

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING STUDENTS' PERFORMANCE IN ENGLISH
LANGUAGE IN SECOND CYCLE INSTITUTIONS: CASE STUDY
OF GUSHEGU SENIOR HIGH SCHOOL**



2022

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**A dissertation in the Department of Communication and Media Studies,
School of Communication and Media Studies,
submitted to the School of Graduate Studies in partial fulfilment
of the requirement for the award of the degree of
Master of Arts
(Communication Skills)
in the University of Education, Winneba**

NOVEMBER, 2022

DECLARATION

STUDENT'S DECLARATION

I, Dabri Yaadow, declare that this thesis, with the exception of quotations and references contained in published works which have been identified and acknowledged, is entirely my own original work and has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE.....

DATE.....



SUPERVISOR'S DECLARATION

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

NAME: MR. ISSAC KWADWO-NSOWAH ACQUAH

SIGNATURE.....

DATE.....

DEDICATION

This thesis is dedicated to my beautiful wife Ayaaba Evangeline, and Daughter Dabri Prosperer Tiyumba, whose love and future gave me the needed enthusiasm for a successful completion of the work.



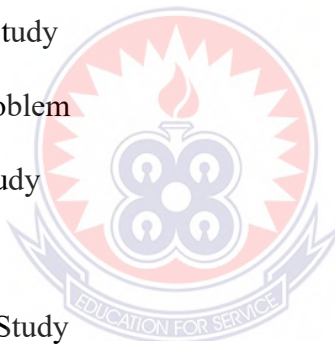
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ABSTRACT

Many students in Senior High Schools are delayed from progressing in their studies to higher levels simply because of their inability to obtain a qualified grade in the English Language examination. This is so because the subject is a very important requirement in obtaining admission into any tertiary institution in the country. The main objective of this study was to find out the factors affecting the students' performance in English Language in the West African Senior School Certificate Examination (WASSCE) in Gushegu Senior High School. As a result, the study used case study as a research design in collecting data and the analysis thereof. The units for analysis were the Teachers, Students, the Head of Department and the Assistant Headmaster for academics of Gushegu Senior High School. The data were analyzed qualitatively and quantitatively using frequency tables, percentages, pie charts and graphs. From the analysis, the study revealed that the factors affecting the poor performance of the students in English Language in the school were lack of qualified teachers of the subject, inadequate time allocation for the subject, inadequate teaching and learning materials, and inability of teachers to cover the teaching syllabus before the final examination. The study also focused on composition, comprehension, grammar and summary as aspects of the English Language students have challenges in understanding and hence, perform poorly in the subject during the WASSCE. Based on the findings, recommendations such as school authorities liaising with the Regional Directorate for more qualified teachers, students being guided by their teachers on proper strategies in learning the subject, adequate supply of teaching and learning materials were made to help address the problem of poor performance of students in the school and for further studies by other researchers as far as English Language is concerned.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Language is a central factor for effective development all over the world. Countries that have developed evolved out of effective utilization of Language Atanga and Jaiyeoba (2012). These researchers mentioned above added that language has been the pivot of development and no wonder all the developing countries are now making language the hub of their socioeconomic development. It is based on the above views that the above scholars opines that a child cannot learn most of the elementary facts or ideas unless he or she understands the language in which these ideas are expressed.

English language plays a critical role in our educational system all over the world as far as understanding concepts and effective communication is concerned. Pennycook (2017) stated that English Language improves the communication among the various ethnic groups in Ghana. For example, English Language is used as a medium of instruction in all the subjects in various schools in Ghana and this simply underscores the relevance of the subject as a core in our educational system across the length and breadth of the country.

English Language, as far as its objectives are concern, provides students with sound linguistic basis for further learning in the secondary, tertiary and vocational institutions. It also equips learners with satisfactory level of proficiency in their places of endeavors. English Language is a medium of national and international communication and developing further, the various skills and competencies already acquired at the primary and the junior high schools (Atanda & Jaiyeoba, 2012).

