetition of Drill	80	16	4	
		Chain Drill	75	20	5	
		Single-Slot Substitution	87	10	3	
		Drill Multiple-Slot Substitution	75	20	5	

Source: Field data, 2021.

From the findings in table 4.3 on methods and techniques in presenting grammar in the classroom, it is crystal clear that majority of teachers representing 75% and 25% agreed to the statement 'Providing example sentences' always and sometimes respectively. While 95% and 5% some of teachers agreed on 'presenting the rules of grammar on the board' always and sometimes respectively, others representing 85%, 12% and 3% also agreed to 'Comparing English and L1 structures' always, sometimes and never respectively.

It could also be concluded that most of the teachers representing 80%, 15% and 5% agreed to the statement 'Comparing structures with the learned ones' always, sometimes and never respectively. While other respondents totaling 78%, 17% and 10% agreed to 'Translation of a Literary Passage' always, sometimes and never respectively, some with a representation of 90%, 6% and 4% agreed to 'Using reading comprehension question' always, sometimes and never respectively. There are other teachers also representing 85% and 15% who agreed to 'Presenting antonyms and synonyms' always and sometimes respectively.

'Fill-in-the-blanks Exercises' is another statement 89% and 11% of teachers agreed on engaging the students always and sometimes respectively. Other respondents also representing 75%, 20% and 5% agreed on 'Engaging students in memorization exercises' always, sometimes and never respectively. On the statement 'Use of Words in Sentences', 80%, 16% and 4% of teachers agreed that they used it always, sometimes and never respectively. While 85%, 12% and 3% of the teacher respondents agreed to 'Composition exercises' always, sometimes and never respectively, others representing 80% and 20% also agreed on the statement; group Discussion' always, sometimes and never respectively.

It can be deduced from the data above that 85% and 15% agreed on the statement ‘communicative activities in the form of role plays, games and question and answer’ always and sometimes. Some of the teachers also representing 89%, and 11% agreed to ‘Explaining the Series of grammar rules and Pictures’ always, sometimes and never respectively.

4.1. 4 Methods and techniques used to teach listening

According Lewis and Hill (1992), the types of teaching method, technique and reading texts employed by teachers of English in teaching listening is very important. Therefore, the study decided to find out from respondents how frequent certain methods and techniques were used to teach listening. To find answers to this question, the questionnaire for the teachers of English respondents were asked to indicate how frequent certain teaching methods and techniques were used to teach listening by agreeing with the statement using the following; Always, Sometimes and Never. Table 4.4 below indicates the results

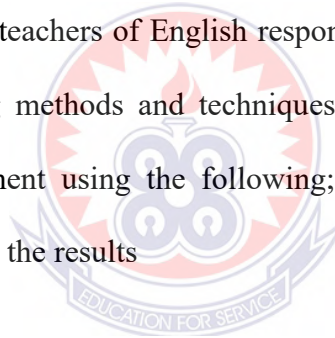


Table 4.4: Methods and Techniques Used to Teach Listening

Methods and Technique Presentation of listening text and activities	Teachers of English		
	Always %	Sometimes %	Never %
Teacher reads text aloud	80	15	5
Teacher guides students read text aloud	87	8	5
Teacher presents oral text using CDs, MP3, and VCDs	60	30	10
<i>Text for listening purposes</i>			
Using reading texts and dialogues in the book	82	14	4
Using Songs in presentations	75	20	5
Listening to texts from other resources	70	20	10
Stories and jokes presented in class by both teacher and students	80	15	5
<i>Presentation Listening Activities</i>			
Engaging in Repetition of vocabulary items or sentences from the text	70	20	10
Guiding students to answer open-ended questions about texts	75	20	5
Dictation on studied text and dialogue	80	15	5
Guiding students to take notes on explanations of texts	95	5	0
Guiding students in filling in the blanks exercises in sentences taken from texts	85	15	0
Teacher presents pre-listening activities such as pre-teaching unfamiliar vocabularies, discussions on topics, pictures and titles	87	13	0
Teacher does post-listening activities like role plays and engaging students in writing rest of dialogue using imagination and discussions	95	5	0

Source: Field data, 2021.

From the table 4.4 above, it can be concluded that most of the teachers representing 80%, 15% and 5% agreed that they ‘read texts aloud to students’ always, sometimes and never respectively. Others, representing 87%, 8% and 5% agreed to the item that ‘Teacher guides students read text aloud’. Always, sometimes and never respectively.

With the next item, a total of 60%, 30% and 10% of teachers agreed 'Teacher presents oral text using CDs, MP3 and VCDs' always, sometimes and never respectively. Under using text for listening purposes, some of the teachers too representing 82%, 14% and 4% agreed to the 'Using reading texts and dialogues in the book' always, sometimes and never respectively.

A total of teachers representing 75%, 20% and 5% agreed 'Using Songs in presentations' always, sometimes, never respectively. Others, also representing 70%, 20% and 10% agreed 'Listening to texts from other resources' always, sometimes, never respectively. Another group of teachers representing 80%, 15% and 5% equally agreed on the item 'Stories and jokes presented in class by both teacher and students' always, sometimes, never respectively.

Under presentation of listening activities, total number of teachers representing 70%, 20% and 10% also agreed to the item 'Engaging in repetition of vocabulary items or a sentence from the text' always, sometimes and never respectively. Other teachers representing 75%, 20% and 5% agreed to 'Guiding students to answer open-ended questions about texts' always, sometimes and never respectively. Some of the teachers representing 80%, 15% and 5% agreed on the item 'Dictation on studied text and dialogue' always, sometimes, never respectively.

A quite number of teachers representing 95%, 5% and 0% agreed 'Guiding students to take notes on explanations of texts' always, sometimes and never respectively. A total number of teacher respondents representing 85%, 15% and 0% agreed 'Guiding students in filling in the blanks exercises in sentences taken from texts' always, sometimes and never respectively. Other teachers representing 87%, 13% and 0%

agreed that ‘Teachers present pre-listening activities such as pre-teaching unfamiliar vocabularies, discussions on topics, pictures and titles’ always, sometimes and never respectively. Finally, a total number of teachers representing 95%, 5% and 0% agreed that ‘Teacher does post-listening activities like role plays and engaging students in writing rest of dialogue using imagination and discussions’ always, sometimes and never respectively.

4.1.5 Methods and techniques used to teach reading

Based on the assertion made by Lewis and Hill (1992) on the importance of the types of teaching methods, techniques and reading texts, it was necessary to find out from the teachers of English how frequent they used some particular teaching methods and techniques in teaching reading in the classroom. To achieve this, the questionnaire for the teachers of English respondents were asked to indicate how frequent those teaching methods and techniques in table 4.5 below were used to teach English reading by agreeing to the statement using the following; Always, Sometimes and Never.

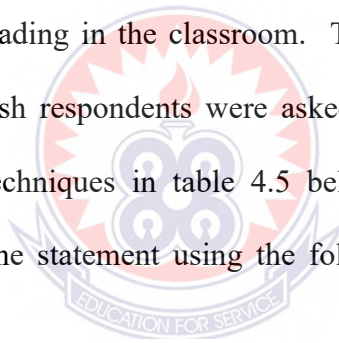


Table 4.5: Methods and techniques used to teach

Methods and Techniques Presentation of Reading Text and Activities	Teachers of English		
	Always %	Sometimes %	Never %
Teacher does model reading aloud while students do same from their books	90	7	3
Teacher guides students read aloud by changing role	86	10	4
Guiding students do silent reading <i>Texts for reading purposes</i>	90	10	0
Students read passages and dialogues from English textbook	85	10	5
Presenting materials appropriate to students' level	89	11	0
Assigning story books to students as homework <i>Activities for reading Purposes</i>	80	10	10
Guiding students answer comprehension questions to find out the main ideas	78	12	10
Teacher engages in pre reading activities such as pre-teaching vocabulary, discussions on text, pictures and titles	90	10	0
Guiding students to use the dictionary to deduce meanings of words in context	80	15	5
Assigning reading activities as homework	80	10	10
Leading students through Jig-saw reading activities	87	10	3
Texts translation activities	89	7	4
Teacher engages in post reading activities like Summarizing reading text, role plays, discussions	70	30	0

Source: Field data, 2021.

