

UNIVERSITY OF EDUCATION, WINNEBA

**CAUSES OF POOR PERFORMANCE IN ENGLISH LANGUAGE AND
SOLUTIONS AMONG SHS STUDENTS AT KIBI SENIOR HIGH
TECHNICAL SCHOOL**



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SOLUTIONS AMONG SHS STUDENTS AT KIBI SENIOR HIGH
TECHNICAL SCHOOL**

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**A dissertation in the 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 Education
in the University of Education, Winneba**

JULY, 2022

DECLARATION

Student's Declaration

I, **Moses Morkli** declares that this project work, 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 in part or whole, for another degree elsewhere.

Signature:

Date:

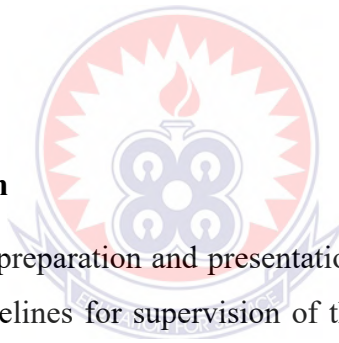
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of this project work as laid down by your school.

Dr. Charlotte Fofo Lomotey

Signature:

Date:



DEDICATION

I dedicate this thesis to my family.



ACKNOWLEDGEMENT

My first and utmost thanks goes to God Almighty by whose mercy this work has been completed. Again, this thesis would not have been possible without the guidance and the help of several individuals who in one way or another extended their valuable assistance in the compilation and completion of this study.

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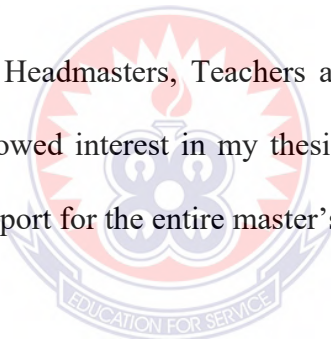


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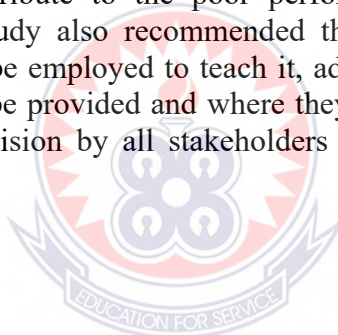
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ABSTRACT

The study assessed the causes of poor performance in English language among SHS students at Kibi Senior High Technical School. To achieve this, four (4) specific objectives were set to: examine the school environmental factors to the causes of poor performance; analyse teacher related factors that contribute to learners' poor performance; find out the learner factors that lead to poor performance in English Language in KISHTS; investigate the social factors that contribute to the poor performance of English language in KISHTS. The population for the study included all final year students, teachers of English language, Headmaster and Assistant Headmasters of the school. A sample of 157 respondents was used for the study. Purposive sampling method was used to select Teachers of English Language and Headmasters and random sampling method was used to select the final year students of the school. Data was collected through questionnaire, interviews and observation. The data collected were analysed with the help of SPSS version 20.0 and use of tables, frequencies, charts, graphs. Then, the study found that factors outside the school environment significantly influenced the students' prospects for academic success in school. Again, the study revealed that classroom activities of teachers, teacher quality, teacher commitment, teacher absenteeism and punctuality and teachers of English not following the prescribed syllabus were considered as teacher related factors that contribute to the poor performance in English Language at KISHTS. Finally, the study also recommended that qualified teachers of English language should always be employed to teach it, adequate facilities and instructional media/materials need to be provided and where they are not available teachers are to improvise, proper supervision by all stakeholders should be embedded and so on.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

To research the causes of poor performance in English and a couple of possible solutions is crucial to the tutorial performance of students at Kibi Senior High Technical School since Standard English is employed within the main professions like law, medicine, religion and it is the language of science and arithmetic among others (Gbosong, et al, 2014). Majority of the students who sat for the West African Examination Council from Kibi Senior High Technical School had wrong use of words and poor use of punctuation marks in their compositions, writings, some students lifted portions of the comprehension passages, which were irrelevant as answers to the questions (Chief Examiners, Report, 2020). As an example, during the Mock Examination before West African Senior Secondary Certificate Examination (WASSCE), 45 students of Kibi Senior High Technical School (KISHTS) had similar problems. However, according to Neuman, Copple, and Bredekamp (2000) a teacher's role is critical to a child's learning which teachers can inspire children to read, write, and learn through thoughtful planning and developmentally appropriate literacy instruction.

The issue of pupils' maternal language (L1) literacy skills and second language (L2) literacy skills has been debated for several years (Cook, 2001; Wells, 1999). Steven Krashen, alongside his Natural Approach to language acquisition, proposed that pupils learn their second language much within an equivalent way that they learn their first, which L2 is best learned through massive amounts of exposure to the language with limited time spent using L1 (Tang, 2002: p. 41). However, in recent years, focus has been shifting towards inclusion of L1 within the language

classroom. Research has shown that the occasional use of L1 by both pupils and teachers increases both comprehension and learning of L2 (Cook, 2001; Tang, 2002; Wells, 1999).

In Kibi Senior High Technical School (KISHTS), teachers often use L1 in classes to offer instructions, explain meanings of words, explain complex ideas, and explain complex grammar points (Tang, 2002: p.41). In teaching, most English teachers find the utilization of L2 longer to practice than L1 because understanding is sometimes difficult. The key with teachers use of L1 is that it is often used for clarification purposes, after an effort has been made to speak ideas in L2 and pupils still appear to be confused, the thought is that L1 serves a “supportive and facilitating role within the classroom” (Tang, 2002: p.41), and not that its the first language of communication. L1 use also allows pupils to become more conscious of the similarities and differences between cultures and linguistic structures, and thus may improve the accuracy of translations. Finding cognates and similarities between languages builds up “interlinked L1 and L2 knowledge within the pupils' minds” (Cook, 2001: p. 62).

Reading, writing, speaking and listening in both first and second language contexts involve the reader, speaker, the text, and therefore the interaction between the reader and text (Singhal, 2001). The four language skills in both contexts require knowledge of content, form, and linguistic schema (Singhal, 1998). Readers use mental activities so as to construct meanings from text. These activities are generally mentioned as reading strategies or reading skills. Successful L1 and L2 readers consciously and unconsciously engage in specific behaviours to reinforce their comprehension of text. Reading comprehension involves multiple

cognitive processes which are associated with one another (Horiba, 1996). The processes include recognizing letters, characters, and words; analysing the syntactic and semantic structure of clauses and sentences, and generating inferences.

Second or foreign language learner uses maternal language knowledge and various strategies to facilitate their learning of target language (i.e., speaking, reading, and writing). This phenomenon is known as language transfer (Benson, 2002). Transfer occurs consciously as a deliberate communication strategy where there is a niche within the learner's knowledge; and unconsciously either because the proper form isn't known or because, although it has been learned, it has not been completely automatized (Benson, 2002).

According to Chomsky's (1979) universal grammar theory, humans produce language through a deep structure that allows them to urge and transfer their own grammar to the opposite language (Lakshmanan, 1994). As people learn languages, they develop certain skills. They naturally transfer the skills learned within the first language (L1) to the second language (L2). O'Malley and Chamot (1990) define transfer as "the use of previous linguistic or prior skills to assist comprehension or production" (p.20). This suggests that while reading or writing in second language, learners transfer their maternal language knowledge or skills. This transfer process may either support (positive transfer) or detract (negative transfer) from learning.

As second language learners use different strategies to facilitate their comprehension and production (i.e., reading, speaking and writing) and transfer of maternal language skills or knowledge, it is vital to see whether transfer plays a positive or negative role on reading, writing and speaking in second language. As comprehension -the learning stage, comes before production, it's natural that

transfer in production occurs after transfer influences learning. So, it is vital to specialize in the stage at which transfer occurs first (i.e., comprehension) thus there will be a much better chance to understand how maternal language (L1) influences the training of English, especially reading, speaking and writing context. On the other hand, as literacy consists of the various component skills, like reading, speaking and writing need to be carefully assessed in both L1 and L2 so as to trace the event in L1 and L2 (August, Calderon & Carlo, 2000).

Moreover, the study of language transfer strategies may help us to better understand the positive influence first language knowledge has in the processes of reading in another language. It has been found that the use of first language in the second-language classroom helps pupils make connections with their existing knowledge of the mother tongue, facilitating the process of understanding (August, Calderon & Carlo, 2000). Research suggests that the first language should not be banned in the use of second-language but that neither should its use be constantly encouraged, otherwise the mother tongue may replace the target language rather than support it (August, Calderon & Carlo, 2000) and it is for this reason the researcher seeks to assess the influence of first language (L1) literacy skills on second language (L2) literacy skills.

1.2 Statement of the Problem

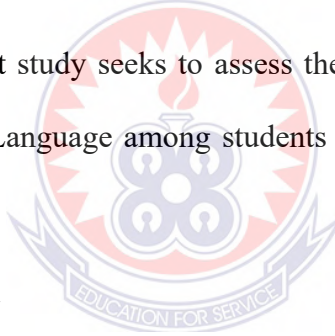
Kibi Senior High Technical School in the East Akim Municipal in the Eastern region, Ghana, where English language is officially used for teaching and learning. The school is an example of where L1 and L2 are used with an English immersion programme where students are exposed to English from their first year of school. From Senior High School one (SHS1) to Senior High School three (SHS3),

students receive all classes in English. During the first years in immersion schools, pupils face academic content in a language they have never been exposed to before, making the learning process a challenge (Tackie-Ofosu, 2015). In Kibi Senior High Technical School, there are a lot of factors or causes that account for students' poor performance in English language examination and this means that there is the need to investigate the matter and proffer some solutions about the general declining rate of performance by students in all the subjects they offer.

In recent years, the candidates who write the WASSCE have consistently performed poorly in almost all the subjects they offer in school. This situation has become quite alarming and worrying that the standard of our education ought to be salvaged from this negative trend and the standard restored for academic excellence. This incidence has prompted widespread concern or worry of stakeholders including the students themselves. Further mention English language specifically as a core subject where the expectation of good performance is rather falling drastically below standard as a result of students' poor performance in both internal and external examinations. Similarly, the researcher compared the previous results of the school with the present abysmal one and identify the factors that contributed to the declining performance in English language examinations among the students.

Poor performance of English Language among students in Senior High Schools (SHS) is a serious issue because many students according to Chief Examiners Report (2020) reveals that the general performance of students indicate that many students have not grasped the rudiments of English Language, i.e, Reading Skills, speaking skills, Writing Skills, Listening Skills. The Chief Examiners Reports

(2020) further indicated that some of the students have poor syntactic structures or faulty sentences constructions, poorly controlled sentences due to poor knowledge of punctuation, wrong spelling of words and use of wrong tenses, indiscriminate use of capital letters, wrong application of subject-verb agreement, the small letter (i) was written instead of the capital (I), for the first person singular pronoun, in summary, candidate lifted answers wrongly from the passage and provided answers outside the context of the passage. The above report finding is the true reflection of what is happening at Kibi Senior High Technical School in English Language, students perform poorly in this subject area. Besides, no study was conducted on the factors associated to the poor performance of English Language among students in East Akim Municipal District where Kibi Senior High Technical School reside. Based on this, the current study seeks to assess the factors associated to the poor performance of English Language among students of Kibi Senior High Technical School.



1.3 Purpose of the Study

The purpose of this study was to assess factors the factors associated to the poor performance of English Language among students of Kibi Senior High Technical School.

1.4 Specific Objectives of the Research

The specific objectives of the work are;

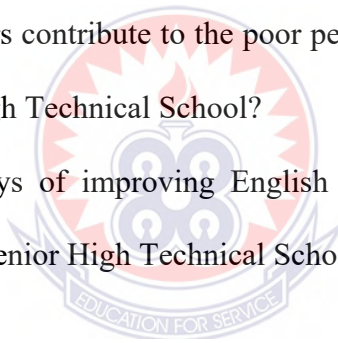
1. To examine the School Environmental factors that cause poor performance in English language at Kibi Senior High Technical School.
2. To examine the learner factors that lead to poor performance in English language in Kibi Senior High Technical School.