The above clearly reveals the relevance of English language in the school curriculum to the teaching and learning of other subjects. Osatimehin & Dada (2011) assert that, teachers provide the needed support to learners in acquisition of knowledge. Teaching students to learn additional language like the English Language will help them know the different problems around them and how such problems affect their intellectual, emotional, cultural and social lives of the students. It is therefore imperative that teaching and learning of English Language in all schools especially, Senior High Schools becomes a very sensitive issue and should be taken seriously because Osatimehin and Dada (2011) observed that, students' proficiency and performance in general in English Language as examined by the West Africa Examination Council (WAEC) seems to be dwindling rapidly in recent times. They added that, Senior High Schools with qualified teachers usually produce good students in terms of academic performance and communication competences. It is worth noting that students' acquisition of grade A1-C6 in English Language in the West Africa Senior School Certificate Examination (WASSCE), which is the entry requirement in any higher institution, is a problem for many students to further their studies after Senior High School. This issue has been a clarion call for parents, teachers, educators and researchers at large to look at as a matter of urgency.

1.2 Statement of the Problem

It appears many people have been conditioned to fear English Language at early stages of their educational life. The poor academic performance of students in English Language over the years has become a matter of concern to many in recent times as far as WASSCE is concerned. It is a fact that academic achievement plays a very important role in producing quality and qualified men and women who will become great leaders to control the affairs of our country's economic and social development.

Many students have resigned to fate about their success in English Language and a lot more have abandoned their career dreams because of poor performance in the subject. Some enthusiastic students often delay in advancing into their next stage in academic ladder due to their inability to acquire the requisite grade (A1-C6) in the English Language that would enable them secure admission into the tertiary institutions (Fekeye, 2010). It is quite alarming the number of students who rewrite the English Language examinations every year simply because an excellent performance in other subjects without a pass in English is not sufficient to qualify a student to the next academic level. Evidence from WAEC shows that students' performance in the subject do not show a significant improvement like other subjects any time the results are released. According to Addy- Lamptey (2019) the national head of WAEC, the performance rate in English Language in the WASSCE from 2017 to 2020 did not receive any significant improvement. That is 52.24% in 2017, 46.79% in 2018, 48.96% in 2019 and a little improvement of 57% in 2020. The above performance rates of schools in the English Language indeed, shows that the subject has a low standard in the country when compared with others, which Gushegu Senior High School is not in exception. By this, it has been a heart cry and recipe for doubts and fear for many parents, teachers, educationists, government and non-governmental organizations inside and outside the country.

Gushegu Senior High School in the Northern Region has had a worrying performance in WASSCE when it comes to English Language in recent years. The school's performance in English Language in 2017, 2018, 2019 and 2020 were 30%, 25%, 19% and 10% respectively. The above reflection clearly indicates that majority of the students, per their performance in the school as stated, were not able to progress to Colleges of Education, Nurses' Training Colleges, Technical Universities,

Universities and other similar institutions as a result of inability to acquire the required grades (A1-C6) in the subject to qualify them for admission. This is undoubtedly a worrying development in the school for the students, masters, and other stakeholders. This calls for an empirical study that will investigate the causes of this dwindling performance in the country at large, and Gushegu Senior High School in particular; giving that several studies have been conducted on the cause of this unexpected performance in the subject (Fatai, 2005; Karemena, 2003; & Kpan, 2002). These studies have revealed that students believed English Language is an interesting subject to study; however, lack of qualified teachers, inadequate teaching materials (TLMs), bad reading habits, bad attitude of students to English Language, poor environmental conditions, laziness of teachers to work and truancy on the part of students are among the causes of students' poor performance in the subject. Fatai (2005), for example, revealed that teachers' qualification in a subject area plays a very pivotal role in the performance of students in that subject. This argument is in synch with Akpan (2002). Nyabuto (2007) posits that negative attitude of teachers such as absenteeism and irregularity contribute significantly to students' poor performance in second cycle institutions. When Babikki et al. (2012) assessed poor performance of students in English Language in Senior High Schools in Nigeria, the findings revealed that the poor performance was caused by poor teaching and learning strategies adopted by the teachers in the classroom.

The extant literature has revealed that inadequate teachers, inadequate teaching and learning materials, poor learning strategies adopted by teachers, and negative attitude of teachers towards the subject are the major causes of students' poor performance in the English Language, paying relatively little attention to students' understanding of the various aspects such as composition, comprehension, grammar and summary of

the subject. Obviously, students cannot perform creditably well in the WASSCE without a firm understanding of these aspects in the English Language examination. Against this backdrop, the present study seeks to investigate the causes of students' poor performance in the English Language in second cycle institutions in Ghana using Gushegu Senior High School as a case in the WASSCE, giving that students' performance in these aspects of the subject will have a direct correlation on their overall performance in the English Language.