From table 4.5 above on data under the presentation of reading text and activities, it can be deduced that a total number of teachers representing 90%, 7% and 3% agreed to the item 'Teacher does model reading aloud while students do same from their books' always, sometimes and never respectively. A total number of teachers representing 86%, 10% and 4% agreed that 'Teacher guides students read aloud by changing role' always, sometimes, never respectively. Others, also representing 90%,

10% and 0% agreed to the item ‘Guiding students to do silent reading’ always, sometimes, never respectively. Under texts for reading purposes, another group of teachers representing 85%, 10% and 5% equally agreed on the item ‘Students read passages and dialogues from English textbook’ always, sometimes, never respectively.

Quite number of teachers representing 89%, 11% and 0% agreed on ‘Presenting materials appropriate to students’ level’ always, sometimes and never respectively. Other teacher respondents also representing 80%, 10% and 10% agreed to ‘Assigning story books to students read as homework’ always, sometimes, never. Some of the teachers representing 87%, 10% and 3% agreed on the item ‘Leading students through Jig-saw reading activities’ always, sometimes and never respectively.

Other teachers representing 89%, 7% and 4% also agreed on the item ‘Texts translation activities’ always, sometimes and never respectively. Majority of teachers representing 70%, 30% and 0% agreed that ‘Teacher engages in post reading activities like Summarizing reading text, role plays, discussions’ always, sometimes and never respectively.

4.1.6 Methods and techniques used to teach speaking

The study equally took interest in finding out from the teachers of English how frequent they used some of teaching methods and techniques in table 4.6 below to teach speaking in the classroom. To achieve this, the questionnaire for the teachers of English respondents was asked to indicate how frequent those teaching methods and techniques were used to teach speaking by agreeing to the statement using the following; Always, Sometimes and Never.

Table 4.6: Methods and techniques used to teach speaking

Method and Technique Presentation of speaking	Teachers of English		
	Always %	Sometimes %	Never %
Teacher engages students in role play activities by giving importance to pair-work and group work	89	8	3
Teacher engages students in discussions through the use of question-and-answer activities	90	10	0
Teacher engages students in discussions using English always in class without allowing students to speak in L1	79	19	2
Substitution and chain drills	80	12	8
Using communicative games	80	15	5

Source: Field data, 2021.

From table 4.6, the statistics under presentation on techniques used in teaching speaking skills indicate that majority of the teachers representing 89%, 8% and 3% agreed to ‘Teacher engaging students in role play activities by giving importance to pair-work and group work clearly’ always, sometimes and never respectively. Again, some of the teachers representing 90%, 10% and 0% agreed on ‘Teacher engages students in discussions through the use of question-and-answer activities’ always, sometimes and never respectively.

A quite number of teachers also representing 79%, 19% and 2% agreed on ‘Teacher engages students in discussions using English always in class without allowing students to speak in L1’ always, sometimes and never respectively. Other teachers representing 80%, 12% and 8% agreed to ‘Substitution and chain drills activities. Lastly, some of the teachers also representing 80%, 15% and 5% agreed to using communicative games in teaching speaking.

4.1.7 Methods and techniques used to teach writing

Teaching writing to students is another aspect the study took interest in finding out from the teachers of English how frequent they used certain teaching methods and techniques in teaching writing. To achieve this, the questionnaire for the teachers of English respondents were asked to indicate how frequent those teaching methods and techniques in table 4.7 below were used to teach writing by agreeing to the statement using the following; Always, Sometimes and Never.

Table 4.7: Methods and techniques used to teach writing

Method and Technique <i>Activities for Developing writing Skills</i>	Teachers of English		
	Always %	Sometimes %	Never %
Engaging students in composition writing such as composition on myself and developing of paragraphs	90	10	0
Engaging students in writing sentences using the grammatical structures and vocabulary items taught them by the teacher	95	5	0
Encouraging students in writing letters to their friends	100	0	0
Engaging students to prepare post cards	75	20	5
Engaging students to practice summary writing on stories told to them and from story books	89	8	3
Guiding students in writing poems and describing pictures	80	15	5
Guiding students in dialogues writing activities	75	20	5
Guiding students in composition writing by using linguistic guides given to them by the teacher	84	10	6
Engaging students in brainstorming on ideas about a particular topic	82	18	0
Frequent practicing of dictation on passages, vocabulary items and sentences read by the teacher	89	11	0
Frequent engagement of students on writing answers to grammar and vocabulary exercises	85	10	5
Encouraging students to take notes on what the teacher writes on board	87	13	0

Guiding students to take notes on dialogues and reading texts in books	80	15	5
Teacher marks the writings of students and provides feedback to each of them	100	0	0
Teacher guides students to read their written works before the class members for the purposes of feedback	80	10	10
Teacher guides students in doing self and peer corrections after dictation	70	20	10
Frequent use of portfolio assessment and praises	76	18	6

Source: Field data, 2021.

An analysis of table 4.7, shows that majority of teachers representing 90%, 10% and 0% agreed on the item ‘Engaging students in composition writing such as composition on myself and developing of paragraphs’ always, sometimes and never respectively. There are those representing 95%, 5% and 0% who agreed on ‘Engaging students in writing sentences using the grammatical structures and vocabulary items taught them by the teacher’ always, sometimes and never respectively.

Considering ‘Encouraging students in writing letters to their friends’, all the teachers agreed on using it always. Some of the teachers representing 75%, 20% and 5% also agreed on ‘Engaging students to prepare post cards’ always, sometimes and never respectively. Majority of teachers with percentage representation of 89%, 8% and 3% agreed on ‘Engaging students to practice summary writing on stories told to them and from story books’ always, sometimes and never respectively.

There are others also representing 80 %, 15% and 5% agreeing to ‘Guiding students in writing poems and describing pictures’ always, sometimes and never respectively. A total number of teachers amounting 75%, 20% and 5% agreed to ‘Guiding students in dialogues writing activities’ always, sometimes and never respectively. “With ‘Guiding students in composition writing by using linguistic guides given to them by

the teacher' majority of teachers totaling 84%, 10% and 6% agreed to using that technique always, sometimes and never respectively.

Another set of teachers representing 85%,10% and 5% agreed on 'Frequent engagement of students on writing answers to grammar and vocabulary exercises' always, sometimes and never respectively. Other teacher respondents representing 87%, 13% and 0% agreed on 'Encouraging students to take notes on what the teacher writes on board' always, sometimes and never respectively. Again, some 80%, 15% and 5% of the teachers agreed to 'Guiding students to take notes on dialogues and reading texts in books' always, sometimes and never respectively.

Some of the teacher respondents also representing 100% agreed on 'Teacher marks the writings of students and provides feedback to each of them' always. Others representing 80%, 10% and 10% also agreed on 'Teacher guides students to read their written works before the class members for the purposes of feedback' always, sometimes and never respectively. Another number of teachers representing 70%, 20% and 10% 'Teacher guides students in doing self and peer corrections after dictation' always, sometimes and never respectively. Finally, some of the teachers also representing 76%, 18% and 6% agreed to 'Frequent use of portfolio assessment and praises' always, sometimes and never respectively.

The study further aimed at finding out the relevance of some of the individual teaching methods and approaches to the implementation of the English syllabus. The following sections below illustrates the results.

4.1.8 Relevance of discussion method of teaching on the implementation of

English syllabus

Under this section, the study aimed at finding out the relevance of discussion method of teaching on the implementation of the English syllabus and so in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4. 5 below shows the results.

Table 4.8: The relevance of discussion method on the implementation of English syllabus

Statements	Mean	Standard Deviation (SD)
Discussion method promotes exchange of ideas between the teacher and students	4	6.2
Discussion method creates room for students to make noise and unnecessary interjections	3	3.8
Discussion method assists students to acquire knowledge and skills in problem-solving	4	4.6

Source: Field data, 2021.

From the above table 4.8, it can be concluded that majority of respondents agreed to the statement that; discussion method promotes exchange of ideas between the teacher and students (Mean=4.0, SD=6.2). This conclusion is justified by argument from Shulman (2007).

However, majority of respondents agreed to the statement; discussion method creates room for students to make noise and unnecessary interjections. This finding is also in line with results from data collected from teachers and students during the interview session. According to one of the teachers, she said that “Anytime I gave students in the visual Arts class to discuss, they end up making noise and disturbing the other class and so I find it difficult controlling them.” Another teacher also said “Some of the students when given the opportunity to discuss, some of them deviate from the main topic. While a student is on the floor explaining an idea, you see others interjecting”. On the part of the students, a student for example also had this to say “The last time our Literature master was teaching, he has to finally walk out of the class. He was angry that some of the students were talking about unnecessary things when we were discussing”

With the last item, respondents also agreed to the statement that; discussion method assists students to acquire knowledge and skills in problem-solving (Mean=4, SD=4.6). This finding is in line with a similar finding by Baxter (2011).