3. To examine the social factors that contribute to the poor performance of English language in Kibi Senior High Technical School.
4. To establish appropriate ways of improving English language performance among Kibi Senior High Technical School students.

1.5 Research Questions

The study sought to answer the following questions.

1. What School Environmental factors cause poor performance in English language at Kibi Senior High Technical School.
2. What learner factors lead to poor performance in English language in Kibi Senior High Technical School.
3. What social factors contribute to the poor performance of English language in Kibi Senior High Technical School?
4. What are the ways of improving English language performance among students of Kibi Senior High Technical School?



1.6 Significance of the Study

It is envisaged that the findings of the study would contribute towards the diagnosis of the problems and solutions to the causes of poor performance in English language in Kibi Senior High Technical School. This exposition would help the East Akim Municipal Directorate to adapt workable measures that are likely to improve the performance of students in the English language in the WASSCE.

Also, it might also provide syllabus designers and textbook writers with information on the contemporary problems at the Senior High level as far as English language learning is concerned. This awareness might help in re-designing the syllabus and textbooks to meet the needs of both teachers and students in

Senior High Schools. It might also elicit positive attitudinal change on the part of other stakeholders so as to promote effective learning of English. The study would also provide information that is likely to be useful in in-service training programmes for teachers and other educational stakeholders in the District. Finally, this study is likely to inspire other researchers to embark on similar studies in other districts or municipalities so that more general information about factors that contribute to poor performance of students in the English language especially in public schools could be obtained and addressed to improve the performance of students.

1.7 Scope of the Study

The investigation was designed to look at factors that had contributed to the low performance of government school students in the English language in the WASSCE. The study covered Kibi Senior High Technical School in the East Akim Municipality. Attention was focused on attitude of students towards the English language as a subject, school factors that contribute to poor performance of students in English, teachers' methods of teaching English, social factors that hamper the progress of English language acquisition and the supervisory roles of internal and external supervisors.

1.8 Delimitation

The study was limited to final year students going to write the WASSCE in the Kibi Senior High Technical School. These were made up of students, parents, teachers, head teachers and circuit supervisors. As a result, the findings cannot be generalized to include all schools in Ghana. The study's external validity is therefore affected since external validity has to do with the extent to which a

study's results can be generalized from samples to population (Nunan 1992:15). Nevertheless, findings of the study might prompt further in-depth research into the issue at stake.

1.9 Definition of Terms

Language Skills: Language skills are a set of four capabilities (i.e. reading, writing, speaking and listening) that allows an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

First language (L1): First language also known as the mother tongue or native language is a language a person is exposed to from birth.

Second language (L2): Second language is a language that is not the native language of the speaker, but that is used in the locale of that person.

Language transfer: Second or foreign language learner uses first language knowledge and various strategies to facilitate their learning of target language (i.e., speaking, reading, and writing) in the second language.

1.10 Organization of the Study

Chapter one is the introduction part of the study. It involves background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study. The chapter two will be systematically arranged according to subheadings. It will review the relevant related literature. In chapter three, will be the researcher design and the methods used in analysing of data collected. It will include the research design, population, sample and sampling procedure, research instruments, data collection and data analysis procedures. Chapter four will be devoted to results and discussion forms the research finding as well as its interpretation. Chapter five will be summary of

the study and the findings will be presented. The chapter comprises of summary, conclusions, recommendations for policy and practice, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study is to investigate the causes of poor performance in English language and solutions among Senior High School (SHS) students at Kibi Senior High Technical School. This section contains a discussing of literature that is relevant to the study. Literature is reviewed under the following subheadings; poor performance of students, causes of poor performance, language skills-Reading Skills, speaking skills, Writing Skills, Listening Skills and Integrated Approach.

2.1 Poor Performance of Student

Poor performance of English Language among students in Senior High Schools (SHS) is a serious issue because many students according to Chief Examiners Report (2020) reveals that the general performance of students indicate that many students have not grasped the rudiments of English Language, namely, reading skills, speaking skills, Writing Skills, Listening Skills. The Chief Examiners Reports (2020) further indicated that some of the students have poor syntactic structures or faulty sentences constructions, poorly controlled sentences due to poor knowledge of punctuation, wrong spelling of words and use of wrong tenses, indiscriminate use of capital letters, wrong application of subject-verb agreement, the small letter (i) was written instead of the capital (I), for the first person singular pronoun, in summary, candidate lifted answers wrongly from the passage and provided answers outside the context of the passage. The above report finding is the true reflection of what is happening at Kibi Senior High Technical School in English Language, students perform poorly in this subject area.

2.2 Causes of Poor Performance

What accounts for the above poor performance at Kibi Senior High Technical School in English Language include the following (Sa'ad, & Usman 2014: p. 24);

- i. The dominance of mother tongue is one of the causes of poor performance in English language.
- ii. Inadequate qualified English language teachers also cause poor performance at Kibi Senior High Technical School in English Language.
- iii. Inadequate Infrastructural Facilities and Instructional Media are regarded as another cause of poor performance in English language in our secondary schools.
- iv. Another important cause of poor performance of English language in Kibi Senior High Technical School is the teachers' attitude toward innovation and use of instructional media
- v. Another important cause of poor performance in English language is the negative attitude of students toward the learning of English language.

Apart from the above mentioned majors causes of poor performance of students in English Language, other causes include four major language skills.

The dominance of mother tongue is one of the causes of poor performance in English language. For instance, a study conducted by Tackie-Ofosu et al, (2015) indicated that both parents and teachers appreciate the importance of the mother tongue, with reasons including the promoting of cultural identity, the easy understanding of concepts and for effective communication. It was revealed during their research that an appreciable number of teachers and parents also support the use of mother tongue as the language of instruction in school alongside English

language. Tackie et al, (2015) there are two main arguments against the use of the mother tongue in schools, thus, (1) the importance of English language for future learning and status growth and (2) the paucity of teaching and learning materials in the local languages. Hence, parents support the use of mother tongue at home because it enhances children's connection to their family, relatives, culture, history and identity.

Scholars such as Fema (2003) and Ozowuba (2018) in the sub-region were of the view that the major causes of the errors in English can be attributed to the interference of mother tongue with the English language. They added that students often use their native language or mother tongue in all their interactions and English is only used within the four walls of the classrooms and ends there.

Ozowuba, (2018) noted that studies have shown that limited proficiency in English among Final Year Senior Secondary School is the cause of low scores on the WASSCE. Employing the qualitative study to investigate the relationship between English proficiency and academic achievement among students as measured by the WASSCE. The results of linear regression analyses showed a strong positive relationship between students' performance of English proficiency and four WASSCE subjects (English, biology, government, and mathematics). The theoretical framework for the study was Cummins's theory of second language acquisition to address the distinction between conversational language and academic language. The above situation clearly shows that dominance of mother tongue in East Akim Municipality contributed immensely in poor performance in English language.

The next problem is lack of qualified English language teachers also cause poor performance in English language in Kibi Senior High Technical School (Adedokun, 2011). In some schools, other subject teachers are forced to teach English language and some who even read it exhibit poor abilities in oral and written expression of it. Therefore, with this kind of situation these teachers can never teach effectively and hence poor performances from their products. Adedokun, (2011) was of the view that poorly trained English and untrained teachers (of English) were employed to teach and prepare secondary school students for the school certificate examinations in English language. This situation contributed immensely in poor performance in English language among secondary school students. Therefore, is clear to us that inadequate qualified teachers in our secondary schools lead to poor performance in English language.

Inadequate infrastructural facilities and instructional media are regarded as another cause of poor performance in English language in our secondary schools. Roger, (1983) was of the view that instructional materials and facilities are important part of the process of learning as they provide practice and feedback in learning track. According to Sa'ad (2007), the present-day secondary schools particularly in Africa, students in most cases sit on floor and windows during lessons. In some cases, students' study under trees or study in dilapidated classroom to learn. Sa'ad added that even where there are enough classes, they are overcrowded. All these cannot allow for proper learning of English language and other subjects hence lead to poor performance. Sa'ad (2007) was of the view that teaching and learning take place effectively when classes are moderate.

The case or situation is not different in Ghana, where one class is over populated with students over 120 and this cannot allow for proper teaching and learning (Tackie-Ofosu et al., 2015). Similarly, in the area of instructional resources or media, there is dominance of textbooks, dictionaries, workbooks and posters in the teaching of English language in secondary schools in Ghana. Mohammed (1998: p. 276) asserts that modern media such as audio, video tapes, language laboratories, programmed texts, flash cards; computers, magazines and newspapers are rarely used. Mohammed (2018: p. 276) observed that the teaching of English language is bedevilled with many problems such as inadequate period of teaching, method of teaching and lack of adequate and useful resources. Therefore, it is clear that inadequate of infrastructural facilities can lead to poor performance in English language among students.

Most Ghanaian secondary school English language teachers fail to consider the dynamic nature of English curriculum but they continued to bore students with definitions and drills in grammar, vocabulary and speech work. The traditional content/knowledge-oriented teaching is still very much practiced by them. Abdullahi (2014) was of the view that teachers mostly prefer to use traditional ways of teaching which they have been familiar with or as they were taught, which do not necessarily aid proper learning. Ya'u, (1993) categorically said that successful achievement of stated objectives in teaching and learning is always associated with using the right technique.

Also, students mostly show negative attitude toward learning of English language because they consider it foreign or not theirs. Mohammed (2002) was of the view that most students put a kind of negative attitude in learning and use of English

language as well as making teachers task a difficult one in deed. It is obvious that for any student to be proficient in English language, mastering of skill of listening, speaking, reading and writing is necessary, and it requires a hardworking and dedication from the students. From the above discussions, it is clear that the negative attitude of students toward learning of English language is one of the causes of poor performance in the subject (English language).

Furthermore, Mohammed (2002) claimed that improper use of method in teaching also causes poor performance in English language among secondary school students. It is obvious that successful teaching and learning take place when right teaching methods are used by the teachers. Ya'u, (1993) in Sa'ad, (2007) was of the view that successful achievement of stated objectives in teaching and learning is always associated with using the right method. Sometimes teachers of English language do not consider the learners' age, the topic, the time and background of the learners in choosing the method to be used in teaching and this affects the level of learning of the students. The discussion shows that teachers' inability to use proper teaching methods contributes in poor learning of English language among secondary school students. The above issues mean that we need to pay attention to all the language skills.

2.3 Reading Skill

Hornby (2005) states that a person reads when he/she looks at and understands "*the meaning of written or printed words or symbols.*" According to Hadfield (2008), reading in one's own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students background knowledge of certain topic could

help to predict the content of a text and also to understand it easily because students already know how different texts are structured.

Harmer (2007b) states that there are two types of reading: extensive and intensive reading. The first term refers to the reading that students often do for pleasure. This is better when students have the opportunity to choose what they want to read. As extensive reading is very important, teachers need to have a programme which includes materials, guidance, tasks and libraries, for instance in Kibi Senior High Technical School to address the problem of reading fluency, teachers of English Language need to use methods teaching reading to enable students appreciate and must reading skills.

On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary. In this kind of reading, teachers have to motivate students to read intensively, engaging them with the topics and tasks. There are further roles teachers need to adopt when asking students to read intensively: organizer, observer and feedback organizer. Besides, when reading intensively, it is necessary that teachers find some accommodation between the desire of having students with a development of understanding a general message without considering every detail and the students natural desire to understand the meaning of every single detail or word. If students and teachers want to get the maximum benefit from reading, learners need to be in involved in both. To develop reading skills, teachers play a crucial role. They should help students to focus their reading, in that way they read for meaning instead of getting involved on individual words or unimportant details on losing the main meaning of a text. Also, teachers need to help them to read in diverse ways

and use sub-skills that will help them to improve and understand what they are reading efficiently. (Hadfield, 2008)

According to Harmer (2007a) to understand reading texts students need to do some activities or use some strategies, called Reading Skills. First, students need to be able to scan the text, which means reading quickly while looking for specific information. On the other hand, students also need to be able to skim, which is used to quickly identify the general idea of a text, readers are focused briefly on a few words per line, headings or the first and last sentence in a paragraph. Hadfield (2008: p. 62) says that reading for a gist is another strategy that implies reading with a purpose in mind. Also, reading for detail is considered as a strategy. Sometimes, students need to read carefully, because it is necessary to pay attention to all the sentences to get the meaning of the whole text.