1.3 Objectives of the study

The following objectives were formulated to guide the study:

1. To examine the factors that affect students' performance in English Language.
2. To find out the implications of these factors on students' performance in English Language.

1.4 Research Questions

The study seeks to address the following questions:

1. What are the factors that affect students' performance in English Language?
2. What are the implications of these factors on the performance of students in English Language?

1.5 Significance of the Study

The study will contribute to existing knowledge and serve as the basis for further research. It will also assist students on measures to adopt in order to improve their academic performance in English Language. English Language Teachers will also find this study useful to improve their teaching methods to achieve high academic performance in the subject. Finally, it will also be of great help to policy makers

especially the Ministry of Education in enhancing policy guidelines and measures that will improve the performance of students in the English Language.

1.6 Delimitations of the study

The research was restricted to the poor performance of students in WASSCE in Gushegu Senior High School. This school was chosen because it is the only senior high school in the Gushegu Municipality and also noted to be one of the schools in the Region that students perform abysmally in English Language in WASSCE. Being the only Senior High School in the municipality, one would have thought that students' performance in English Language would be better, but the opposite is what is experienced in the school. The focus of the study is on variables affecting the performance of students in English Language when it comes to WASSCE. It is based on the availability of teaching and learning materials, availability of English Language teachers, methods of teaching, time allocation for the subject, teachers and students' attitude towards the teaching and learning of the subject, and students understanding of the various aspects of the subject.

1.7 Organization of the Study

Basically, the research work has been presented in five (5) chapters. Chapter One (1) presents introduction of the study which includes; Background of the Study, Statement of the Problem, Objective of the Study, Research Question, Significance of the Study, Delimitation of the Study, and the Organization of the Study. Chapter Two (2) of the study deals with the review of related literature important to the topic which includes the conceptual definitions of academic performance, theoretical framework, the overview of English Language and the fundamentals of the subject, the structure of the teaching syllabus and the WASSCE Examination. The last part of the chapter deals with the empirical studies of the topic based on the teaching methods and

learning strategies. Chapter three (3) of the work focused on the methodology which includes the research design, data required for the study, data source, population, sample and sampling technique, data collection instruments and method of data analysis. Chapter Four (4) presents the discussion and analysis of the main findings gathered from the field, and chapter five (5) summarizes the key findings of the study, and presents conclusion and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter focuses on the review of relevant literature on the topic. It presents reviews on academic performance, students' attitudes towards English Language, factors influencing students' performance in the subject and factors that seriously contribute to low academic performance in the subject. The chapter also presents the overview of English Language and the fundamentals of the subject, the structure of the teaching syllabus and the WASSCE Examination. It also discusses the theoretical framework for the study

2.1 Academic Performance

Academic performance refers to scholastic standing of students at any given time Adeyami, (2011). This standing can be explained in terms of grade got in a course or subjects examined by the teacher. Gwambombo (2013) added that academic performances are parameters around which quantitative and qualitative data on individual, school or educational system can be collected in order to assess the quality and achievements in the educational system. In similar way, academic performance refers to how students or learners deal with their studies and how they withstand or accomplish different kinds of tasks given to them by their teacher Osei-Mensah (2012). Linked to this, according to Komba, et al.(2013) academic performance is described as the fulfilment of a given task that is measured against predetermined standards of accuracy, completeness, cost and speed. Based on the above, Adeyami (2010) opines that students' success is generally judged by examination performance while the best criterion of performance is the total of the students' academic performance in all the subjects taken. As a result, students' performance in an

examination is being depended on his/her cumulative grade point average. Based on the views clearly posited, Performance can therefore be referred to as the measure of attainment of a person in any given text, examination or exercise done in a structured or unstructured environment leading to an award of certificate which serves as a springboard for further studies.