4.1.9 Influence of lecture method on the implementation of the English syllabus

The study was interested in finding out opinions of respondents on the influence of the lecture method on English language syllabus implementation. Therefore, in analyzing the findings, using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to

disagree, 3 corresponds to indifferent, to 4 corresponds to agree and 5 corresponds to strongly agree. Table 4. 6 below shows the results.

Table 4.9: Influence of lecture method on the implementation of the English Syllabus

Statements	Mean	Standard Deviation (SD)
Lecture method creates noisy-free classroom environment for effective teaching and learning to take place	4	5.0
Lecture method does not offer students the opportunity to take active participation as teaching and learning is rather teacher-centered	3	5.9
Lecture method allows the teacher maximum control of the learning needs and experience of students	3	1.5

Source: Field data, 2021.

Table 4.9 indicates that respondents agreed to the statement that; lecture method creates noisy-free classroom environment for effective teaching and learning (Mean=4, SD=5.0). This finding is reiterated by findings from the interview session carried out with the students. According to some of the students, anytime teachers lead the teaching without involving students, the class is always very quiet.

For instance, one of the students said “anytime our madam comes to teach without involving us, the class is very quiet and we write notes without any disturbances but, as soon as she gives us chance to talk, the boys make noise too much in the class.”

However, some of the students thought otherwise. To them, the lecture method is rather boring. A case in point is when one of the students said “when our English master comes, sometimes most of us sleep in class. He does the talking alone. Sometimes I don’t even hear him well when he is teaching”

Again, majority of the respondents also agreed to the statement that; lecture method does not offer students the opportunity to take active participation as teaching and learning is rather teacher-centered (Mean=3, SD= 5.9). This finding is in agreement with Glaserfeld & Steppe (1999) that students should rather take active participation in the learning process than just the lecture traditional method where the teacher just gives instruction and the student only plays a passive receptive role.

Finally, respondents however, were indifferent to the statement that; lecture method allows the teacher maximum control of the learning needs and experience of students (Mean=3, SD=1.5). This finding however, is in contrast with argument made by Cashin (1985).

4.1.10 Influence of the grammar translation method on the implementation of English syllabus

The study was interested in finding out the influence of the Grammar Translation method of teaching on the implementation of the English syllabus and so in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4. 10 below shows the results.

Table 4.10: The influence of the grammar translation method on the Implementation of English Syllabus

Statements	Mean	Standard Deviation (SD)
Grammar translation method develops students' skills in reading and writing for effective communication	4	4.6
Grammar Translation Method does not promote fluency and communicative language use	3	5.9
Grammar Translation Method offers students the opportunity to master the grammatical rules and vocabulary knowledge by translating one language into the other	3	4.3

Source: Field data, 2021.

Table 4.10 indicates that respondents agreed to that statement that; grammar translation method develops students' skills in reading and writing for effective communication (Mean=4, SD=4.6). This finding is in agreement with Fish (2003).

Majority of the respondents of mean value (Mean=3, SD=5.9) agreed to the statement that; Grammar Translation Method does not promote fluency and communicative language use. This conclusion drawn from the respondents reflects the same sentiment posited by Newson (1998).

However, most of the respondents were indifferent with the statement that; Grammar Translation Method offers students the opportunity to master the grammatical rules and vocabulary knowledge by translating one language into the other. This finding is supported by Larsen-Freeman (2000).

4.1.11 Relevance of the total physical response method on the implementation of the English syllabus

It was the aim of the study to seek the views of respondents about the influence of the Total Physical Response Method on the effective implementation of the English

syllabus and so in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Agree (A), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, to 3 corresponds to indifferent, to 4 corresponds to agree and 5 corresponds to strongly agree. Table 4.11 below shows the results.

Table 4.11: Relevance of the total physical response method on the implementation of the English Syllabus

Statements	Mean	Standard Deviation (SD)
Total Physical Response Method guides students to recognize phrases or words at a high-speed rate.	4	5.7
Total Physical Response Method offers students enjoyable and active roles in the learning experience	4	4.6
Total Physical Response Method is only suitable for the beginners	3	5.4

Source: Field data, 2021.

The results from table 4.11 conclude that respondents agreed to the statement that; Total Physical Response Method guides students to recognize phrases or words at a high-speed rate. (Mean= 4, SD=5.7). Majority of respondents of mean value (Mean=4, SD=4.6) also agreed to the statement that; Total Physical Response Method offers them enjoyable and active roles in the learning experience. The above findings are in direct connection with arguments advanced by Richard (2001).

Finally, the respondents were indifferent with the statement that; Total Physical Response Method is only suitable for the beginners. This conclusion is however, contrary to the conclusion drawn by Richard (2001).

4.2 Challenges that Hinder the Effective Implementation of the English Syllabus

The study sought to find out the challenges that hinder the implementation of the English language syllabus under the guidance of the. In discussion the findings, data were collected on various sub- sections. For instance, the teachers and Heads of Language were asked to comment on the problems of instructional materials, problems of supply of qualified teachers, inappropriate use of teaching methods, problems associated with the English language content and inadequate time allocation.

4.2.1 Inadequate Availability of instructional materials

The backbone of any concrete, practical, meaningful and effective lesson delivery is the use of appropriate teaching and learning materials [TLMs]. However, Reddy (2012) argues that the absence of instructional materials in the teaching, makes teaching becomes more imaginative rather than practical. Therefore, the research study took interest in finding out whether there is adequate provision of appropriate instructional materials to the teachers for effective teaching or not and to find out from the respondents the kinds of teaching and learning materials available to teachers for the effective implementation of the English Language Syllabus. Therefore, in discussing the results, respondents were asked to indicate whether certain curriculum instructional materials were available in the school or not by simply responding yes or no. Table 4.12 below illustrates the results.

Table 4.12: Adequacy of availability and Appropriate Provision of Instructional Materials

Statements	English Teachers	
	Yes %	No %
Teachers have adequate access to English syllabus	40	60
The school has adequate English language textbooks	43	57
Teachers have adequate access to teacher's handbook	25	75
The school has adequate internet access for research activities	32	68
The school has reading journals available in the school library	29	71
The school has adequate audio materials	25	75
The school has adequate audio-visual materials	21	79

Source: Field data, 2021.

In relation to the adequacy of instructional materials such as the English syllabus and textbooks from table 4.12, majority of 60% of the teachers agreed that the English Syllabus and textbooks were adequate for teaching and learning.

However, with respect to the rest of the items in the table, majority of more than 65% of teachers responded no to the rest of the statements relating to the adequacy of teacher's handbook, reading journals, accessibility of internet service, visual materials, audio and audio-visual materials.

The implications from table 4.12 findings, indicate that teachers of English language rely on only the English syllabus and textbooks without integrating the use of other instructional materials. To this end, there is available research studies that have concluded that most of the teachers of English used only the English textbooks and the English syllabus for teaching English and so this assertion is supported by Zevin (2000). The inadequacy of these instructional materials hinders the effective implementation of the English syllabus. This argument is in line with findings from (Reddy, 2012; Salahuddin et al., 2013; Torto, 2017; Zar, 2015).

Similarly, data collected from the observation session on the provision of the availability and quality of instructional materials in the schools indicated that the instructional materials were not adequate in most of the schools. It was observed that some of the materials such as textbooks, tape, CDs were though available, they were not adequate and were not up to the standard and to the levels of the students.

More so, data collected from the interview session with some of the teachers on the use of teaching-learning materials by teachers of English, indicates that more than half of the teachers of English presented English Language lessons without using teaching and learning resources. Though some of them used teaching and learning materials, these materials were found to be very old. The researcher took interest in asking the participants to express their opinions on this unfortunate situation. Some of them actually opined that they used them, for instance, one of the teachers said “As for me, I use teaching materials and so anytime I used them, students take active part in the teaching and learning activities”.

However, some of the respondents lamented that the teaching and learning materials were not even available for them to use. A teacher said “There are no any instructional materials on audio- and audio-visual aids in this school and hardly you will see me teach the oral aspect of the English”. When some of the teachers were asked why they don’t provide their own instructional material, they complained of high cost involved in purchasing personal teaching and learning materials and so their failure to use them in their lesson presentations. These findings are clearly in line with Ely (1990) that an innovation without the necessary resources, such as money, tools and materials, to support its implementation, will not be successful.