Hadfield (2008: p. 66) also talks about sub skills. These are three: Activating Background knowledge, Predicting and Using Linkers: Activating Background Knowledge helps learners to understand a text by discussing the topic before reading. Brainstorming and Mind-Mapping are useful techniques to do this. The first one means to think quickly of anything related to the topic and the second one tries to order the ideas, for example in separate categories. These two activities help to activate vocabulary learners already have.

Predicting can be done by looking at titles, pictures or words from the text. Students can make mini-predictions throughout the whole reading. The last sub-skill is Using Linkers. Linkers are words that act as signals that show the structure of a text and help to understand when a new piece of information is coming. The use of these sub skills can be very helpful in the development of reading skills.

Hadfield (2008: p. 66) mentions three important aspects to consider when teachers choose texts for classroom use:

One of them is that texts should be interesting and motivating. It is obvious that learners will learn better if the reading material engages their interest.

Being appropriate to learners' level is another aspect. In general, the intensive reading texts worked on in class should be slightly above learners' level. If everything is easy for them, they will not be practising reading skills. On the other hand, extensive texts should be slightly below learners' level so that they can read fluently, for pleasure.

Finally, to have a variety of different text types is also an aspect to consider when selecting reading tasks. Some students need to have a range of different kinds of texts and it is a good idea that teachers include some authentic texts.

2.3 Speaking Skill

Hornby (2005) defines Speak as the act of talking to or having a conversation with somebody. According to Hadfield (2008), this presents the necessity of interaction among people, which is not only "*putting a message together*" but also the response that the listener can give to the speaker. However, this interaction presents a difficulty for learner of English as a foreign language, since "*they need to think of something to say (...) and feel confident enough to try to express it*". Then, they have to use what they have learned in terms of vocabulary and grammar to produce a message that other people can understand.

Hadfield (2008: p. 66) proposes that the teacher can help students to develop their speaking skills by giving them ideas such as asking them to read a text concerning

the topic that is being discussed so that students can manage some vocabulary about it. This is also helpful because it “*can get students thinking around the topic and stimulate ideas.*” He also proposes teacher to provide students with what to say by giving them some role cards with an outline or suggestions of what they can say. Moreover, he proposes that tasks should be precise, with a clear goal for students to reach so that students have a clear idea of the outcome of their work. In order to help student to develop their confidence for speaking, Hadfield (2008) proposes, for example, allow the students to practice in pairs what they want to say so that they will feel more confident to say it in front of the whole class.

To help learners developing fluency, the most useful tool is asking them to speak, presenting different-and interesting- topics or communicational situations for them to express themselves as many times as possible. Another important aspect to consider in the development of speaking skills is the feedback that the teacher gives to students. He/she should avoid “*interrupting learners to correct them while they are speaking*” because this could mean “*that they will not get the chance to develop fluency.*” (Hadfield, 2008: p. 66).

Hadfield (2008: p. 66) states that the teacher should choose speaking tasks that are according to the level of his/her students. According to Harmer (2007), there are many classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum.

For example, teachers can ask their students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. Another suggestion is using Communication Games. There are many communicational games, all of which aim

to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

- a) Information-gap Games, in which one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities between pictures.
- b) Television and Radio Games, which, when imported into classroom, provide good fluency activities.

A third suggestion is to use discussion, which range can vary from highly formal, whole group staged events to informal small- group interactions.

According to Penny (1996: p. 80), the problems related to speaking skill are:

Inhibition: Since speaking requires some degree of real-time exposure to an audience, learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Nothing to say: Even if they are not inhibited, students always complain that they cannot think of anything to say: they have no reason to express themselves beyond the guilty feeling that they should be speaking.

Low or uneven participation: This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue use: In classes where learners share the same mother tongue, they may tend to use it because it is easier and they feel less “exposed”. If they are

talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

As a mean to solve learner's problems, Penny (1996: p. 79) proposes that the teacher can take advantage of Group Work to solve some of the problems. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

Another suggestion is to base the activity on easy language. Language should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts. It is also important to make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be.

A final piece of advice Penny (1996: p. 80) gives is that teachers should keep students speaking the target language, being there as much as possible, reminding students and modelling the language use.

2.4 Listening Skill

The act of listening means *“to pay attention to sb/sth that you can hear”* (Hornby, 2005). This implies the idea of understanding the message you hear so that you can respond to it and interact with the person you hear. It is *“perhaps the most challenging of the skills to master in a second language”* because *“(…) spoken language (…)* is different from written text. *(…) In English, speakers may miss a subject or verb, or may break off their sentence in the middle, (…)* or hesitate to

think about what he is going to say next, (...) or include words, phrases, or ideas that are not strictly necessary.”

According to Penny (1996), it is important to work on the development of listening comprehension, since *“students should learn to function successfully in real-life listening situations.”* Harmer (2007) mentions two different kinds of listening. On one hand, Extensive Listening *“refers to listening which the students often do (...) for pleasure or some other reason. The audio material they consume in this way – often on CDs in their cars, on MP3 players, DVDs, videos or on the internet– should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.”* This kind of listening is very important from the motivational point of view, because it *“increases dramatically when students make their own choices about what they are going to listen to”*.

On the other hand, Intensive Listening is the one in which *“students listen specifically in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.”*

In order to develop listening skills, Hadfield (2008: p. 80) mentions different kinds of activities and strategies: One of them is *“Listening with a purpose”*, which is important because learners *“can (...) adapt the way they listen to their aims”* paying more attention to the information they need to extract from the listening text.

Another aspect that Hadfield mentions is *“Listening for gist”*. When the teacher uses this strategy, he/she sets *“a question or task which”* is given to the *“learners before they listen so that they know what information they are listening for.”* The third aspect mentioned by Hadfield is *“Listening for specific details”* which means that to *“listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.”*

According to Nunan (2002, in Richards & Renandya, 2002), an important aspect that should be considered in the selection of listening tasks is that learners should be *“involved in the [learning] processes.”* In order to achieve this, Harmer (2007) mentions different listening sources for creating a dynamic and engaging learning environment. For example, he mentions *“Recorded Extracts”* taken from *“CD, tape or via MP3 players of some kind”*. Another option could be that in which the teacher records his/her own tapes considering the particular needs of their students. Another source mentioned by Harmer is *“Live listening”* which is *“The name given to real-life face-to-face encounters in the classroom.”* The third source mentioned by Harmer is *“Audio and Video”*, which he encourages because students can *“get to see “language in use.”*

Another important aspect to consider when selecting listening tasks is the one mentioned by Hadfield (2008). He proposes the selection of texts to be made according to students’ interests and level of proficiency. He also proposes to balance the listening text with the tasks, which means that the listening text should be *“slightly above what can be easily understood by your learners that can be balanced with a relatively easy task or vice versa.”*

Penny (1996) mentions some of the most common problems that learners face when dealing with listening tasks. These problems include the fact that learners find it difficult to catch the actual sound of the foreign language, or they think they have to understand every word; otherwise, they feel lost and get stressed. Another problem is that they are not used to natural or “native” speech, so they need to hear a recording several times in order to get an idea of the topic it is about. Besides, if the listening takes too long, they get tired.

Penny (1996) proposes solutions for the most common problems that learners face when dealing with listening tasks, such help them to focus on the general context rather than the particular sounds or exposing learners to English from very early stages of their learning process, so that they can get easily used to listen to native and natural speeches. She also proposes the use of “redundant” texts in which the important information more than once in a very subtle way so that learners can make sure of their understanding without the need of listening many times. In order to help students from getting tired, she proposes to break recordings up into short passages, then pause the tape and give students the chance to answer.

2.5 Writing Skill

According to Hornby (2005), writing means “*to make letters or numbers on a surface, especially using a pen or a pencil.*” Richards & Renandya (2002) mention that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students. To Harmer (2007), some important aspects of writing include handwriting, even though communication takes place electronically nowadays. However, there are instances in which students write by hand, for example in

language examination. Spelling is also a main issue in writing and in literacy. One of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the same spelling may have many different sounds.

A third aspect is layout and punctuation which are essential in writing. There are differences in writing skills and frequently, non-transferable from one community or language to another. In fact, to succeed in writing, in teachers own language or another language, it is necessary for students to be aware of layout and punctuation rules, in order to produce the written message as clearly as they can. Many authors agree that there are some issues that help in the development of writing. One of those issues is Genre, which according to Harmer (2007), represents the norms of different kinds of writing. It helps to recognize an advertisement, poetry format and formal letter. A good way to teach genre is when teachers show models of what they want learners to write and then, using these techniques, students try to do their own work. In relation to this, Hadfield (2008: p. 80) says that if teachers are teaching how to write a particular type of text, they can give students activities to practice accuracy, give guidance in what to say or how to say it or allow students to write freely.

Another aspect of writing is cooperative work. Although many students write on their own, it is much better to use the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. To write in groups, whether as part of a long or short process, is very motivating for students to develop this skill. (Harmer, 2007)

Continuing with the description of how to develop writing skill, Harmer (2007) posits that the creative writing as the approach that suggests the imagination as the base in writing poetry, stories and plays. According to Perry (1996: p. 66), “*most people feel pride in their work and want it to be read*”. But this situation is most common when people talk about creative writing instead of any other written products. Creative Writing is a journey of self-discovery and self-discovery promotes effective learning. Students feel more motivated when teacher gives imaginative writing tasks, because they feel engaged and try to do their best in producing a variety of correct and appropriate language than they might for more routine assignments.

As writing is an important ability, it is necessary to build a writing habit in students. Doing this, students will recognize writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm. To achieve the writing habit, it is necessary to give the students interesting and enjoyable tasks to do (Harmer, 2007). According to Hadfield (2008), another way of helping students to organize and express their ideas Writing Process that consists of dividing the writing activity in many stages, each of which practices an important sub-skill in this process. Brainstorming is also a good technique to do for writing.

According to Hadfield (2008) the writing activities chosen should be interesting and motivating, because learners will obviously be more motivated and have more ideas if the task engages their interest. Also, the selection should be appropriate to the learners' level. For instance, beginners and elementary learners will be able to write short texts while advanced learners can add a range of writing activities. To be appropriate for the kind of learners being taught is another characteristic for

selecting tasks. Some groups of learners may need or prefer different kinds of writing that are more related to what they already know. Penny Ur (1996) states that one of the problems that learners face when dealing with writing tasks is Feedback, which concerns different aspects. For example, when a student submits a piece of original writing, the most important to think about is its content, this means to check if the ideas were significant and interesting. Then there is the organization and presentation: if the ideas were arranged in a way that was easy and pleasing to read. Finally, there is the question of language forms: considering if the grammar, vocabulary, spelling and punctuation were of an acceptable standard of accuracy.

According to Penny (1996), teachers should correct language mistakes. To note corrections within the body of the text, and devote comments at the end to matters of content and organization, followed by the evaluation is a good way to correct mistakes. Also, teachers may correct mistakes and make suggestions as to content and organization. She also says that correcting mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing for students. Also, over-emphasis on language mistakes can distract both learners' and teachers' attention from the equally important aspects and organization. Teachers should correct only mistakes that could affect meaning.