2.1.1 Students' Attitudes towards Learning English Language

Students exhibit different behaviors and attitudes towards learning English Language and this as a result, affects their understanding of text and for that matter general performance in the subject tremendously. According to Shoaib and Dornyei (2005), females exhibit more interest and positive behavior toward English Language as compared to males and this makes female perform better as compared to their male counterparts. Abidin et al. (2012) affirmed the above assertion by strongly adding that male students do not exhibit positive feedback towards learning English as a result of the design and content of English Language curriculum, which may not meet the interests and needs of the male students. This according to them, is a serious cause of poor performance in the subject. Despite the deep research on differences in attitudes of students toward the learning of English Language by the above scholars, other researchers have the believe that social factors and economic demands tremendously affect the standpoint of students for learning English Language and not considerably the content and design of English Language curriculum that negatively affect the attitudes of some group of students toward the subject as posited by other researchers. Students' firm understanding of concepts coupled with motivation is very necessary to increase interest and performance in English. This is relatively confirmed by Harb and El-Shaarawi (2006) when they stated that if students have strong communication

skills and have strong grip of the English Language, the performance of the students in the subject will be increased.

2.1.2 Factors Influencing Student's Performance

Research has it that so many factors seriously affect the performance of students as far as English Language is concerned. When these factors are checked, students' performance in English would be improved significantly (Nyabuto, 2007).

Notably, the above author added that teacher absenteeism contributes exceptionally to the learners' poor performance because it is a circumstance that makes teachers not to complete the syllabus adequately. A report in Kenya (2011) points out that the pervasive teacher absenteeism is generally accepted as a major impediment to the functional and viable advancements of Kenya's education system. This according to the report, affects the methodologies and English Language concepts on the Kenyan students. In Ghana for example, a report by Daily Graphic on 4th May, 2015, indicated that the deputy minister for Education at the time, Mr. Alex Kyeremeh underscored the need for supervision of teachers to avoid rampant absenteeism that contribute in not small ways to low performance of students as far as Senior High Schools are concerned. It was reiterated by Dr. Mathew Opoku-Prempeh in 2019 that the reinforcement of National Inspectorate Board (NIB) effected the reduction in teacher absenteeism.

The competence of a teacher in any subject area is very key to high performance of students in that subject. Fatai (2005) has it that only teachers who are qualified, certificated, competent and of a good moral standing need to be employed to teach the students if poor performance of students need to be forgotten in the schools. This can only come true if the academic competencies of the teacher is very high to be able to

impact the needed knowledge pedagogically. According to Akpan (2002), the academic competencies are the teachers' knowledge of his subject and the pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and from simple to complex which are the basis to improve students understanding in the subject under study. Akinsolu (2010) explicitly stated that students' performance cannot be materialized without the availability of qualified and professional teachers. Adding to this argument, it is important for experienced teachers to have a command over subject areas and its scope are well versed, take keen interest in revision and examination techniques which will help improve the performance of students. It is strongly noted by Fakeye (2012) that teaching experience is a strong determinant of students' academic achievement. According to him, middle and high school students learn better from more experience teachers who hold Bachelor's or Master's degree in their subject areas than less experience teachers without these qualifications.

Interestingly, teaching and learning facilities and materials cannot be left out when it comes to the factors affecting academic performance of students in second cycle institution in the country. Karemena (2003) found that student's performance is importantly correlated with availability of teaching learning facilities such as libraries, computer lab, science laboratories and other materials that contribute significantly to the teaching and learning in the classroom. According to him, when these facilities and materials are inadequate, effective teaching and learning will be a sham which will intend affect academic performance of students. As a result of the above Study, it simply implies that effort from students and proper use of the facilities and learning materials provided by the institution to the teachers and the students positively affect the student's performance.

Generally, Babikkoi et. al. (2012) however asserted that despite the above factors that underpin the performance of students, over-populated class size and poor motivation among students cannot be left out in posing serious damage to academic performance. These researchers added that learning and for that matter, performance is based on readiness and readiness is achieved only through positive motivation. Based on this, it is expected that English Language teachers should develop all means to motivate learners in class to participate effectively in order to help increase performance of students especially in Senior High Schools. On this issue, the chief examiner for West Africa Examination Council (WAEC) report (2018), indicated clearly that the problems students face in English Language which affect their performance seriously are students inability to spell words correctly, ply grammar and abbreviated word correctly and dearth of adequate vocabulary. The above issues and many others as noticed by researches contribute significantly to students' poor performance in English Language in the Senior High Schools in the country.