4.2.2 Teacher's lack of knowledge of the English language content

As posited by Wayne and Youngs (2003) that the impact of certain teacher characteristics such as age, gender, educational background and teaching experience have influence on students' achievement and so the study took interest in finding out reasons associated to teacher's lack of mastery of the English language content and its effect on the implementation of the English syllabus. Therefore, in discussing the findings using the questionnaire, English teacher respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4.13 below shows the results.

Table 4.13: Teacher's lack of mastery of content knowledge of the English

Statements	Mean	Standard Deviation (SD)
Lack of English language content knowledge is associated with untrained and unqualified teachers	4	4.6
Teachers who are beginners in teaching lack adequate content knowledge in teaching delivery	4	5.7
Lack of sufficient practical training for teachers makes them less effective in converting the content	4	5.7
Problems of English language teaching in high secondary schools is due to untrained and unqualified teachers	4	4.6
Teachers who have taught for so many years turn to be less motivated in active engagement of students	3	5.4

Source: Field data, 2021.

From the above table 4.13, it can be seen that respondents agreed to almost all the statements except the last item. The respondents agreed that; lack of English language content knowledge is associated with untrained and unqualified teachers (Mean=4, SD=4.6), teachers who are beginners in teaching lack adequate content knowledge in teaching delivery (Mean= 4, SD 5.7), lack of sufficient practical training for teachers makes them less effective in converting the content (Mean=4, SD=5.7), Problems of English language teaching in high secondary schools is due to untrained and unqualified teachers (Mean = 4, SD = 4.6) and teachers who have taught for so many years turn to be less motivated in active engagement of students (Mean=3, SD=5.4).

To this end, the conclusion drawn from the above findings is a clear manifestation of the fact the presence of unqualified English teachers, teachers who are beginners in teaching and more years of teaching also have adverse effects on the implementation of English language syllabus and so these findings are in line with conclusion drawn from (Babikir, 1999; Gregg, 2001; Farrant, 2004).

However, majority of the respondents did not agree with the statement that; teachers who have taught for so many years turn to be less motivated in active engagement of students. Rather, they were indifferent (Mean = 3, SD = 5.4). This conclusion is supported by Mahfooz and Mumtaz (2013) and Maolosi (2013).

4.2.3 Inability of teachers to complete the English syllabus within the specified period

The English language syllabus is designed to be used at the senior high school within the duration of three years. Normally, the academic year is supposed to start in September every year and students enjoy four periods of forty minutes each per a

lesson for a week (English Syllabus, 2010). However, most of the first years are usually admitted into the senior high schools at the tail end of the first term/semester. Some even come as late as the second and third terms and so this challenge coupled with other discrepancies associated with the English language syllabus make it difficult to cover some topics and possibly complete the syllabus before these students are made to write their final exams. To this end, the study took interest in finding out teachers' opinion on the inability of teachers to complete the English language syllabus at the senior high school level. Therefore, in discussing the findings using the questionnaire, English teacher respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4.14 below illustrates the results.

Table 4.14: Inability of teachers to complete the English Language Syllabus at the Senior High School

Statements	Mean	Standard Deviation (SD)
The syllabus is overloaded to be completed within the stipulated time	4	5.7
Instructional time allocated not enough to complete the syllabus	4	4.6
No time left for content activities and review	4	4.6
Unnecessary repetition of some topics at form 1-3 levels making it difficult to complete the syllabus	4	5.7
Some topics are difficult to understand	4	5.7
The syllabus is poorly planned and organized	4	4.6

Source: Field data, 2021.

From the findings in Table 4.14, it is crystal clear that the discrepancies associated with the content of the English language affect its successful implementation as the findings concluded that majority of respondents agreed to all the statements about the content discrepancies that; the syllabus is overloaded to be completed within the stipulated time (Mean = 4, SD = 5.7), instructional time allocated not enough to complete the syllabus (Mean = 4, SD = 4.6), no time left for content activities and review (Mean=4, SD= 4.6), unnecessary repetition of some topics from form 1-3 levels (Mean=4, SD=5.7), some topics are difficult to understand (Mean=4, SD=5.7) and the syllabus is poorly planned and organized (Mean=.4, SD= 4.6).

The above findings are in similarity with other studies that indicate same problems that hinder the effective implementation of the English (Acar, 2006; Büyükduman, 2005; İğrek, 2001; Mersinligil, 2002; Tok, 2003; Yanik, 2007; Zar, 2015).

4.2.4 Inappropriate use of teaching methods by teachers

According to Baldacchino and Farrugia (2002), the quality of education and effective teaching and learning cannot only rely on provision of instructional materials, extension of instructional time, training more teachers, but how teachers interpret and make effective use of the learning material to the benefit of learners using appropriate instruction methods. To this end, the study aimed at finding out from respondents their opinion on the effects of using inappropriate teaching methods on the effective implementation of the English syllabus.

Therefore, in discussing the findings using the questionnaire, English teacher respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD),

Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4.15 below illustrates the results.

Table 4.15: Inappropriate use of teaching methods by teachers on the implementation of the English syllabus

Statements	Mean	Standard Deviation (SD)
Inappropriate use of teaching methods leads to the poor performance of students in schools	4	4.6
The use of poor instructional methods denies students the opportunities to learn.	4	5.7
The use of a particular teaching method can make a student like or dislike a subject	3	5.4

Source: Field data, 2021.

From table 4.15, it can be concluded that respondents agreed to the following statements that; inappropriate use of teaching methods leads to the poor performance of students in schools (Mean=4, SD=4.6), the use of poor instructional methods denies students the opportunities to learn. (Mean=4, SD=5.7). The above findings are in line with findings from Salau (2009) and Uganda et al., (2008).

However, respondents were indifferent with the statement that the use of a particular teaching method can make a student like or dislike a subject (Mean=3, SD=5.4). This argument is supported by data from the interview session with students. To this end, a student said “Now I don’t like English. The way our English madam teaches us is not interesting”.

4.3 Measures to be put in Place to Ensure Effective Implementation of the English Syllabus

Teachers within educational context, know what is actually happening in the classroom and can perceive what policy-makers cannot, and so, due to their close and direct contact with curriculum and syllabus issues, teachers are projected to have in-depth knowledge of the usefulness and weakness of any given curriculum (Banegas, 2011). To this end, it is very paramount to create a very conducive atmosphere for the teachers to be able to effectively implement the English language syllabus.

Therefore, the study took interest in finding out from the respondents their opinion on available measures that can be put in place to ensure effective implementation of the English language syllabus education program.

4.3.1 Recruiting professionally and academically qualified teachers of English Language

The researcher took interest in finding out whether recruitment of professionally and academically qualified teachers promotes effective implementation of the English syllabus and so in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4.16 below indicates the results.

Table 4.16: Recruitment of professionally and academically qualified teachers of English

Statements	Mean	Standard Deviation (SD)
Qualified teachers with subject matter understanding assist students to develop their cognitive domain	4	5.7
Students of high school taught by qualified teachers with academic major in their subject perform better	4	4.6
Qualified good teacher understands their pupils needs and capabilities for learning	3.	5.4

Source: Field data, 2021.

From table 4.16 above, it can be concluded that respondents agreed to the statement that; qualified teachers with subject matter understanding assist students to develop their cognitive domain (Mean= 4, SD= 5.7). This finding is supported by argument from Shulman (1987).

Respondents also agreed that; qualified teachers with subject matter understanding assist students to develop their cognitive domain (Mean =4, SD=5.7). This conclusion drawn is also justified by Rowan et al (1997).

However, respondents were indifferent with the statement that; qualified good teacher understands their pupils needs and capabilities for learning (Mean=3, SD=5.4). This finding however, is in contradiction with Farrant (2004) that a qualified good teacher is “the one who has a good understanding of what his pupils need to learn and also of their capabilities for learning” (p. 169).

4.3.2 Equipping teachers with up-to-date knowledge and Pedagogy through in-service training

The study further wanted to know the extent to which equipping teachers of English language with requisite knowledge and Pedagogy through structured in-service

training contribute to the effective implementation of the English language syllabus. Therefore, in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4. 17 below illustrates the results.

Table 4. 17: Equipping teachers with up-to-date knowledge and Pedagogy through in-service Training

Statements	Mean	Standard Deviation (SD)
In-service training makes teachers more systematic and logical in their teaching style	3	5.4
In-service training exposes teachers to school management skills	3	4.8
in-service training exposes teachers to evaluation techniques and acquisition of mastery of content of their subject areas	4	5.7
in-service training develops teacher's competency in the professional teaching role	4	3.4

Source: Field data, 2021.