2.6 Integrated-Skills Approach

As Peregoy and Boyle (2001) state in Chen (2007: p. 28), *“in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another. Instead, they often occur together, integrated in specific communication events.”*

Moreover, Chen (2007: p. 28) considers that during *“the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language.”* Peregoy and Boyle (2001) conclude in Chen (2007) that the teacher should incorporate opportunities throughout the reading for students to develop their own learning by responding verbally as they read, write, and learn in English, because it is the integrated use of oral and written language for functional and meaningful purposes that best promotes the full development of second language proficiency. They suggest that reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another. Teachers should provide opportunities and resources for students to engage in authentic speech and literacy activities.

Hungyo and Kijai (2009) explain that the *“term integrated means language learning where all four skills take place at the same time and with teacher, learner, and setting as playing their roles in the learning.”* According to Brown (2001, quoted in Hungyo and Kijai, 2009), the integrated-skill approach *“is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills.”* This approach is considered as one in which *“the English language is taught not just for academic but also for communication purpose.”* In other words, it considers the communicational goal that every language course should achieve by exposing learners *“to the richness and complexity of the language”* (Hall, 2006, cited in Hungyo and Kijai, 2009)

A very important opinion to consider when talking about Integrated-skill Approach is the one that Rebecca (2001) gives. She compares the teaching of English in

ESL/EFL classrooms is that of a tapestry in which every aspect of English Language Teaching—such as the characteristics of the teacher or students’ language – is a strand that contributes to form the final goal, in communication.

In order to achieve this goal, Oxford (2001), proposes that the *“instructor’s teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language.”* If these conditions are not present within the EFL classroom *“the instructional loom is likely to produce something small, weak, ragged, and pale”*.

According to Oxford (2001), the four essential strands to make this tapestry are *“teacher, learner, setting, and relevant languages”*. She also adds that *“the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing”*, which *“also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage.”* When all of these factors are successfully interwoven, it can be said that the Integrated-skill Approach is being effectively used.

According to Jing (2001) cited in Hungyo and Kijai, (2009), the importance of using this Approach lies on the fact that, when facing a real communicative situation, *“more than one skill is used to communicate and integrated skill approach provides opportunities to develop these skills at the same time.”*

Hungyo and Kijai (2009) state that one of the advantages of using this approach is that teachers *“can build the lesson plan around a theme or a topic based on the interest of learners and also on topics that are relevant to them,”* which contributes

to make lessons more dynamic and engaging for learners, who participate in different kinds of activities and interaction. They also state that *“According to Oommen (n.d.), language tasks involve more than one skill and so segregated skill approach never quite completes a lesson.”*

According to Oxford (2001), one of the most relevant advantages of using the Integrated-skill Approach is that it *“exposes English language learners to authentic language and challenges them to interact naturally in the language.”* She also comments that exposing students to communicative situations helps them to get an idea of the *“richness and complexity of the English language.”* In addition, Barbuzza, Willis, and Sten (2008) mentions that in recent decades the experts *“have realized that by emphasizing what learners can do with the language, rather than using the forms of language, EFL instructors can incorporate any or all of the language skills that are relevant into the classroom arena.”*

Hungyo and Kijai (2009) state that the *“activities used by teachers in the integrated approach are real-life activities and situations and thus create an interactive learning environment.”* In other words, when using the Integrated-skill Approach, teachers face their students with communicative situations that have to as real as possible so that students realize the importance of learning the foreign language.

Oxford (2001) states that there are two types of integrated-skill instruction which are Content-Based Language Instruction and Task-Based Instruction:

In Content-Based Instruction, students practice all the language skills in a highly integrated, communicative fashion while learning contents such as science,

mathematics, and social studies. Content-based Language Instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

In Task-Based Instruction, students' basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other.

According to Harmer (2007), productive work should not always be imitative. Students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon. Harmer (2007) also states that skill integration is a major factor in lesson planning. Weaving threads of different skills and topics is a major art of teachers who plan for a sequence of lessons. Skill integration also happens when students are involved in project work, which may well involve researching (through reading or listening), speaking (e.g., in discussions or when giving a presentation) and writing (e.g. submitting a report).

2.7 Empirical Review

Much research has been conducted on second language reading skills to understand the role of transfer and first and second language reading relationship. Several studies have provided evidence for transfer in the areas of orthographic

skills, phonological awareness and processing, vocabulary skills and comprehension skills.

Phonological processing skill is strongly related to reading performance in monolingual English speakers. Additional variance in word reading skill in English is explained by orthographic processing skill. Although English is the most widely studied language in terms of predictors of reading, investigators studying other alphabetic language have found that phonological awareness influences reading ability in individuals learning to read in their first language (Gottardo, Yan, Siegel & Wade-Woolley, 2001). Investigation has been done recently on the relationship between word-reading skill and phonological and orthographic processing in bilingual speakers. Dorgunoglu, Nagy and Hancin-Bhatt (1993) studied the effect of phonological awareness in L2 word reading in L2. Subjects in their study were native speakers of Spanish who were learning English. Their study demonstrated that reading skill and phonological awareness in the child's L1 (Spanish) predicted the ability to learn to read new English words, whereas L1 and L2 oral proficiency did not predict the ability to learn to read unfamiliar words. Gottardo, Van, Siegel and Wade-Woolley (2001) have also found evidence of cross-language transfer in phonological awareness. In their study they examined factors associated with English reading skill in a group of 65 children whose first language was Cantonese and whose second language were English. Parallel measures of phonological processing, orthographic processing, and oral-language skill were administered in English and Cantonese. Findings of the study showed that phonological skill in both L1 and L2 was correlated with L2 reading and contributed a unique variance to L2 reading, even though the children's L1 was not written in an alphabetical orthography, whereas the second language (English) had an alphabetic

orthography. The results of the study illustrate that the relationship between phonological processing skill in the child's L1 and decoding skill in an alphabetic orthography exists even if the L1 does not have an alphabetic orthography. The findings add to a growing body of evidence for cross-language transfer of phonological processing in L2 learning of English as Second Language (ESL) students.

Several studies have provided evidence for the transfer of orthographic skills from L1 to L2. In a study, Chikamatsu (1996) examined whether L1 orthographic effects in word recognition are transferred in L2 word recognition. He conducted the study among 45 American and 17 Chinese college students who were enrolled in a second semester Japanese language course. Lexical judgment tests using Japanese *kana* (a syllabic script consisting of *hiragana* and *katakana*) were given to those two groups of native English and native Chinese learners of Japanese. The visual familiarity and length in test words were controlled to examine the involvement of phonological or visual coding in word recognition strategies. The result of the study demonstrated that native speakers of English and Chinese utilized different word recognition strategies due to L1 orthographic characteristics, and such L1 word recognition strategies were transferred into L2 Japanese *kana* word recognition.

Lambert and Tucker (1972) conducted a study of English-speaking students in a French immersion program and found that students who had received all their reading instruction in French were still able to perform at the same level as average students instructed in English on English word knowledge and word discrimination tests. Based on this finding, Lambert and Tucker concluded that the students had applied the skills they had developed in French to English reading tasks.

Few studies tried to find out the relationships between vocabulary knowledge and reading for English language learners (e.g., Fitzgerald, 1995b). The findings of these studies combine demonstrate that English vocabulary is a primary determinant of reading comprehension for English as a Second language readers, and that those whose first language has many cognates with English have an advantage in English vocabulary recognition (August, Calderon, and Carlo, 2000).

Again, to understand the nature of transfer in second language reading, several studies have investigated the concept of cross-language transfer of comprehension skills. Cummins et al., (1984) evaluated the Japanese and English reading skills of Japanese students attending the School of Supplementary Japanese Studies in Canada. Strong relations between performance on measures of Japanese proficiency and performance on measures of English proficiency were found. Considering this they concluded that children who arrived in Canada at an older age and with better command of their native language were likely to be among the highest performers on the measures of English academic achievement.

August, Calderon and Carlo's (2000) investigation focused on understanding the manner in which enabling skills for reading are transferable from Spanish to English. The study examined how performance on indicators of Spanish reading ability at the end of second grade could predict English reading performance at the end of third grade. The study took place in three locations in USA. Data was collected at the end of second grade, the beginning of third grade, and the end of third grade. They examined differences in transfer across phonological, orthographic, and comprehension processes. They also evaluated whether transfer effects would vary for Spanish-instructed and English-instructed students. The

result of the study indicated that Spanish phonemic awareness, Spanish letter identification, Spanish word recognition, and fluency in letter and word identification in Spanish were reliable predictors of English performance on parallel tasks in English at the end of third grade. The results were consistent with their hypothesis that reading skills acquired in school contexts can be transferred across languages.

Jiang and Kuehn (2001) in their study examined the issue of transfer for low-intermediate ESL students enrolled in an academic English development course at the community college level. They focused to see what role transfer plays in the development of the English academic language proficiency among early and late immigrant students. Twenty-two volunteers were selected from two ESL courses for the study. It was found from the comparison of mean score of each group from pre-and post-test on each test task that late immigrants' students (adult immigrants) had higher LI cognitive and academic language proficiency and they made significant progress on their development of English academic language skills-both reading and writing. The results provided both quantitative and qualitative evidence on positive transfer of prior linguistic and cognitive skills from LI to L2.

Among some other studies that supported the results that comprehension strategies are transferred are Escamilla (1987) and Jimenez, Garcia and Pearson's (1995; 1996) studies. Escamilla (1987) studied native language reading achievement and second language oral proficiency as predictors of second language reading achievement. The subjects in that study were third and fourth grade Spanish-speaking students who were enrolled in bilingual education programs. The results

of the study showed that Spanish reading comprehension skill best predicted scores on both the English vocabulary test and the English comprehension test.

Explicit instruction in comprehension strategies such as prediction, summarizing, and questioning has been shown to be useful with poor first-Language readers, and some evidence also suggests that it would also be useful with second-language readers (August, Calderon & Carlo, 2000). As cited by August et al. (2000), a case study of excellent Spanish-English bilingual readers by Jimenez *et al.* (1995) showed the use of such strategies for identifying words and comprehending text in both languages, and the frequent use of information from the other language. A larger scale study carried out by the same group of researchers (Jimenez et al., 1996) also demonstrated that successful bilingual readers all use certain strategies for comprehending both Spanish and English texts. The strategies used were: focusing on unknown words, using cognates as one source of knowledge, monitoring comprehension, making inferences, and actively using prior knowledge. In this study unsuccessful readers focused much less on comprehension as their goal for reading (August et al., 2000).

2.8 Summary

The review of research studies shows that there is a correlation between L1 and L2 reading ability and L2 learners transfer prior linguistic and cognitive skills from L1 to facilitate their reading in L2. Transfer of reading skills has an overwhelmingly facilitative influence on L2 reading. Teachers, therefore, need to understand the advantage of L2 learners who possess the ability to transfer the prior linguistic knowledge, prior skills or existing schemata to facilitate their learning of reading in the target language. This enables teachers to teach the students ways to help them

use the second language more effectively. Most importantly, investigating and understanding reading transfer strategies will help us to better understand the influence first language knowledge has in the reading and writing of another language.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the method used in investigating the causes responsible for the poor performance of students in Kibi Senior High Technical School in English language and possible solutions to this cancer. It discusses the research design, population, sample, sampling technique(s), instruments, procedure for data collection, validity and reliability and data analysis procedure.

3.1 Research Design

A research design is best described as the overall plan, according to which the respondents of a proposed study are selected. According to Saunders, Lewis and Thornhill (2018), a research design is a plan of a study that specifies its objectives, the sources from which the researcher intends to collect data. It also refers to the means of data collection or generation (Welman et al., 2009). Conducting a research mainly involves the adoption of a peculiar design on which data is easily collected. Based on this, researchers are able to undertake a defined procedure to explain phenomena and other behaviours. Bryman and Bell, (2017) believe that the research design should be seen as the plan that spells out how a research is conducted. Similarly, Mouton (2005) describes a research design as the blueprint of how researchers intend to carry out a research. The design provides an outline or summary of the procedure on which the study is being conducted by identifying who, whom, when and what conditions on which data could be obtained and analysed. Wiredu (1996) asserts that the design of any research describes in detail, all the procedures and methods the researcher employs in the study.