2.2.1 Overview of English language learning

English Language plays a very crucial role in our education and by this, students are expected to communicate effectively in institutions where English is considered a medium of instruction. It is sad to even note that learners sometimes suffer in subject areas such as Mathematics, Social Studies, Science and many others that are taught in English. With this, the teaching and learning of English Language would be of great support to learners to easily and successfully deal with such a challenge in their academics and other areas of endeavors, and professional context. The act of reading and decoding written symbols on a piece of paper to arrive at meaning is not different for both natives and non-native speakers. However, certain key differences in

linguistics, cognitive and experiential resources each type of reader brings to the task exist between them. These differences include, English Language proficiency, background knowledge related to the text, literacy abilities and experiences in the first Language (Peregoy & Boyle, 2000).

Other researchers added to the above that students in academic context require to produce specific writing genres such as summary, essay writing, critical review and research paper. However, focusing on distinguishing the regularities of structure of different text type can help learners build their own reservoir of the organization and pertinent language forms of different genres. This can also make learners become aware of their socio- linguistic role that a text plays in a particular discourse community. They also pointed out that it is common to see students communicating in English Language with colleagues when playing but when this happens, it does not mean that such a student has become very fluent in the language, though with this, social conversational skills are very important but they are not sufficient for classroom-based academic learning. His assertion therefore means that, a child who is fluent in English on the playground is likely to require four to six years to require the level of proficiency needed for successful academic learning.

2.2.2 Understanding the fundamentals of English Language

Certain fundamentals are very key to a learner for a clear and easy understanding of English as a second language. When these fundamentals posited by different researchers such as phonemic awareness and phonics, vocabulary, fluency and comprehension are taken with keen interest and attention, students' performance in the subject will be improved significantly. These fundamentals are discussed below.

Phonemic awareness and phonics refer to the ability of an individual to hear individual speech sound in words which is very fundamental to beginning reading instruction. According to August (2003), children who are not native English speakers may have difficulty distinguishing and pronouncing phonemes that are not present in their primary language. Children may also be confused by the phonemes in the first language that conflict with English phonemes. August (2003) and Antunez (2002) added that phonics instruction teaches beginning readers about the relationship between letters and speech sounds, and how to apply this knowledge in reading and spelling. Following the difficulty of beginning readers in identifying the relationship between letters and speech sounds, when learners are systematically trained in phonemic awareness and phonics, their literacy outcome in learning English Language will be improved significantly. The above argument was strongly supported by Lesaux and Siegel (2003) that when children enter kindergarten with little or no proficiency in the language of instruction, their reading progress as compared to those with the proficiency is very less in programs designed for children in that level. In sum, other researchers such as Swanson et al. (2005) made it clear that in line with what has been discussed above that older student like those in Senior High Schools with phonological problems can learn to read effectively if the medium of instruction serves to resolve deficits that restricts fluent reading in learners.

Vocabulary knowledge is a very fundamental tool for beginning reading as well as reading comprehension and summary. Vocabulary is obtained by children or learners in their primary language indirectly through interaction with fluent adults. It is pointed out by Biemiller and Slonin, (2001, cited in August, 2003) that children who read in their first language have already acquired 5,000 to 7,000 words before they begin formal reading instruction. Based on this, children or learners whose parents are

not fluent in English typically do not have enough vocabularies in the second language and this may make them become limited in comprehending the English Language grammar and syntax. Research therefore has it that students must be taught clearly in vocabularies needed by English Language Learners (ELLs) in specific strategies for explicit interpretation of words meaning (Armbruster et al.,2001). This claim is backed by Antunez (2002) that teachers should know the differences that exist between language used for day to day communication or Basic Interpersonal Communication and the Academic Language which is also known as the Cognitive Academic Language Proficiency, so that their learners can adopt appropriate vocabularies for effective and efficient usage. To achieve this successfully, so many studies of promising practice have to be adopted by teachers to help learners have a firm grasp of the needed vocabularies to improve performance in English Language as posited by (August, 2003).

Fluency is a very important fundamental factor to understanding English Language. It is the ability to read a text swiftly, accurately and with appropriate expression. English Language learners may have less opportunity to read aloud or may not even have parents who are literate at home in English and may find it very cumbersome to understand English text due to limited English proficiency. Research by August (2003) indicates that oral reading practice or guided repeated oral reading practice are very effective in building fluency for children reading in the first language. With this in mind, learners will effectively become very fluent in the language when properly guided by instructors in this regard. Interestingly, another studies by Antunez (2002) suggests that when English Language learners participate effectively in read-aloud of big books and read along with fluent readers in addition to listening to repeated words

read aloud by others, it would contribute in not smaller way to becoming fluent readers in English Language.