From the table 4.17 above, the results clearly indicate that majority of the respondents were indifferent with the statement that; that in-service training makes teachers more systematic and logical in their teaching style. This finding however is in contrast with Kazmi et al. (2011).

However, the respondents agreed to all other statements that; in-service training exposes teachers to school management skills (Mean=3, SD=4.8), in-service training exposes teachers to evaluation techniques and acquisition of mastery of content of their subject areas (Mean=4, SD=5.7), in-service training develops teacher's competency in the professional teaching role (Mean=4, SD=3.4). The findings are supported by arguments from Frederick and Stephen (2010).

Some of the teachers were interviewed to further solicit their opinions on the relevance of in-service training for the teacher. Most of the respondents though stressed on the importance of in-service, others too lamented over the failure of their school heads and language department heads for their failure to organized in-service training for staff members.

For instance, one of the respondents said “though I have just been posted to this school just this year but, the school head has organized two different in-service training for us. Actually, it is very good”. Another respondent however, said “I have been teaching in this school for the past three years and the school or G.E.S has not organized any in-service for the teachers and this doesn't create opportunity for us to get updated on teaching methodologies”.

4.3.3 Provision of adequate and appropriate instructional materials to teachers and students

As part of measures to be put in place to ensure effective implementation of the English language syllabus, the study aimed at finding out from respondents about their responses on importance of providing adequate and appropriate instructional

materials to teachers and students in ensuring effective syllabus implementation process.

Therefore, in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4.18 below shows the results.

Table 4.18: Distribution by results on provision of adequate and appropriate instructional materials

Statements	Mean	Standard Deviation (SD)
the use of appropriate instructional materials enables the learners to understand what is taught	3	3.6
Instructional materials are essential ingredients for the implementing the English syllabus	4	4.5
Instructional materials create a stimulating atmosphere for language teaching	3	3.8

Source: Field data, 2021.

Table 4.18 indicates that respondents agreed to all three statements that; the use of appropriate instructional materials enables the learners to understand what is taught (Mean= 3, SD=3.6), instructional materials are essential ingredients for the implementing the English syllabus (Mean=4, SD=4.5), instructional materials create a stimulating atmosphere for language teaching (Mean=3, SD=3.8). From the above findings, it is crystal clear that the importance of the provision of adequate and appropriate instructional materials in the effective implementation of the English

language syllabus is overwhelming and so the findings are in agreement with argument from (Steel, 1983; Lockheed, 1991; Salahuddin et al., 2013).

4.3.4 Effective use of adequate time for teaching of all the aspects of English language

According Leithwood et al. (2010), instructional time is ‘the potential time left for learning once unplanned events, recesses, transitions, interruptions and the like are subtracted from the total potential time’ (p.21). To this end, there are findings from various studies that suggest that allocation and effective use of adequate time for teaching of all the aspects of English language at the senior high school promote effective implementation of the English language syllabus at the senior high school level.

On this score, the study further took interest in finding out from respondents the relevance of allocating adequate time for teaching of all the aspects of English language at the senior high school in relation to the effective implementation of the English language syllabus. Therefore, in discussing the findings using the questionnaire, Heads of Language Department respondents were provided with some statements which required them to express their opinion by rating each statement on a scale of 1 to 5 [Strongly Disagree (SD), Disagree (D), Indifferent (I), Strongly Agree, (SA) to Agree (A)]. This means that a mean value that falls within 1 corresponds to strongly disagree, 2 corresponds to disagree, 3 corresponds to indifferent, 4 corresponds to agree and 5 corresponds to strongly agree. Table 4. 19 below illustrates the results.

Table 4.19: Effective use of adequate time for teaching of all the aspects of English Language

Statements	Mean	Standard Deviation (SD)
Effective use of teachers' instructional time positively affects students' academic performance	3	3.6
Effective use of adequate instructional time offers students the opportunity to learn more concepts	3	3.8
Effective use of instructional time offers teachers the opportunity to attend to student's individual learning challenges	4	4.5
Effective use of instructional time provides teachers with the efficiency of classroom management	4	5.7

Source: Field data, 2021.

From table 4.19 above, the results clearly illustrate that respondents agreed to the statement that effective use of teachers' instructional time positively affects students' academic performance (Mean=3, SD=3.6). This finding is in line with argument from Ayodele and Oyewole (2012).

Respondents further agreed to the statements that; effective use of adequate instructional time offers students the opportunity to learn more concepts (Mean=4.0, SD= 4.5), effective use of instructional time offers teachers the opportunity to attend to student's individual learning challenges (Mean=4, SD=4.5), effective use of instructional time provides teachers with the efficiency of classroom management (Mean=4, SD=5.7). The above conclusions drawn are arguably in connection with findings from Van de Grifts (2007).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

5.0 Introduction

This chapter presents conclusions drawn from the study and recommended actions. Areas for further research are also suggested in this final chapter of the study.

5.1 Overview of the Study

The main focus of the study was to evaluate the implementation of the Senior High English Language Syllabus. Participants for the study were drawn from teachers of English language, Heads of Language Department and students selected from 20 senior high schools within the Greater Accra Region of Ghana.

The following research questions guided the study;

5.1.1 What are the types of teaching approaches and methods used teachers of English in the implementation of the English syllabus?

5.1.2 What are the challenges that hinder the effective implementation of the English language syllabus?

5.1.3 What are the measures to be put in place to ensure effective implementation the English syllabus?

5.2 Key Findings

The following below illustrates the key findings based on the research questions;

5.2.1 Types of teaching methods and techniques used by teachers of English in implementing the English syllabus

In relation to the methods used by teachers of English in teaching English, the study found out that over 50% of English language teachers used the lecture, discussion, translation, question and answer methods to teach English language. However, there were others who never used Methods such as debates, and even with those teachers who used these methods in their teaching, the researcher found out that some of the teachers did not implement these methods appropriately.

The study also found out that in lesson delivery, some of the teachers lacked mastery of the content delivery. This, the study attributed to the fact that some of the teachers of English even though teach the English language subject, they do not have the required professional requirement in English language.

5.2.2 Challenges that hinder the effective implementation of the English language syllabus

Based on findings on the challenges that hinder the effective implementation of the English syllabus, the study discovered that majority of more than 85% of both teachers and Heads of Language Department believe that the syllabus for teaching English language was too broad, discrepancies with the content and overloaded with topics, especially in relation to time allocation for instructions. This, the study attributed to the reasons why the teachers of English Language found it difficult to complete the English Language syllabus within the stipulated period of time.

The study also found out that the instructional materials that the teachers of English Language had access to were just the syllabus and English textbooks. The other instructional materials such as charts, CD players, pictures, tapes, tv set and others were not available. Even with those instructional materials available, they were not adequate to enable teachers use them in the implementation of the English syllabus.

Additionally, the study attributed the teacher's lack of mastery of the content of the English language subject teaching to the presence of unqualified teachers, old age and lack of teaching Experience on the part of some of the teachers of English language and so to this end, majority of teachers hardly prepared lesson notes daily for lesson delivery.

5.2.3 Measures to be put in place to ensure effective implementation the English syllabus

in relation to measures that can be put in place to ensure effective implementation of the English language syllabus, the study discovered that majority of more than 85% of teachers of English and Heads of Language Department respondents suggested that if the following measures below are provided, they would ensure the effective implementation of the English syllabus;

Recruiting of professionally and academically qualified teachers of English, provision of adequate and appropriate instructional materials, provision of in-service training session for teachers of English to keep them up to date on teaching skills, content knowledge and methodologies in teaching, provision of adequate and effective use of instructional time to enable teachers of English language to be able to complete the English language syllabus within the stipulated time.

5.3 Conclusion

The deduction drawn from the main findings of this study illustrates the following;

Majority of the teacher and Heads of Language Department respondents possess the required professional and academic qualifications and teaching experience with most of them falling within the youthful age range necessary for the effective implementation of the English Language syllabus. To this end, the conclusion drawn is that the teachers therefore, are mature, vibrant and have the required teaching experience, appropriate skills in applying teaching methodologies, content knowledge and ability to influence the implementation of the English Language syllabus.

The absence of instructional materials makes the implementation of the English Language syllabus for senior high school very difficult resulting in poor performance of students. Moreover, majority of the English teachers and Heads of Department had instructional materials such as the English language syllabus and English textbooks, however, these materials were inadequate to influence the effective implementation of the English language syllabus.