In this regard, the study employed survey and case study as its research design. Leedy and Ormrod (2018) identifies case study research to be the best strategy if the research questions are explanatory, when the research is on contemporary issue and when behavioural events within the research environment occurs within a real world context and outside the control of the researcher. According to Ofori and Dampson (2011, p.34), “a case study is an in-depth analysis conducted, usually over a limited period of time, and focusing upon a number of subjects”. Furthermore, as data obtained from survey are analyzed quantitatively and that of case study qualitatively, the method employed in this study is therefore a mixed-method that involves the use of questionnaire and interview respectively. In this study, the researcher used case study to investigate, explain and describe the causes of poor performance in English Language and solutions among students at Kibi Senior High Technical School. Thus, this study focuses mainly on the causes of poor performance in English Language and solutions among students at Kibi Senior High Technical School.

3.1.1 Research Approach

Research approach is collecting, aggregating and analysing data by using graphs and figures (Creswell, 2018). The study adopted mixed method as its research approach. Generally, the idea of using a mixed method is based on the fact that each of the research approaches (qualitative or quantitative) will not be sufficient in capturing trends and explaining the nuances in the study. However, when they are combined, they complement each other to enhance the analysis (Newby, 2014; Leedy and Ormrod, 2015) and increase the validity of the results emerging from the data (Keith, 2015), leading to the discovery of new facts and knowledge about social phenomena (Bruijnzeels et al., 2018). Quantitative research is normally used

for data collection techniques, such as questionnaire or analysis as graphs or statistics that generates numerical data. Creswell (2018) posits that quantitative research approach requires collecting data and converting them into numerical form so that statistical calculations can be made and conclusions drawn. Data is collected by a strict procedure using structured questionnaires and analysed to that effect. The main reason for this quantitative approach is to help examine the ambiguities in the writing among Form two (2) students of Adukrom Presbyterian Senior High Technical School. The generalisation of the study will be based on the area and situation under study.

A qualitative research, on the other hand is concerned with subjective assessment of attitudes, opinions and behaviour of phenomena. A qualitative studies interpret the qualities of social phenomena rather than predict relations between predefined variable (Lindlof and Taylor, 2012). The scholars are of the conviction that qualitative researchers seek to preserve and analyse the situated form, content, and experience of social action, rather than subject it to mathematical or other formal transformations (Creswell, 2018; Lindlof and Taylor, 2012). Creswell (2018) posits that a qualitative data collection approach is used to gather additional in-depth data to enhance the understanding and discussion of the facts observed from the quantitative results. This research approach is highly useful when unexpected results are likely to arise from the quantitative analysis (Morse and Niehaus, 2016). In the same vein, the current study seeks to examine the.

A quantitative analysis was conducted to answer the first and second research questions, whilst a qualitative approach was used to collect and analyse data for the third and fourth research questions. The qualitative analysis helps to properly

understand the appropriately methods that can be employed to solve the causes of poor performance in English Language and solutions among students at Kibi Senior High Technical School.

3.2 Population

According to Ary et al (2002), population refers to the entire group of individuals to whom the findings of a study apply. It is whatever group the investigator wishes to make inferences about. The population of the study was 157 respondents, made up of final year students. 150 final year students, 5 teachers of English, 2 head master in the Kibi Senior High Technical School in East Akim Municipality of the Eastern Region. People in the region are mostly Akans. This population was the targeted group of interest for the study.

3.3 Sample

Amedahe (2002: p.93) defined sample as a carefully selected subset of the units that comprise the population. In this study, all the classes were sampled which include General Arts Classes, B. Tech Classes, from Kibi Senior High Technical School in East Akim Municipal of the Eastern Region. The focus was on the final year students of the sampled school. This was because they were supposed to have almost completed their syllabus and were being prepared for the WASSCE. The total estimated sample was 157 participants. This sample was made up of all classes in the final year students were picked, English teachers and 2 headmasters of the school.

3.3.1 Sampling Technique

Purposive and simple random sampling techniques were used in selecting the participants for the study. The teachers and head teachers were purposively

sampled because they are in key positions in the schools. As administrators of the school, the head teachers have information about pupils, teachers, and parents' activities in the schools. Teachers of English were selected because that was the area of concentration. As Creswell (2013: p.29) stated, in purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon. Cohen et al (2003) as cited in Avoke (2005) also pointed out that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. By so doing the researcher builds up a sample that is satisfactory to specific needs.

Simple random sampling technique which provided participants with equal opportunity to be randomly selected was used to select the students. Pieces of paper labelled 'Yes' or 'No' were then placed in a box for the students to pick. Those who picked 'Yes' had the class they represented forming part of the sample of the study. Random sampling was used here because the researcher wanted the sample method to be free from preconception and unfairness just as (Sidhu, 2002) asserted.

3.4 Research Instruments

The instruments employed in collecting the data were a questionnaire, observations and interviews. This was because the use of multiple data collection instruments ensures validity and reliability of data generated. According to Ary et al (2002), interview and questionnaire are the two basic ways in which data are gathered in survey research. Best and Kahn (1995) maintained that observation offers first-hand information without relying on the reports of others.

3.4.1 Questionnaire

A questionnaire, according to Creswell (2013), is a form used in a survey design that participants in a study complete and return to the researcher. He further stated that, participants mark choices to questions and supply basic personal or demographic information. It relates to the aims of a study, the hypotheses and research questions to be verified and answered. Best and Kahn (1995) highlighted that a questionnaire is used when factual information is desired. As a result of the desire to collect factual information on factors contributing to causes and solutions to performance in the WASSCE English language, a Likert type questionnaire was developed to collect data for the research questions stated. According to Ary et al (2002: p. 67), the Likert scale is one of the most widely used techniques to measure attitudes. Borg and Gall (1983) found it to be popular, easy to construct, administer and score. The researcher adopted the Likert scale because it helps in determining values as well as views, attitudes and experiences of the respondents.

All the items in the questionnaire were closed-ended with the exception of one which was open-ended. Close-ended questions according to Cohen et al. (2003: p. 43) are quick to compile, straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are. The open-ended item allowed respondents to express their opinion.

The questionnaire for head teachers (Appendix A) contained 69 items which were put under seven sections lettered A-G. Section A, made up of 2 items covered the level of head teachers' qualification and competence. Section B focused on teacher related factors and it covered questions 3-34. Questions 35-46 which covered school environment factors formed section C and D. Section E had questions

based on learner factors and it had 5 items in all. Questions 53-60 in section F covered items on social factors. Monitoring mechanisms that exist in schools were captured in section G which was made up of 8 items. The questionnaire ended with suggestions for solutions of students' acquisition of the English language.

The questionnaire for the teachers of English (Appendix B) contained 29 items which were put under five sections lettered A- E. The first section A, made up of 2 items centered on the level of teacher qualification and competence. The next 4 items that formed section B focused on school environment factors. Learner factors made up of 8 questions were in section C. Section D covered social factors and that was made up of 6 items. Monitoring mechanisms that exist in schools were captured in section E which was made up of 9 items. The final question 29 sought the opinions of respondents on how students' English may be improved. The questionnaire was distributed personally to the respondents on accepted dates. The questions were discussed before giving to the respondents to answer.

3.4.2 Interview

Noting the fact that questionnaires do not provide a total in-depth investigation of specific phenomenon, the researcher had to supplement the information acquired with interviews. Creswell (2013: p. 29) defined an interview survey as a form of data collection in which the researcher records answers supplied by the participants in the study. Ary et al (2002: p. 67) also posited that an interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Semi-structured interview was conducted for the students and parents in focus groups. Krueger (1998: p. 7) as cited in Creswell (2013: p. 29) posited that, focus groups provide for interaction among interviewees. It also aids collection of

extensive data and participation by all individuals in the group. Misconceptions and misunderstanding of respondents are revealed and corrected in the course of the interaction between the researcher and the interviewees.

Students were made to understand the purpose of the interview. Students were also made to speak one after the other to make the information valid to the researcher. The parents were gathered in one classroom in each school on agreed dates for the interviews. The interviews were conducted by the researcher. Everybody in the sample population took part in the discussion which provided a diversity of views. The responses were handwritten alongside the tape recording to avoid loss of data. The instrument used was an interview guide (Appendix C, D, & E) which outlined the kind of information required.

3.4.3 Observation

According to Amedahe (2002: p. 16), observation is a method of data collection that employs vision as its main means of data collection. In observational studies, researchers collect data on the current status of subjects by watching them, listening and recording what they observe rather than asking questions about them. One lesson was observed in the selected school. Information required was obtained with the help of an observation guide (Appendix F). The information revealed some teacher related causes responsible for the poor performance of students in the English language.

3.5 Validity of Instrument

Validity is very important in the development and evaluation of research instruments (Ary et al, 2002: p.67). It is used to determine if an instrument measures what it is intended to measure. To ensure the validity of the

questionnaire and the interview guides, draft copies were given to supervisors at the department of Education, University of Education, Winneba who read through and made the necessary corrections to ensure face validity. From the responses in the pilot study, it was clear that respondents understood the questions as they were fully and well answered.

3.6 Reliability of Instrument

To ensure reliability of the instrument used for the study, a pilot testing was conducted at the Abuakwa State College, Kibi. The researcher chose this school because it was one of the schools which exhibited the same characteristics as the schools that were of interest.

In the pilot testing, 5 teachers of English and 2 head teachers were supplied with the draft copies of the questionnaires. There was thorough discussion on any ambiguity, doubt and incoherencies that would confront the respondents on any aspect of the draft. Respondents, were given time to complete and return the questionnaires to the researcher. 7 students, and an officer from the Monitoring Team at the East Akim Education Directorate were interviewed as part of the pilot study. These views were collated and studied closely. The pilot study helped to remove ambiguous statements particularly in the Likert items. Some statements were completely deleted because they had been repeated elsewhere in the questionnaire. All the necessary corrections and changes were made before the data collection.

3.7 Procedure for Data Collection

According to Creswell (2013: p. 29), respecting the site where the research takes place and gaining permission before entering a site is very paramount and ethical in

research. An introductory letter was therefore obtained from the East Akim District directorate of education and sent to the Heads of the selected School (SHS) where the research was carried out.

To establish a close relationship with the teachers and students, the Heads conveyed a short meeting with the teachers of English to seek their maximum support. The respondents were assured of confidentiality of their responses. They were also assured that all information obtained would be used for the intended purpose. According to Kelley et al (2003:266), these are the most important ethical issues to adhere to when conducting a survey. The questionnaires were then administered to the teachers. Respondents were given 10 days to respond to the items. All the questionnaires distributed to the teachers and the head teachers were retrieved.

The students were interviewed in focus groups in their respective schools. Each focus group comprised 10 members. In each circuit, three days were used for the interviews. Therefore, 15 days were used to complete the interview sessions for the students.

3.8 Analysis of Data from Questionnaire

The data collected were analyzed using appropriate descriptive statistics which allowed me to use numerical values to represent scores in the sample. Analysis of data provided me with facts and figures that enabled me to interpret results and to make statements about the findings of the study. All items of the questionnaires were coded. The coded items and their corresponding frequencies were fed into the computer using the SPSS software programme. Data were analyzed using simple mean scores, percentages and frequencies. Mean scores were used to

ascertain the central tendency or the averages of responses of all the research questions. This allowed me to make generalizations about the findings.

3.9 Analysis of Data from Interviews

Initially, the researcher studied the field notes, reduced the tapes into transcripts and carefully read through them. This was done to look for themes and similar ideas or responses to the questions posed. Where necessary, the verbatim expressions of the respondents were used within the thematic context of the discussion. The next chapter represents the results of the analysis.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of the data gathered from the field. Two sets of research instruments were administered to the different groups of respondents in this study, namely; students, English teachers and head masters. Analysis of this study was done using cross tabulations, frequencies, percentages, correlations and mean scores to ensure better comprehension of the issues discussed.