The ultimate goal of reading is comprehension. Comprehension is when proper or intended meaning of a text is extracted by the reader. Unfortunately, this is one of the areas English Language learners struggle a lot to succeed. To successfully achieve comprehension, there is the need for the learners to be exposed to text that matches their readability in order to be challenged to think critically and make inferences on the text. Jimenez (2005) emphatically added that English Language learners must be given exposure to quality literature and guided to use high order thinking skills to ensure an effective comprehension of the text which is a fundamental factor for high performance in English Language. To achieve the needed results as far as comprehension of a text is concern, the teachers need to engage learners, according to Antunez (2002), in discussing the differences between figurative and literal language or expressions used in texts which are always the source of confusion to the learners in comprehension and summary passages in English Language.

2.3 The Structure of English Language Syllabus and Examination

This section of the study entails the scope of the syllabus, its objectives and the outline of the WASSCE Examination paper.

2.3.1 The Scope of the English Language Syllabus

The syllabus is designed in way that will meet the learners' fundamental skills of communication in English through the medium of writing and speaking which are appropriately referred to as the productive and receptive abilities of the learners. The above ways of communication are demonstrated by reading and listening to

comprehension, summary, vocabulary, Lexis and Structure, Literature in English and recognition of different aspect of English Speech (Orals).

2.3.2 Aims and Objectives of the English Syllabus

The main aim and objective of the syllabus are to enable students to formulate and develop their communicative competences through practicing listening, speaking, reading, writing and linguistic knowledge. This is simply because the final examination by WAEC attempts to examine the students' ability to:

- i. Use correct English.*
- ii. Write about issues that are appropriate to satisfy a particular situation.*
- iii. Organize their writing into meaningful paragraphs in a chronological manner.*
- iv. Proper control of sentence structure and variety in sentence choice and pattern.*
- v. Compliance to rules of grammar, punctuations and proper spelling.*
- vi. Understand written and spoken English.*
- vii. Recognize implied meaning, tones and attitudes.*
- viii. Use of acceptable pronunciation that can be understood by others.*
- ix. Summarize important information form a piece of text.*

2.3.3 The Outline of WASSCE Examination

The West Africa Examination Council conducts the examination in the following outline:


PAPER 1: 2hours:-This part consists of the Essay writing, Comprehension and the Summary totaling 100 marks.

PAPER 2: 1hour:- Multiple choice of 80 questions comprising Grammar, Lexis and structure, Literature and others which has 80marks in all.

PAPER 3: 45minuts:- Oral English which has 60 marks.

The WASSCE English Language paper has a total of 240 marks and below is the breakdown of the various parts.

The paper 1 is made up of section A, B and C. The section A is the Essay writing of about 450 words which carries 50 marks. Candidates are expected to spend 50 minutes on one question selected among the five. This is used to test the candidates' ability to communicate in writing on either a letter, speech, narrative, descriptive, debate or article. The 50 marks on this is based on the following criteria:

- 
1. *Content which is focused on the relevance of ideas to the topic under discussion (10 marks).*
 2. *Organization of ideas in a proper paragraphing style (10 marks).*
 3. *Expression which talks about how the vocabularies are used to construct accurate sentence in the essay (20 marks).*
 4. *Mechanical Accuracy which centers on grammar, punctuation and spelling (10 marks).*

The second aspect which is the Comprehension carries 20 marks and candidates are expected to spend 30 minutes. The comprehension passages are used to test candidates' ability to understand the content of the passage, find equivalent words or phrases to some selected words from the passage, respond to the use of some expressions and also make inferences from the content of the passage. The passages are chosen from different sources to suit the interest and time of the examination.

The section C which is the Summary section carries 30 marks in which students are expected to use 40 minutes to respond to questions. This section tests candidates' ability to extract relevant information, summarize the points demanded in more concise, clear and unambiguous manner. With this, repetitions, redundancy and extraneous materials are completely avoided. The summary passage can be selected from any source depending on the choice of the examiner involved.

The paper 2 which is made up of 80 multiple choice has one mark each with four alternatives A to D for the candidate to choose the correct option for each question. Apart from testing the candidates' knowledge on vocabulary on everyday usage, more general vocabulary associated with different fields like fishing, farming, building, transportation, governance and many others are used. Idiomatic expressions, phrasal verbs, figurative language and literature are also included in the testing of candidates in this section of the WASSCE paper.