The English syllabus for teaching English language is too broad; discrepancies with the content and overloaded with topics, especially in relation to time allocation for instructions. This, according to the study are the reasons for the inability of the teachers of English Language to complete the English Language syllabus within the stipulated period of time.

The presence of unqualified teachers, old age and lack of teaching Experience on the part of some of the teachers of English language, teachers' failure to prepare lesson notes contributes to teacher's lack of mastery of the content of the English language

resulting in their inability to effectively implement the English language syllabus at the senior high school level.

Majority of the teachers of English language usually adopt teaching methods that they are familiar with and can easily use in their lesson delivery which as a result hinders students' understanding of the concepts presented to them in the teaching process.

Majority of teachers of English and Heads of Language Department respondents believe that by putting in place the following measures; adequate provision of professionally and academically qualified teachers of English, provision of adequate and appropriate instructional materials, provision of in-service training session for teachers of English to keep them up to date on teaching skills, content knowledge and methodologies in teaching and provision of adequate and effective use of instructional time to enable teachers of English language to be able to complete the English language syllabus within the stipulated time, would enable them to implement the English language syllabus effectively at the senior high school level.

5.4 Pedagogical Implications

In relation to the findings and the conclusions drawn from the studies, the following are the pedagogical implications on the implementation of the English language syllabus at the senior high school level;

1. professionally and academically qualified teachers should be provided to ensure the effective implementation of the English language syllabus. To this end, periodically, professional development courses in the form of seminars, workshops and in-service training sessions should equally be made available to teachers of English language to enable them undertake professional training

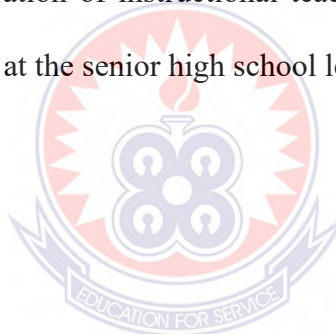
to keep them up to date with the requisite skills, pedagogy and content knowledge of English subject necessary for the effective implementation of the English syllabus at the senior high school level by stakeholders in education such as the government of the day, Ghana Education Service, Non-governmental Organization Agencies and Teacher Education Division.

2. The English language syllabus should be reviewed taking into consideration the content of the English language syllabus. To this end, the content of the syllabus, especially, the number of topics should be reduced to an achievable number, especially in relation to time allocation within the stipulated period of duration of the senior high school educational system. Also, most of the topics that are taught at the junior high school level should not be included in the senior high school English language syllabus in order to enable the teachers of English language to complete the English syllabus within the specified period of time.
3. Adequate provision and appropriate supply of instructional materials to both basic and senior high school levels should be provided to ensure that these materials are made available to the teachers to enable them use these materials in their effective teaching delivery. To this end, teachers of English Language teachers should be encouraged to employ the use of appropriate teaching and learning materials in their teaching delivery in order to involve more students in the teaching and learning activities.

5.5 Suggestions for Further Research

On the basis of this research, the following suggestions are recommended for further studies;

1. This study is carried out purposely, to evaluate the implementation of the senior high school English language syllabus in public senior high schools. However, it is recommended that another research should be conducted into evaluating the implementation of the senior high school syllabus in the private senior high schools in order to draw a comparative conclusion on whether the same issues are encountered in in the private senior high schools.
2. further study should also be conducted into investigating teachers' attitude towards the integration of instructional teaching materials in the teaching of English Language at the senior high school level.



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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF APPLIED LINGUISTICS

Questionnaire for Heads of Language Department

Dear Participant,

This is a study conducted to evaluate the effective implementation of the English language syllabus.

This study is purely for academic purposes and your opinions and responses will contribute tremendously to the success of this study. Please, your confidentiality is rest assured and all your views, responses and comments related to this study would remain confidential. Please, try as much as possible to be candid with your responses. The questionnaire is designed into sections and you are requested to tick [] on the scale which represents most clearly your judgment about how far each statement applies. For other items, you may specify by writing in the appropriate space provided to reflect your opinion.

SECTION A: Background Information (Please tick () where applicable)

1. Gender: Male []

Female []

2. What is your Age?

Below 20years [] 21-25 years [] 26-30yrs [] 30-35years [] 36- 40 years [] 40-
above years []

3. How long have you been teaching English?

0 – 4 years []

5 – 9 years []

10 years and Above []

4. What is your highest level of academic qualification?

B Ed in English [] M Ed in English [] M. Ed in Tesl [] M. Phil in English [] M.

Phil in Tesl []

Others (Please specify)

Section B: Perceptions about the Influence of Teacher’s Age, Teaching Experience and Academic Qualification on the Implementation of the English Syllabus

Please indicate the degree to which you agree or disagree with each statement related to the influence of age, teaching experience and qualification of the teacher on the effective implementation of the English syllabus by ticking the related box with [√].

SECTION A: Background Information (Please tick (√) where applicable)

1. Gender: Male [] Female []
2. What is your Age?
 Below 20years [] 21-25 years [] 26-30yrs [] 30-35years [] 36- 40 years [] 40-
 above years []
3. How long have you been teaching English?
 0 – 4 years [] 5 – 9 years [] 10 years and Above []
4. What is your highest level of academic qualification?
 B Ed in English [] M Ed in English [] M. Ed in Tesl [] M. Phil in English [] M.
 Phil in Tesl []
 Others (Please specify)

SECTION B: Types of Teaching Methods and Techniques Used by Teachers of English in the Implementation of the English Language

Please, tick [√] in the appropriate boxes (*Always, Sometimes, or Never*) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching English.

Statements	Always%	Sometimes%	Never %
28 Communicative Language Leaching			
29 Lecture			
30 Translation			
31 Total Physical Response			
32 Debate			
33 Question and Answer			
34 Audio Lingua			

Always, Sometimes, Never

Please, tick [✓] in the appropriate boxes (*Always, Sometimes, or Never*) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching vocabulary items.

<i>Statements</i>	<i>Always %</i>	<i>Sometimes %</i>	<i>Never %</i>
28 Presenting verbs through role			
29 Teacher supervises students to find meaning of words using dictionaries			
30 Using flash cards to teach vocabulary			
31 Presenting synonyms and antonyms on vocabularies in context			
32 Giving local Ghanaian language equivalents for abstract words and idioms			
33 Exemplifying sentences by both teacher and students			
34 <i>Practicing Vocabulary Activities</i>			
Drilling students on the correct pronunciation of words			
Having students do the vocabulary exercises on sentence completions, multiple, choice, and matching			
Having students do role play			
guiding students keep notebook on vocabulary items			
Guiding students to use the new vocabulary items in conversations and in question-and-answer session			
guiding students prepare flash cards/ posters			
Frequent identification of real objects from the environment using appropriate names			
Guiding students do puzzles			

Always, Sometimes, Never

Please, tick [✓] in the appropriate boxes (**Always, Sometimes, or Never**) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching vocabulary items.

Methods and Techniques			Teachers of English		
<i>Presentation & Practicing of Grammar in the classroom</i>			Always %	Sometimes %	Never %
Approach	Method	Technique			
Deductive	Grammar Translation Method	Providing example sentences			
		presenting the grammar rules on the board			
		comparing English and L1 structures			
		Comparing structures with the learned ones			
		Translation of a Literary Passage			
		Reading Comprehension Question			
		Presenting antonyms and synonyms			
		Fill-in-the-blanks Exercises			
		Memorization exercises			
		Use Words in Sentences			
		Composition exercises			
Deductive	Communicative Language Teaching	Group Discussion			
		Communicative activities in the form of role plays, games and question and answer			
		Explaining the Series of rules and Pictures			
inductive	Audio Lingual	Dialog Memorization			
		Backward Build-up Drill			
		Repetition of Drill			
		Chain Drill			
		Single-Slot Substitution Drill			
		Multiple-Slot Substitution			

Always, Sometimes, Never

Please, tick [✓] in the appropriate boxes (*Always, Sometimes, or Never*) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching listening.

Methods and Technique	Teachers of English		
	Always %	Sometimes %	Never %
<i>Presentation of listening text and activities</i>			
Teacher reads text aloud			
Teacher guides students read text aloud			
Teacher presents oral text using CDs, MP3, and VCDs			
<i>Text for listening purposes</i>			
Using reading texts and dialogues in the book			
Using Songs in presentations			
Listening to texts from other resources			
Stories and jokes presented in class by both teacher and students			
<i>Presentation Listening Activities</i>			
Engaging in Repetition of vocabulary items or sentences from the text			
Guiding students to answer open-ended questions about texts			
Dictation on studied text and dialogue			
Guiding students to take notes on explanations of texts			
Guiding students in filling in the blanks exercises in sentences taken from texts			
Teacher presents pre-listening activities such as pre-teaching unfamiliar vocabularies, discussions on topics, pictures and titles			
Teacher does post-listening activities like role plays and engaging students in writing rest of dialogue using imagination and discussions			

Always, Sometimes, Never

Please, tick [✓] in the appropriate boxes (*Always, Sometimes, or Never*) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching reading.