4.1 Demographic information of Respondents

A total of 5 teachers responded to the questionnaires. Majority of the teachers were females constituting 60% whilst the male teachers were 40%. Gender was almost equally distributed in the school as far as the teaching of English language is concerned.

Table 4.1: Teachers' age distribution

Age	Frequency	Percentage %
50, and above	1	20
40-49	1	20
30-39	3	60
Total	5	100

Source: Author's Construct with field data, 2022

Education is seen by many as the tool that builds the knowledge capacity of an individual. The higher a teacher's attainment in education, the better he or she is perceived to perform. This is because education endows the teacher with an in-depth knowledge of his or her subject matter and relevant skills to be able to

discharge his duties creditably. Again, the rank of an individual is closely associated with his or her level of education or experience on the job. Figure 1 and Figure 2 depict the academic qualification of head teachers and the teachers of English sampled for the study.

As illustrated in Figure 1, Bachelor's degree and Diploma dominate the level of academic qualification of English teachers in the school making up 40% each. None of the English teachers have master's degree and only one of the teachers had Teachers Cert A qualification. The level of qualification can be said to be fairly good for the job.

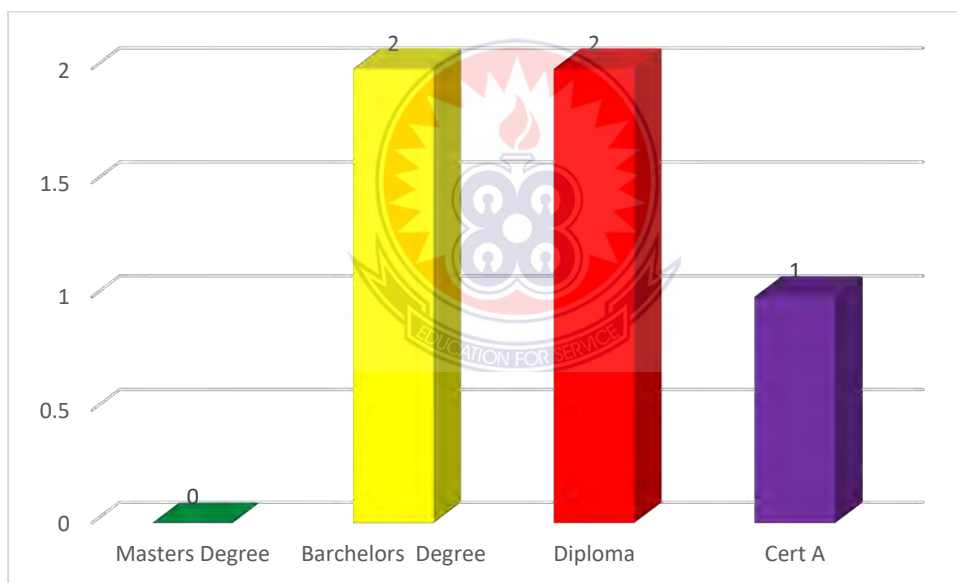


Figure 1: Level of Education of English Teachers (Author's construct)

In Figure 2, it can be observed that both head teacher have had their Master's degree. An indication of a highly qualified team for the top most position in the school.

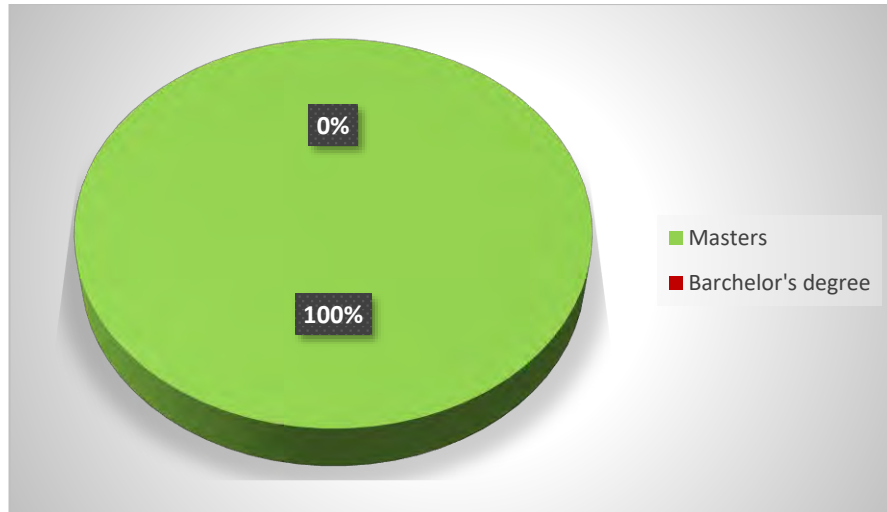


Figure 2: Academic qualification of Head masters (Author's construct)

All teachers in G. E. S. enter the service at a certain level and with a particular rank. For instance, University graduates who have studied education enter G.E.S. as Principal Superintendents while their counterparts who have not studied education enter the service as Senior Superintendents. Other non-graduates will have to rise through the ranks based on the number of years they have worked in the service. Responses from respondents in Figure 3 show that all the head teachers are Assistant Directors or above while the majority of the teachers of English are principal Superintendents.

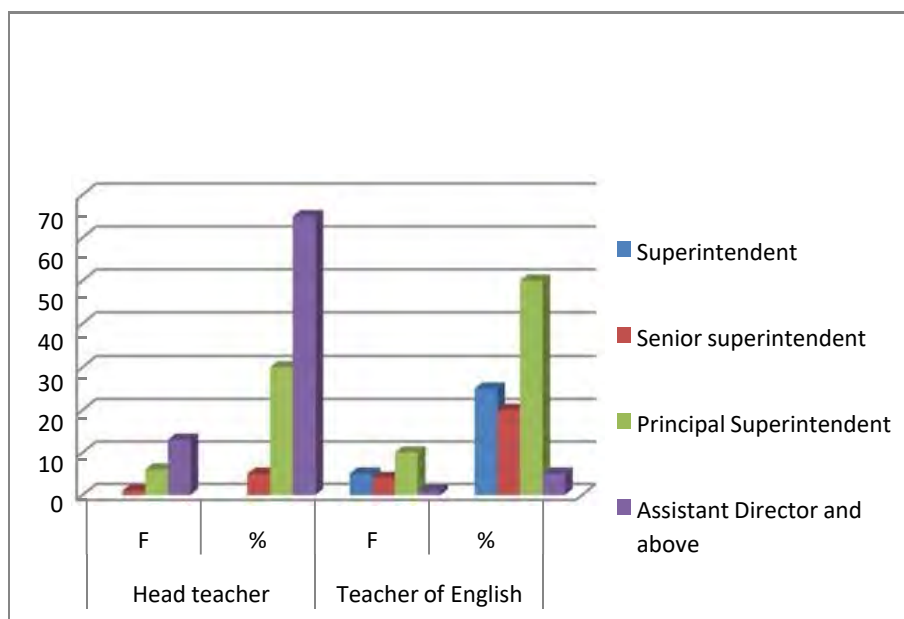


Figure 3: Rank of Head Masters and Teachers of English (Author's construct)

4.2 School Environment Factors

Environmental factors considered included English Textbooks, school library, Library books, teaching and learning materials, effective use of instructional time, class size, school infrastructure and the relationship that exist between teachers and head teachers. Table 4.2 depict the situation on the ground. A total of 7 respondents, made up of teachers of English and head teachers answered the questionnaire. As shown in Table 4.2 a greater proportion of the respondents representing 71.4% admitted that English text books were available and adequate in their schools. The rest were of the view that they were either available but not adequate or not available at all. Teaching and learning materials for teaching English language according to the respondents were available but not adequate.

Table 4.2: The Availability of Teaching and Learning Resources

VARIABLES	AA		ANA		NA		T		M
	F	%	F	%	F	%	F	%	
English textbooks	5	71.4	1	14.3	1	14.3	7	100	2.33
School library	4	57.1	1	14.3	2	28.6	7	100	2.55
Library books	3	42.9	2	28.6	2	28.6	7	100	2.08
Teaching and learning materials for teaching English	0	0	6	85.7	1	14.3	7	100	2.55

Key: AA-Available and adequate, ANA- Available but not adequate, NA-Not available, T-Total, M-Mean.

From the analysis of the interview results it was a general opinion of the students that the students lacked English text books. A student from focus group (FG) 8 commented:

We don't have English reading books. We share them three is to one [sic]. At times some of us don't get any to read. (September, 2021).

Another student was not happy with the lack of dictionaries in their schools. This, according to him, renders them incapable of using the dictionaries all by themselves.

Another student complained:

“My brother at St Mary's private JHS, they have give [sic] him many textbooks. My mother buy [sic] them for him from the school. He have [sic] reading books and workbooks. He use [sic] them every day at home. I want the school to do the same for us.” (October, 2021).

On school libraries, few of the respondents, representing 10%, indicated that they had adequate libraries. However, the majority of them said they had no libraries with 25% admitting that they had libraries but they were not in good condition. During the interview, a student registered her displeasure at the way their head teacher had refused to make the school library, accessible to students. She commented:

“Please oo, we have a school library with some books but it is always locked. So we don’t go there to read or borrow books. They have replaced the library period with ICT. (October, 2021)”

The next item was on the availability of library books. None of the respondents admitted that they were available and adequate

Table 4.3: Teachers and Headmasters views on School Environment Problems

VARIABLES	VSP		SP		MP		NAP		T		M
	F	%	F	%	F	%	F	%	F	%	
Effective use of instructional time	2	28.6	2	28.6	1	14.3	1	14.3	7	100	2.35
Class size	3	42.9	2	28.6	1	14.3	1	14.3	7	100	2.30
School infrastructure	1	14.3	4	57.1	2	28.6	0	0	7	100	2.00
Teachers’ good relationship with head teachers	0	0	2	28.6	2	28.6	3	42.9	7	100	3.65

Key; VSP= Very Serious Problem, SP= Serious Problem, MP= Minor Problem, NAP= Not A Problem, T= Total, M= Mean

The first item that we attempted to find out was whether effective use of instructional time was a problem in the school. The results revealed that

instructional time was not effectively used as the majority of the respondents, a representation of about 60% admitted that the problem is between very serious and serious. According to the majority of the respondents as indicated in Table 4.4, class size was a problem in their schools. Only 14.3% of the respondents did not indicate that class size was a problem in the school.

The interview with the students revealed that students in the classes were so many that assigning class exercises had become a problem. A student in FG 3 had this to say:

“We are 35 in our class. Our English teacher find [sic] it difficult to mark the exercises he gives [sic] us. When we complain he tell [sic] us that we are too many. Last term we write [sic] only one essay which is not mark [sic].” (October, 2021)

On school infrastructure, four of the respondents, representing 57.1% indicated that it was a serious problem with the respondents indicating some level of problems associated with infrastructure.

During the interview almost all the students admitted that lack of facilities in the school create problems for them. A student in FG10 made the following observation:

“Sir, we don’t have toilet in the school. Most of the time we go home when feel like going to toilet.” (October, 2021).

Another student in FG 15 commented:

“The women cook under that tree and make noise. They also make the school dirty. Smoke too came [sic] to the classroom.” (October 28, 2021).

4.3.1 Report on Lesson Observation

One lesson was observed in one of the class during the period of data collection. On teaching procedure, the teacher gave clear aims of the lessons. Stages of the lessons were clear with transition from one stage to the other was quite swift. However, the researcher observed that the teacher did not take the students through a variety of activities. The writing of few of them was quite clumsy. There was no teaching or learning materials used in the lesson with no demonstrations especially in teaching new vocabulary. The teacher preferred giving the Ghanaian Language version of English vocabulary taught.

The teacher was disciplined enough as she did not make fun of students' errors though most of them were very amusing. However, the teacher was not enthused with the lesson due to the inability of students to take active part in the lesson. Weak students were ignored but smiled intermittently. Few students who managed to answer questions were praised or clapped for.

The teacher made basic errors such as grammatical slips, incorrect use of tenses and concord. In addition, there were spelling and pronunciation errors. Examples of the errors are found in Table 4.8.