The Oral English which is the paper 3 of the WASSCE carries 60 marks aimed at testing candidates' knowledge of Orals English which includes sound recognition, consonant clusters, stress and intonation and understanding dialogue and narratives from different backgrounds.

2.4 Empirical Studies

Publications by different scholars have been made on the performance of students in WASSCE when it comes to English Language in Senior High Schools across the country in particular and West Africa at large. Bello and Oke (2020) for example, gave an account on how less than 50% of candidates who sat for the West Africa examination each year from 2006 to 2010 across the participants of West Africa had grade A1-C6 in English Language. This according to the above scholars was a

downward trend in all the countries that sat for the WASSCE in all the years. In Ghana for example, Wendy Addy- Lamptey (2019), who was the head of National office of WAEC, lamented on the low performance rate in English Language in the WASSCE from 2017- 2020. On this according to the above research, English Language did not receive any significant improvement in the said years like other subjects do. The causes to this abysmal performance were accessed seriously to ascertain the reality by some researchers. Babikki et al. (2012) assessed the situation in Nigeria and came out with some reasons that led to the poor performance of students in English Language as far as WASSCE is concern. These factors were centered on the methods of teaching adopted and the learning strategies by the teachers and the students respectively. These according to them, were not properly handled and the students were affected tremendously in their performance.

On this, it was pointed out explicitly that, majority of the teachers engaged in the use of lecture method which is entirely teacher centered in which less participation of learners in the classroom is paramount. This method does not involve activity-based learning to motivate the students to engage in discourse with the teachers in order to clarify issues they did not understand in the course of the teaching and learning (Zakaria et al., 2010). Students therefore understand better when a method employed by the teacher has a full participation or inclusion of the learner like the discussing method and combination of different methods. When this is done properly students' performance in WASSCE will be improved significantly.

Another cause of students' poor performance identified was inadequate teaching learning facilities such as libraries, computer lab, science laboratories and other materials that contribute significantly to the teaching and learning in the classroom

Karemena (2003). According to him, when these facilities and materials are inadequate, effective teaching and learning will be hindered which will intend, affect academic performance of students in their final examination. It therefore means that for good grades to be obtained by students in their WASSCE, teaching materials and facilities should be made available in the schools for effective teaching and learning to take place according to the above research.

Apart from the above studies, Babikki et al. (2012) strongly believed that students' poor performance in English Language can be traced back to their foundation in the primary and Junior High School level. This is to mean that, the English foundation of a students is responsible for his/her success or otherwise in the final examination. When students obtain a good foundation in English, the potential of the students excelling in the WASSCE will be higher than their counterparts who had poor or weak English foundation. In as much as the above tremendously cause a threat in students' performance in English Language, over-populated classrooms and lack of motivated which is the order of the day in many schools in Ghana cannot be left out. This according to (Oglan, 1997 cited in Babikki *et al.*, 2012), is as a result of socioeconomic background and among others that affect the students' performance in their final examination.

2.4.1 The Teaching Methods

Teaching according to Tamakloe et al. (2005), is where knowledge is directed towards the student. This knowledge can only be acquired by the student when the teacher adopts a proper teaching method in giving out the needed knowledge. Going by the above assertion, teaching can therefore be seen as two sides of a coin because teaching does not happen without a learner. This argument was backed by Boma (2019) that teaching as an incidence is when Mr. B learns from Mr. A's commands.

According to this believe, if Mr. B does not learn, Mr. A has not taught with the proper teaching methods. Teaching methods are described as various procedures of assembling the respondents and the kind of approach to abide by in expediting learning process which are established by different components such as students' number, students' age, and the topic taught (Kimweri, 2014). This researcher added that teaching methods only work effectively if the methods used by the teacher meet the learners' needs since every learner interprets and responds to questions in a unique or special way. For the sake of emphasis, the above claimed was reiterated by Asikhia (2010) that qualifications of teachers and students do not affect students' performance but methods adopted by the teacher affect their performance. This is to mean that when a qualified teacher adopts a teaching method that does not favor the students in the classroom, the students' performance in exams will be affected seriously. Following the unrelenting argument above by various researchers, two broad methods of teaching are concentrated on to ascertain their reliability or otherwise in achieving academic excellence in Senior High Schools in the country.