Methods and Techniques	Teachers of English		
	Always %	Sometimes %	Never %
<i>Presentation of Reading Text and Activities</i>			
Teacher does model reading aloud while students do same from their books			
Teacher guides students read aloud by changing role			
Guiding students do silent reading			
<i>Texts for reading purposes</i>			
Students read passages and dialogues from English textbook			
Presenting materials appropriate to students' level			
Assigning story books to students as homework			
<i>Activities for reading Purposes</i>			
Guiding students answer comprehension questions to find out the main ideas			
Teacher engages in pre reading activities such as pre-teaching vocabulary, discussions on text, pictures and titles			
Guiding students to use the dictionary to deduce meanings of words in context			
Assigning reading activities as homework			
Leading students through Jig-saw reading activities			
Texts translation activities			
Teacher engages in post reading activities like Summarizing reading text, role plays, discussions			

Always, Sometimes, Never

Please, tick [✓] in the appropriate boxes (**Always, Sometimes, or Never**) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching speaking.

Method and Technique	Teachers of English		
	Always %	Sometimes %	Never %
<i>Presentation of speaking</i>			
Teacher engages students in role play activities by giving importance to pair-work and group work			
Teacher engages students in discussions through the use of question-and-answer activities			
Teacher engages students in discussions using English always in class without allowing students to speak in L1			
Substitution and chain drills			
Using communicative games			

Always, Sometimes, Never

Please, tick [✓] in the appropriate boxes (**Always, Sometimes, or Never**) to indicate the truth or otherwise of each of the following statements on how frequently you use these teaching methods and techniques in teaching writing.

Method and Technique	Teachers of English		
	Always %	Sometimes %	Never %
Activities for Developing writing Skills			
Engaging students in composition writing such as composition on myself and developing of paragraphs			
Engaging students in writing sentences using the grammatical structures and vocabulary items taught them by the teacher			
Encouraging students in writing letters to their friends			
Engaging students to prepare post cards			

Engaging students to practice summary writing on stories told to them and from story books			
Guiding students in writing poems and describing pictures			
Guiding students in dialogues writing activities			
Guiding students in composition writing by using linguistic guides given to them by the teacher			
Engaging students in brainstorming on ideas about a particular topic			
Frequent practicing of dictation on passages, vocabulary items and sentences read by the teacher			
Frequent engagement of students on writing answers to grammar and vocabulary exercises			
Encouraging students to take notes on what the teacher writes on board			
Guiding students to take notes on dialogues and reading texts in books			
Teacher marks the writings of students and provides feedback to each of them			
Teacher guides students to read their written works before the class members for the purposes of feedback			
Teacher guides students in doing self and peer corrections after dictation			
Frequent use of portfolio assessment and praises			

Always, Sometimes, Never

Please indicate the degree to which you agree or disagree using with each statement related to the relevance of teaching methods to the effective implementation of the English syllabus by ticking the related box with [√].

Statements		1	2	3	4	5
		SD	D	I	A	SA
17	Discussion method promotes exchange of ideas between the teacher and students					
18	Discussion method creates room for students to make noise and unnecessary interjections					
19	Discussion method assists students to acquire knowledge and skills in problem-solving					
20	Lecture method creates noisy-free classroom environment for effective teaching and learning to take place					
21	Lecture method does not offer students the opportunity to take active participation as teaching and learning is rather teacher-centered					
22	Lecture method allows the teacher maximum control of the learning needs and experience of students					
23	Grammar translation method develops students' skills in reading and writing for effective communication					
24	Grammar Translation Method does not promote fluency and communicative language use					
25	Grammar Translation Method offers students the opportunity to master the grammatical rules and vocabulary knowledge by translating one language into the other					
26	Total Physical Response Method guides students to recognize phrases or words at a high-speed rate.					
27	Total Physical Response Method offers students enjoyable and active roles in the learning experience					

1=Strongly Disagree [SD],2=Disagree[D],3=Indifferent [I],4=Agree [A],5=Strongly Agree [SA]

SECTION D: Challenges that Hinder the Effective Implementation of the English Syllabus

Please, tick [] in the appropriate boxes (*Yes or No*) to indicate the truth or otherwise of each of the following statements about the adequacy and availability of the following instructional materials in your school.

<i>Statements</i>		<i>Yes</i>	<i>No</i>
28	Teachers in your school have adequate access to English syllabus		
29	Your school has adequate English language textbooks		
30	Teachers in your school have adequate access to teacher's handbook		
31	Your school has adequate internet access for research activities		
32	Your school has reading journals available in the school library		
33	Your school has adequate audio materials		
34	Your school has adequate audio-visual materials		

Yes, No

Please indicate the degree to which you agree or disagree with each statement related to challenges that hinder the implementation of the English syllabus by ticking the related box with [].

<i>Statements</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
		<i>SD</i>	<i>D</i>	<i>I</i>	<i>A</i>	<i>SA</i>
35	Lack of mastery of English language content language is associated with untrained and unqualified teachers					
36	Teachers who are beginners in teaching lack adequate content knowledge in teaching delivery					
37	Lack of sufficient practical training for teachers makes them less effective in converting the content					
38	Problems of English language teaching in high secondary schools is due to untrained and unqualified teachers					

39	Teachers who have taught for so many years turn to be less motivated in active engagement of students					
40	The syllabus is overloaded to be completed within the stipulated time					
41	Instructional time allocated not enough to complete the syllabus					
42	No time left for content activities and review					
43	Unnecessary repetition of some topics at form 1-3 levels make it difficult to complete the syllabus					
44	Some topics are difficult to understand					
45	The syllabus is poorly planned and organized and so makes it difficult to complete the syllabus					
46	Inappropriate use of teaching methods leads to the poor performance of students in schools					
47	The use of poor instructional methods denies students the opportunities to learn.					
48	The use of a particular teaching method can make a student like or dislike a subject					

Strongly Agree [SA], Agree [A], Indifferent [I], Strongly Disagree [SD], Disagree= [A]

SECTION E: Measures to be put in Place to Ensure Effective Implementation of the English Syllabus

Please indicate the degree to which you agree or disagree with each statement related to measures that can be put in place to ensure the effective implementation of the English syllabus by ticking the related box with [√].

Statements	1	2	3	4	5
	SD	D	I	A	SA
49 Qualified teachers with subject matter understanding assist students to develop their cognitive domain					
50 Students of high school taught by qualified teachers with academic major in their subject perform better					
51 Qualified good teacher understands their pupils needs and capabilities for learning					
52 In-service training makes teachers more					

	systematic and logical in their teaching style					
53	In-service training exposes teachers to school management skills					
54	in-service training exposes teachers to evaluation techniques and acquisition of mastery of content of their subject areas					
55	in-service training develops teacher's competency in the professional teaching role					
56	the use of appropriate instructional materials enables the learners to understand what is taught					
57	Instructional materials are essential ingredients for the implementing the English syllabus					
58	Instructional materials create a stimulating atmosphere for language teaching					
59	Effective use of teachers' instructional time positively affects students' academic performance					
60	Effective use of adequate instructional time offers students the opportunity to learn more concepts					
61	Effective use of instructional time offers teachers the opportunity to attend to student's individual learning challenges					
62	Effective use of instructional time provides teachers with the efficiency of classroom management					

1=Strongly Disagree [SD], 2=Disagree[D], 3=Indifferent[I], 4=Agree [SA], 5=Strongly Agree= [A]

APPENDIX B

Questionnaire for teachers of English Language

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF APPLIED LINGUISTICS

Dear Participant,

This is a study conducted to evaluate the effective implementation of the English language syllabus.

This study is purely for academic purposes and your opinions and responses will contribute tremendously to the success of this study. Please, your confidentiality is rest assured and all your views, responses and comments related to this study would remain confidential. Please, try as much as possible to be candid with your responses. The questionnaire is designed into sections and you are requested to tick [] on the scale which represents most clearly your judgment about how far each statement applies. For other items, you may specify by writing in the appropriate space provided to reflect your opinion.