Table 4.4: Errors made by Teachers of English during lesson Observation

Type of Error	Examples
1. Pronunciation	<ol style="list-style-type: none"> 1. “Municipal” was pronounced (moonissipa:l) instead of (myoonissəp’l) 2. “Says” was pronounced (seis) instead of /sez/ 3. “Assume” was pronounced /azu:m/ instead of (əsju:m) 4. “Cousin” was pronounced /kɜ:sn/ instead of /kʌsn/ 5. “Absurd” was pronounced /əbzɜ:d/ instead of /əbsɜ:d
2. Spelling errors	1 “Received” was spelt “recieved” 2. “Poem” was spelt “peom”.
3. Syntactic Errors	<ol style="list-style-type: none"> 1. The whites, they have a small leg. 2. If I were to be your mate you would have break me into pieces. 3. If I go to the washing bay and someone teach me how to drive can I get a driving license? 4. In five sentence, write what is the story about. 5. The dog’s tail-it’s tail

Source: Classroom Observation (October, 2021)

4.4 Learner Factors

The largely teenage population of S.H.S. students is a very impressionistic group which can be swayed by feelings expressed by their peers and others in the society. It is therefore important to know how the learners feel towards the study of the English language. This knowledge will place us in a better position to understand the causes of their disabilities so as to help them overcome their difficulties. Table 4.5 looks at learner factors that hamper the acquisition of the English language.

Table 4.5: Responses on Learner Characteristics in the Study of English

Statement	N		F		AH		M		A		T		M
	F	%	F	%	F	%	F	%	F	%	F	%	
Students enjoy studying English.	2	28.6	5	71.4	0	0	0	0	0	0	7	100	2.82
Students find it difficult to speak English.	0	0	0	0	0	0	7	100	0	0	7	100	3.38
Students do not understand English.	1	14.3	4	57.1	2	28.6	0	0	0	0	7	100	2.58
Students find it difficult to read English.	5	71.4	2	28.6	0	0	0	0	0	0	7	100	3.30
Students find it difficult to write English.	3	42.9	4	57.1	0	0	0	0	0	0	7	100	3.5
Students are irregular in school.	0	0	2	28.6	5	71.4	0	0	0	0	7	100	2.40
Students run away to play computer games during school hours.	5	71.4	2	28.6	0	0	0	0	0	0	7	100	3.5
Text messaging shortcuts creep into students' essays	0	0	0	0	3	42.9	4	57.1	0	0	7	100	3.5

Key: N=None, F=Few, AH= About Half, A= All, T= Total, M= Mean.

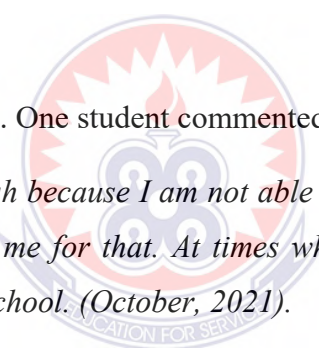
7 respondents made up of teachers of English and head teachers responded to the items above. Majority of the respondents representing (about 71.4%) were of the

view that few students in the school enjoyed studying English. Majority of the respondents admitted that their students found it difficult to speak English. Most of the respondents had also seen that few students did not understand English.

In the same vein, the majority of the respondents agreed that few of their students were irregular in school. A greater number of the respondents also admitted that none of their students ran away from class to play computer games. Again, a high percentage had observed that text messaging shortcuts had started creeping into students' formal writing.

During the focus group discussion, some of the students said they did not like studying

English for several reasons. One student commented:



I don't like English because I am not able to write essay [sic] and my teacher beat[sic] me for that. At times when I have English, I don't want to come to school. (October, 2021).

Another student had made an observation and he said:

Sir, most of the students don't know what to study in English. They always say, "English deɛ na yennsua". (English is not to be studied) So they will be learning other subjects. (October, 2021).

One student reported;

Madam, they don't do their homework. Even yesterday our Sir beat most of them because they refused to do their homework. (October, 2021)

4.5 Social Factors

Students spend just a fraction of their lives in school. Consequently, factors outside the school environment can significantly influence their prospects for academic success in school. Parents' commitment to their children's education can make a difference in the learners' opportunities to do well in the study of the English language. This section looks at parental involvement in students' education. Other out-of-school factors that affect students' academic progress are also revealed.

Table 4.6 looked at how often parents involved themselves in their wards' education. Based on the interpretation of the mean scores of the various responses, it is realized that head teachers and teachers of English responded to all the six items. It is clear from the table that even when parents were invited for meetings they came very late as 57.1 % accepted that parents did not respond promptly to school invitations. Few of the parents provided the learning materials of their wards as a total of 6 out of the 7 respondents admitted that parents provided learning materials of their wards either very often or often.

When the researcher wanted to find how some of the students managed to procure their learning items, a student explained:

Please, I sell Kerosene in the evening. So, I buy my things from the kerosene profit [sic]. (October, 2021)

From the responses of students, it was revealed that most of the students traded in the evening. Students' absenteeism and irregularity was evident in the interview with the students and parents.

Table 4.6: Responses to Parental Involvement in Students' Education

VARIABLE	VO		O		NO		NAA		U		T		M
	F	%	F	%	F	%	F	%	F	%	F	%	
Parents visit the school regularly.	0	0	1	14.3	2	28.6	4	57.1	0	0	7	100	2.33
Parents respond promptly to school invitation.	0	0	1	14.3	2	28.6	4	57.1	0	0	7	100	2.33
PTA provides reading books for school.	0	0	0	2	28.6	71.4	0	0	0	0	7	100	2.70
Parents provide the learning materials of their wards.	0	0	1	14.3	3	42.9	3	42.9	0	0	7	100	2.85
Parents assist their wards with their homework.	0	0	1	14.3	1	14.3	5	71.4	0	0	7	100	3.75
Students skip classes during market days.	4	57.1	1	14.3	2	28.6	0	0	0	0	7	100	1.56

Key: VO= Very Often, O= Often, NO= Not Often, NAA= Not At All, U= Uncertain, T=Total, M= Mean.

Others came to school late because they had to accompany their parents to the market before coming to school. A student commented:

I come to school early every day. It is on Wednesday alone that I come late. I have to go and display my mother's items for her to come later before I come to School. (October, 2021).

Another Student said:

I am a house girl. The woman I stay with said I have to sell water on Wednesdays so that she can get money to take care of me. So on Wednesday I go to the market to sell water. (October, 2021).

Ways of Improving English Language Performance Among Students Research

Question 4: What are the ways of improving English language performance among students of Kibi Senior High Technical School?

To achieve this objective, the study gathered data on strategies to improve the performance of students in English Language. Table 4.6 below depicts relevant data are presented below:

Table 4.7: Showing the responses on Research Question two.

QUESTION	YES%	NO%
Do provision and appropriate use of instructional media as well as facilities improve learning of English language in your school?	97%	3%
Can employment of qualified teachers of English language improve learning of it in your school?	100%	0%
Do you think the use of proper method of teaching by the teachers can improve learning of English language in your school?	100%	0%
Do you think provision of language laboratory can improve the learning of English language in your school?	82%	18%
Do you think listening to any English programme by the students can improve their learning of English language in your school?	94%	6%
Do you think organizing debates in your school can improve the learning and performance of students in English language?	80%	20%

Source: Field work, 2022

In table 4.7 above, 97% of the respondents were of the view that provision and appropriate use of instructional media can improve the teaching and learning as well as the performance of senior high school students in English language in Kibi

Senior High Technical School. All the respondents representing 100% were of the view that provision of qualified English language teachers can improve the performance of students. Again, all the respondents were of the view that use of proper and appropriate methods of teaching can improve the performance of students in English language in the school. Furthermore, 82% of the respondents were of the view that provision of language laboratory for teaching English language can improve the performance students in Kibi Senior High School while 18% of the respondents were against this view. Also, 94% of the respondents were of the view that listening to English language programme via television and other means improve the performance of students in English language in the school while 6% of them were also against this view. Finally, 80% of the respondents were of the view that organizing and participation in debates by students can improve their performance in English language while 20% of them were against this view.

The results of the analysis showed that availability of instructional media or materials, availability of qualified of English language teachers, proper use of teaching methods, availability of language laboratory, listening of English language programmes and students' participation in debates can help to improve the performance of Kibi Senior High Technical School students in English language and even other subjects. From the findings, it can be revealed that provision of instructional materials, qualified teachers, using proper method of teaching, availability of language laboratory, listening to English language programme and participation in debates by students prove the performance of students in English language and even other subjects.

The findings of this study agree with the findings of Abdullahi, (2003) and Sa'ad, (2007), who were of the view that provision of enough and relevant instructional media/materials and qualified teachers of English language improve the performance of students. The findings also confirm with findings of Mohammad (2002) stated that students should be taught correct pronunciation in English language to minimize the effect of first language on the second (English language) and students should be encouraged to communicate in English language in and outside the classroom and facilities like language laboratory should be provided.

4.7 Summary

This chapter presented an analysis of data collected for the study. The data included responses to questionnaires administered to teachers and head teachers, interviews conducted with students, and report on observation of lesson of teacher of English. These instruments attempted to find answers to the four research questions raised to guide the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a detailed discussion on the analysis of data of this very study, useful recommendations for future research and finally draws conclusion based on the findings of the study.

5.1 Summary of the Study

The study aimed to examine factors that impede the acquisition of English as a second language leading to low performance in the WASSCE. To achieve this, three (3) specific objectives were set to: examine the school environmental factors to the causes of poor performance in English language at Kibi Senior High Technical School; analyse teacher related factors that contribute to the poor performance in English Language at Kibi Senior High Technical School; find out the learner factors that lead to poor performance in English language in Kibi Senior High Technical School; and investigate the social factors that contribute to the poor performance of English language in Kibi Senior High Technical School.

Also, the population for the study was 157 respondents, which included one hundred and fifty (150) final year students, five (5) English teachers, Assistance Headmaster and Headmaster from Kibi Senior High Technical School. The researcher used a random sampling for the selection of one hundred and fifty (150) final year students of Kibi Senior High Technical School. In the same vein, purposive sampling was also used for the selection of the English teachers and the Headmasters. The study adopted qualitative and descriptive perspectives using questionnaires, interviews and observation as instruments for the collection of data.

In all, a total number of 150 questionnaires representing a response rate of 100% were used for the analysis.

Finally, descriptive statistics such as frequencies, percentages and charts were employed to present the responses obtained from the respondents. Statistical Product for Service Solution (SPSS) version 21.0 was employed to analyse the data.

The following findings of the study were inferred from the responses from the respondents (students, teachers and Kibi Senior High Technical School) on the factors that impede the acquisition of English as a second language leading to low performance in the WASSCE;

The first objective of the study was to examine the school environmental factors to the causes of poor performance in English language at Kibi Senior High Technical School. The study revealed that Majority of the respondents representing 49.2% of the student respondents admitted that class size was a problem in their schools. It was indicated that effective use of instructional time; class size, the school's infrastructure and teachers' good relationship with head teachers were the school environmental factors to the causes of poor performance in English language at Kibi Senior High Technical School. Most students revealed that their English teachers find it difficult to mark the exercises he gives to them. When they complain he (the English teacher) tells them that we are too many.

Again, the second objective of the study was to analyse teacher related factors that contribute to the poor performance in English Language at Kibi Senior High Technical School. Some of the participants were also of the view that they do not

like their English teacher. This is because the teacher is not friendly. One of the respondents stated that “when we ask her questions then she is annoyed. She always says, we are dirty and dull. When we are not able to do the work, she will beat us and call us names. When we have English, I am not happy at all”. This implies that most students are discouraged to speak the English language because they dislike their teacher. The study revealed that classroom activities of teachers, teacher quality, teacher commitment, teacher absenteeism and punctuality and teachers of English do not follow the prescribed syllabus were considered as teacher related factors that contribute to the poor performance in English Language at Kibi Senior High Technical School.

Furthermore, the third objective of the study was to find out the learner factors that lead to poor performance in English language in Kibi Senior High Technical School. The study revealed that Majority of the respondents representing (about 71.4%) were of the view that few students in the school enjoyed studying English. Majority of the respondents admitted that their students found it difficult to speak English. Most of the respondents had also seen that few students did not understand English. In the same vein, the majority of the respondents (teachers) agreed that few of their students were irregular in school. A greater number of the respondents also admitted that none of their students ran away from class to play computer games. Again, a high percentage had observed that text messaging shortcuts had started creeping into students’ formal writing. These factors were considered as the learner’s factors that lead to poor performance in English language in the school.

The fourth objective of this study was to investigate the social factors that contribute to the poor performance of English language in Kibi Senior High

Technical School. The study revealed that factors outside the school environment significantly influenced the students' prospects for academic success in school. The study indicated that parents' commitment to their children's education can make a difference in the learners' opportunities to do well in the study of the English language. Also, the study revealed that parents visit the school regularly, parents respond promptly to school invitation, PTA provides reading books for school, parents provide the learning materials of their wards, parents assist their wards with their homework and students skip classes during market days were all considered as the social factors that contribute to the poor performance of English language in Kibi Senior High Technical School.

5.2 Conclusions

Based on the findings of the study, the following conclusions could be drawn.

The study was able to bridge the gaps that were not covered by the previous studies since none of the studies had looked into the causes of poor performance in English language among students in KISHTS. Thus, the findings of the study also revealed that the causes of poor performance in English language among students in KISHTS include dominance of mother tongue, inadequate teachers of English language, inadequate facilities and instructional media/materials, teachers' attitude towards innovation and use of instructional media, negative attitude of students towards learning English language and improper use of methods of teaching by teachers.

Also, the study concludes that provision and appropriate use of instructional media/materials, provision of qualified teachers of English language, use of proper

methods of teaching, provision of language laboratory, listening to English language programmes and engaging students in debating activity can improve the performance of senior secondary school students in English language in Dutse metropolis of Jigawa state.

Finally, the study concluded that parents visit the school regularly, parents respond promptly to school invitation, PTA provides reading books for school, parents provide the learning materials of their wards, parents assist their wards with their homework and students skip classes during market days were all considered as the social factors that contribute to the poor performance of English language in Kibi Senior High Technical School.

5.3 Recommendations

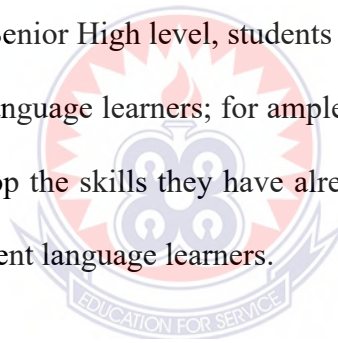
From the findings made in this study, the following recommendations are made:

The study recommends that students should be encouraged and restricted to use English Language more often, since proficiency in any language of which English Language is not an exception comes with constant practice.

Based on the findings, the study recommends that qualified teachers of English language should always be employed to handle the course in KISHTS. Also, adequate instructional media/materials should be provided where not available, improvisation should be adopted by the English teachers of KISHTS. Proper supervision by both the administrations of the school and ministry of education should be conducted to make sure teachers of English language are actually doing what they are expected to do Inter-senior high school competition in area of debate and other academic activities should be organized by the state ministry of

education at least twice a year. This will definitely improve the spoken aspect of English language among the senior high school student. There should be provision of at least one language laboratory for English language teaching. This will improve the performance of students in KISHTS.

Finally, English as a second language teachers should also vary their teaching methods. That is to say, teachers should adopt language teaching methods that is more students centred than teacher centred. Such methods should also focus on equipping students to be communicatively competent and not just grammatical competence. They should as much as they can avoid teaching to the test and focus on teaching for life as enshrined in the national curriculum. Finally, the study recommends that, at the Senior High level, students be coached in learner strategies to become autonomous language learners; for ample opportunities to be created for students to further develop the skills they have already acquired and attitudes that will make them independent language learners.



5.4 Suggestions for Further Studies

Since this study was restricted to just one Senior High school, future studies should consider two or more Senior High School to compare the factors that impede the acquisition of English as a second language leading to low performance in the WASSCE of those schools with sample size large enough to justify its generalizability.

Finally, the exploration of the composing process and the strategies learners use in English Language has not been considered in this study. In the same vein, students are also influenced by what they hear on radio and television. How words are

pronounced affects how they are spelt. Therefore, the study suggests that future studies should pay much attention to the errors caused by the influence of the social media which include internet chatting (WhatsApp and Facebook) and SMS technology and propose mechanism for addressing the issue.

5. 5 Summary

The chapter provided a detailed a summary on the analysis of data of this very study, useful recommendations for future research and finally draws conclusion based on the findings of the study.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF FOREIGN LANGUAGES EDUCATION AND

COMMUNICATION

DEPARTMENT OF APPLIED LINGUISTICS

Questionnaire for Headmaster

Dear Sir,

I am currently conducting research on: “**Causes of poor performance in English Language and solutions among SHS students at Kibi Senior High Technical School (KSTS)**”. I will be very grateful if you can spare your precious time to respond to this questionnaire in order to contribute to this important process. Your identity and answers will be treated with greatest confidentiality and so we urge you to feel free to express your views. Please answer all questions. If some questions are not clear feel free to ask for clarification.

Thank you.

Instructions: Please tick (✓) where appropriate and also write your responses in the spaces provided. Your identity will not be disclosed so please do not write your name. Please try to be as honest as possible.

SECTION A: Demographic Information

1. Gender

a. Male [] b. Female []

2. Age

a. 30 – 39 years [] b. 40 – 49 years [] c. 50 and above years []

3. Level of Education

- a. Cert “A” []
- b. Diploma []
- c. Bachelor’s Degree []
- d. Master’s []

4. Rank

- a. Superintendent []
- b. Senior Superintendent []
- c. Principal Superintendent []
- d. Assistant Director and above []

SECTION B: School Environment Factors

Please tick [√] the appropriate option that corresponds with your answer

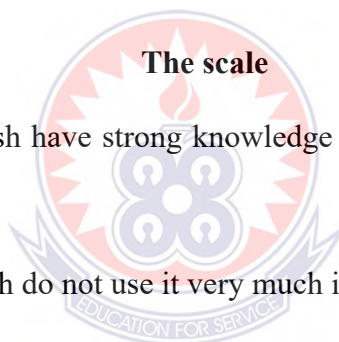
Resource	Available and adequate	Available but not adequate	Not available at all	Uncertain
5. English textbooks				
6. School Library				
7. Library books				
8. T/L Materials for teaching English				

Please tick [√] the appropriate option that corresponds with your answer to the following problems

(5 means “Very Serious Problem”, 4 means “Serious Problem”, 3 means “Minor Problem”, 2 means “Not a Problem” and 1 means “Uncertain”).

Problem	1	2	3	4	5
9. Effective use of instructional time					
10. Class size					
11. School infrastructure					
12. Teachers’ good relationship with head teachers					

PART 3 – Use the following scale (1, 2, 3, 4) to evaluate your teachers’ ability in the areas indicated in the table below.



The scale

1. My teachers of English have strong knowledge in this topic and use it in their teaching.
2. My teachers of English do not use it very much in their teaching.
3. My teachers of English need to find more about this topic so that they can use it in their teaching.
4. I do not think this topic is relevant for teaching Senior High Students.

Ability Areas

Please tick [√] where applicable

Topic	1	2	3	4
13. Presenting new grammar				
14. Presenting new vocabulary				
15. Grammar practice activities				
16. Practicing new vocabulary				

17. Using dialogue for practice				
18. Checking understanding				
19. Getting students to speak English freely				
20. Teaching listening				
21. Teaching writing				
22. Teaching reading				
23. Teaching speaking				
24. Correcting students' errors				
25. Giving instructions for classroom activities				
26. Organizing pair and group work				
27. Testing grammar				
28. Testing vocabulary				
29. Testing spoken English				
30. Testing comprehension				

Section D: Ways of Improving the performance of students in English language among students

Please tick [√] the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with the following teacher related factors. **(Yes or No)**

Question	Yes	No
1. Do provision and appropriate use of instructional media as well as facilities improve learning of English language in your school?		
2. Can employment of qualified teachers of English language improve learning of it in your school?		
3. Do you think the use of proper method of teaching by the teachers can improve learning of English language in your school?		

4. Do you think provision of language laboratory can improve the learning of English language in your school?		
5. Do you think listening to any English programme by the students can improve their learning of English language in your school?		
6. Do you think organizing debates in your school can improve the learning and performance of students in English language?		

Thank You



APPENDIX B

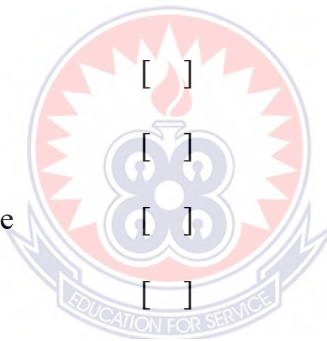
Questionnaire for Teachers

This questionnaire has been designed to form part of a research which seeks to find causes of poor performance in English language and solutions among SHS students at Kibi Senior High Technical School. The responses are for research purpose only and shall be treated confidentially. Kindly answer the questions that are in this questionnaire. Please provide appropriate information to complete spaces provided or tick [] the correct response in the boxes provided.

SECTION A: Demographic Information

1. Level of Education

- e. Cert "A" [
- f. Diploma [
- g. Bachelor's Degree [
- h. Master's [



2. Rank

- a. Superintendent [
- b. Senior Superintendent [
- c. Principal Superintendent [
- d. Assistant Director and above [

SECTION B: School Environment Factors

Please tick [] the appropriate option that corresponds with your answer

Resource	Available and adequate	Available but not adequate	Not available at all	Uncertain
3. English textbooks				
4. School Library				
5. Library books				
6. T/L Materials for teaching English				

Please tick [] the appropriate option that corresponds with your answer to the following problems

(5 means “Very Serious Problem”, 4 means “Serious Problem”, 3 means “Minor Problem”, 2 means “Not a Problem” and 1 means “Uncertain”).

Problem	1	2	3	4	5
7. Effective use of instructional time					
8. Class size					
9. School infrastructure					
10. Teachers’ good relationship with head teachers					

Please tick [] the appropriate option that corresponds with your answer (5 means “Strongly Agree”, 4 means “Agree”, 3 means “Uncertain”, 2 means “Disagree” and 1 means “Strongly Disagree”).

Variable	1	2	3	4	5
11. Students enjoy studying English					
12. Students find it difficult to speak English					

13. Students do not understand English					
14. Students find it difficult to read English					
15. Students find it difficult to write English					
16. Students are irregular in School					
17. Students run away to play computer games during school hours					

Thank You for Your Cooperation



APPENDIX C

Interview Guide for Students

Part A: School Environment Factors

1. How favourable is your school environment towards the teaching and learning of English?
 - a. Are you made to speak the English language in school?
 - b. Do you have a school Library?
 - c. How often do you visit the library?
 - d. Are you given a number of books to read a term?
 - e. Are you rewarded for reading more books?
2. How large is your class?
 - a. How does it affect your English lessons?

Part C: Learner Factors

1. How regular do you go to school?
 - a. How punctual?
 - b. Do you enjoy studying English?
 - c. Giving the Option to drop one subject, which of the subjects would you like to drop?
 - d. Why?
 - e. How often do you read?
 - f. Which of these two do you prefer? Reading or Playing Computer game?
 - g. Do you find it difficult to write English? (If No why, if Yes why)

Part D: Social Factors

1. How helpful are your parents towards your studying of English?

- a. Do they assist with your homework?
- b. Do they provide your school needs?
- c. Do they buy story books for you?
- d. Are you given sufficient time to read?
- e. If No, why?
- f. How often do your parents visit your school?
- g. What are some of the effects of text messaging on your essay writing?

Thank You