SECTION A: Background Information (Please tick () where applicable)

1. Gender: Male [] Female []

2. What is your Age?

Below 20years [] 21-25 years [] 26-30yrs [] 30-35years [] 36- 40 years [] 40-
above years []

3. How long have you been teaching English?

0 – 4 years [] 5 – 9 years [] 10 years and Above []

4. What is your highest level of academic qualification?

B Ed in English [] M Ed in English [] M. Ed in Tesl [] M. Phil in English [] M.
Phil in Tesl []

Others (Please specify)

SECTION B: Types of Teaching Approaches and Methods Used by Teachers of English in the Implementation of the English Language

Please indicate the degree to which you agree or disagree using (*Always, Sometimes, Never*) with each statement related to most teaching method you use as a teacher in your teaching delivery by ticking the related box with [√].

<i>Statements</i>		<i>Always</i>	<i>Sometimes</i>	<i>Never</i>
1	Discussion			
2	Lecture			
3	Translation			
4	Total Physical Response			
5	Debate			
6	Question and Answer			
7	Combination of more than one method			

Please indicate the degree to which you agree or disagree using with each statement related to the relevance of teaching methods to the effective implementation of the English syllabus by ticking the related box with [√].

<i>Statements</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
		<i>SD</i>	<i>D</i>	<i>I</i>	<i>A</i>	<i>SA</i>
8	Discussion method promotes exchange of ideas between the teacher and students					
9	Discussion method creates room for students to make noise and unnecessary interjections					
10	Discussion method assists students to acquire knowledge and skills in problem-solving					
11	Lecture method creates noisy-free classroom environment for effective teaching and learning to take place					
12	Lecture method does not offer students the opportunity to take active participation as teaching and learning is rather teacher-					

	centered					
13	Lecture method allows the teacher maximum control of the learning needs and experience of students					
14	Grammar translation method develops students' skills in reading and writing for effective communication					
15	Grammar Translation Method does not promote fluency and communicative language use					
16	Grammar Translation Method offers students the opportunity to master the grammatical rules and vocabulary knowledge by translating one language into the other					
17	Total Physical Response Method guides students to recognize phrases or words at a high-speed rate.					
18	Total Physical Response Method offers students enjoyable and active roles in the learning experience					

1=Strongly Disagree [SD], 2=Disagree[D],3=Indifferent[I],4=Agree [A],5=Strongly Agree=[A]

SECTION C: Challenges that Hinder the Effective Implementation of the English

Syllabus

Please, tick [✓] in the appropriate boxes (**Yes or No**) to indicate the truth or otherwise of each of the following statements about the availability of the following instructional materials.

Statements	Yes	No
19 Teachers have adequate access to English syllabus		
20 The school has adequate English language textbooks		
21 Teachers have adequate access to teacher's handbook		
22 The school has adequate internet access for research activities		
23 The school has reading journals available in the school library		
24 The school has adequate audio materials		
25 The school has adequate audio-visual materials		

Please indicate the degree to which you agree or disagree with each statement related to challenges that hinder the implementation of the English syllabus by ticking the related box with [√].

Statements		1	2	3	4	5
		SD	D	I	A	SA
25	Lack of mastery of English language content language is associated with untrained and unqualified teachers					
26	Teachers who are beginners in teaching lack adequate content knowledge in teaching delivery					
27	Lack of sufficient practical training for teachers makes them less effective in converting the content					
28	Problems of English language teaching in high secondary schools is due to untrained and unqualified teachers					
29	Teachers who have taught for so many years turn to be less motivated in active engagement of students					
30	The syllabus is overloaded to be completed within the stipulated time					
31	Instructional time allocated not enough to complete the syllabus					
32	No time left for content activities and review					
33	Unnecessary repetition of some topics at form 1-3 levels make it difficult to complete the syllabus					
34	Some topics are difficult to understand					
35	The syllabus is poorly planned and organized and so makes it difficult to complete the syllabus					

36	Inappropriate use of teaching methods leads to the poor performance of students in schools					
37	The use of poor instructional methods denies students the opportunities to learn.					
38	The use of a particular teaching method can make a student like or dislike a subject					

1=Strongly Disagree [SD], 2=Disagree[D], 3=Indifferent [I], 4=Agree [A],5=Strongly Agree= [SA]

SECTION D: Measures to be put in Place to Promote Effective Implementation of the English Syllabus

Please indicate the degree to which you agree or disagree with each statement related to measures that can be put in place to ensure the effective implementation of the English syllabus by ticking the related box with [√].

<i>Statements</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
		<i>SD</i>	<i>D</i>	<i>I</i>	<i>A</i>	<i>SA</i>
49	Qualified teachers with subject matter understanding assist students to develop their cognitive domain					
50	Students of high school taught by qualified teachers with academic major in their subject perform better					
51	Qualified good teacher understands their pupils needs and capabilities for learning					
52	In-service training makes teachers more systematic and logical in their teaching style					
53	In-service training exposes teachers to school management skills					
54	in-service training exposes teachers to evaluation techniques and acquisition of mastery of content of their subject areas					
55	in-service training develops teacher's competency in the professional teaching role					

56	the use of appropriate instructional materials enables the learners to understand what is taught					
57	Instructional materials are essential ingredients for the implementing the English syllabus					
58	Instructional materials create a stimulating atmosphere for language teaching					
59	Effective use of teachers' instructional time positively affects students' academic performance					
60	Effective use of adequate instructional time offers students the opportunity to learn more concepts					
61	Effective use of instructional time offers teachers the opportunity to attend to student's individual learning challenges					
62	Effective use of instructional time provides teachers with the efficiency of classroom management					

1=Strongly Disagree [SD], 2=Disagree[D], 3=Indifferent[I], 4=Agree[A], 5=Strongly Agree [SA]



APPENDIX C

Interview Guide for Teachers, Heads of Language Department and Students

Section A: Interview guide for Heads of Language Departments

1. In your own opinion, what influence does the age of teacher has on teaching delivery?
2. Do you agree that teacher's teaching experience influences the implementation of the English syllabus and why?
3. Does teacher's academic qualification affect the quality of teaching delivery and why?
4. In your personal view, do you agree young teachers of age 26-30 are active in preparing lesson plans than older teachers and why?
5. Which of the teaching method/methods would you prefer your teachers use in teaching English and why?
6. Why would you as a Head of Language Department, advise your teachers to always use teaching and learning materials in teaching English language.
7. In your personal opinion what are the challenges that hinders the effective implementation of the English syllabus?
8. What would suggest are the measures that can be put in place to ensure effective implementation of the English syllabus?

SECTION B: Interview guide for teachers of English

1. As a teacher of English language, which of the teaching method/methods do you mostly use in teaching and why?

2. Which teaching method/methods don't you like using in teaching, and why?
3. In your personal view, why don't you use teaching and learning materials in your lesson delivery?
4. As a teacher of English language, why do you use teaching and learning materials in your lesson delivery?
5. In your personal opinion what are the challenges that hinders the effective implementation of the English syllabus?
6. What would suggest are the measures that can be put in place to ensure effective implementation of the English syllabus?

SECTION C: Interview guide for students

1. In your opinion, do you agree that younger and middle age teachers are active in the teaching delivery. If yes, why?
2. How true is the statement that; teachers of age 41 and above are good in classroom management than younger teachers?
3. In your personal view as a student, do you agree that Teachers with more years of experience exhibit good teacher and student interactions and why?
4. As a student, which of the classroom teaching and learning activity/activities do you understand during teaching and why?
5. which of the classroom teaching and learning activity/activities don't you understand during teaching and why?
6. Do your English teachers use teaching materials in teaching, if yes, mention some of them?
7. Why do you prefer that your teachers always use teaching materials in teaching English language?

APPENDIX D

Observation Checklist

SECTION A: Observation on teachers' lesson delivery

<i>Statements</i>		<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Poor</i>
1	Appropriate use of teaching method				
2	Teacher's mastery of content knowledge				
3	Teacher's use of teaching-learning materials				
4	Teacher's command of the subject matter				
5	Teacher's questioning technique				
6	Teacher's assessment technique				
7	Teacher's lesson plan preparation				
8	The quality of the teaching-learning activities				

SECTION B: Availability of instructional materials

<i>Instructional materials</i>		<i>Available & adequate</i>	<i>Available & inadequate</i>	<i>Not available at all</i>
9	English syllabus			
10	English textbook			
11	Internet accessibility			
12	Teacher's handbook			
13	cassette players, radios			
14	maps, charts, pictures			
15	television, filmstrips, slide projectors etc.			