2. 4.1.1. The Teacher- Centered Method

Teacher- centered method of teaching is a one-way communication in which the teacher presents the materials in an oral manner whereas the learner listens or takes down notes (Kimweri, 2004). According to Zakaria et al. (2010), this method does not involve activity-based learning to motivate students to learn real life problems. Going by this method, the teacher manipulates teaching activities including controlling and sharing of knowledge. The student or learner here becomes very passive receiver of the knowledge hijacked by the instructor alone. This can consequently make students

lose interest in the classroom which will intend lead to low or poor performance in the subject as far as examination is concern.

2.4.1.2 Student-Centered Method

Student-centered method is a teaching method in which students coin their own understanding of content and developing a personal feeling that knowledge is owned by them (Jackson & Kamchatka, 2019). According to these researchers, student-centered method makes the learner have the feeling that the information produced by students is in a better way than similar information introduced to them by the teacher. This method does not allow the teacher to monopolize the transmission of information to learners like it is done in the Teacher-Centered Method but encourages the students to search for relevant knowledge needed to equip them in the learning process. When different strategies under this method like brainstorming, discussion, group work e.t.c are employed effectively, students' performance in English Language will be improved tremendously in the WASSCE.

2.4.2 Learning Strategies

Learning as defined by Brown et al. (2000) is a relatively permanent change in behavior that occurs as a result of prior experience. It is an undeniable fact to state that students use different learning strategies in their learning process and when effective and efficient learning style is adopted by the learner, it helps significantly in improving performance in any subject area and vice versa. To support the above assertion, Smith and Blake (2005) identified four learning forms such as the formal, informal, incidental or situated Learning and problem-based Learning that are used by learners. Formal learning refers to structured series of teaching and learning activities that have designed in the curriculum. Informal learning is unstructured events or

activities learner adopts in learning something for himself. It is achieved through observation, discussion with others, asking questions, and even making mistakes and learning from them. Incidental learning happens as the result of other activities that finally bring knowledge of something to the student. Situated learning, takes place through the activity or relationships between people and connecting the knowledge acquired in the very same condition where the knowledge is gained. With regards to Problem-based learning, activities are associated with solving problem. The problem at hand for learning can be in a formal setting in order to result to a particular learning outcome, or the learning may be achieved informally through working on a real-life problem.

In sum, when students adopt proper active learning strategies such as problem-based Learning, cooperative learning, independent learning, experiential learning and others as posited by Krajcik and Blumenfeld (2006) and other scholars to gain meaningful information and link it properly to previous knowledge and experiences, they are competent to form correspondence between discovered information and subsequent knowledge to enhance better and more associated conceptual understanding. And this in not small way, will help greatly in improving students' performance in English Language in Senior High Schools as far as WASSCE is concern.

2.5 Theoretical framework

Language learning is viewed from two main theories which are the Behaviorist and the Mentalist theories of language learning as far as Skinner and Chomsky are concerned (Akinwamide, 2012). The statement above therefore means that any form of approach used in language learning and development stems from the theories of Skinner and Chomsky. Many theories have been used in the bid to develop the writing

skills of students or learners in English Language. Proett and Gill (1986) cited in Akinwamide (2012) that in consideration of the earlier theories on how students learn to write, the Frequency Theory, The Grammatical Theory, The Error Correction Theory and The Building Block Theory are effective theories used in developing learners' skills of writing, which is a core mandate for academic performance in English Language. These theories are discussed in detail in the sub-sections below.

2.5.1 The frequency theory

Human beings by nature are sensitive to frequency of occurrence of events under their disposal Ellis (2002) cited in Akinwamide, (2012) pp.16-18. According to him, individuals are able to make clear and appropriate judgment from their brain about the number of frequency a particular thing happens or exposed to the person. When this happens, they become quite good at such an activity. For example, students can accurately estimate the number of times a particular word occurs in a list. The theory therefore believes in the principle that the frequent practice of writing by students is very important for mastering writing skills even if the student is not guided. This therefore helps students to write legibly which is a key to performance in English Language. This theory is very necessary that when students are frequently guided by their teachers in the classroom to write different times of compositions, they will become legible writers which will help improve their performance in the English language. However, other studies have shown that frequency alone is not sufficient to sustain proper development in writing since effective writing is based on certain fundamental rules of sentence construction as far as grammar is concern. These results led to the development of the Grammatical Theory discussed below.

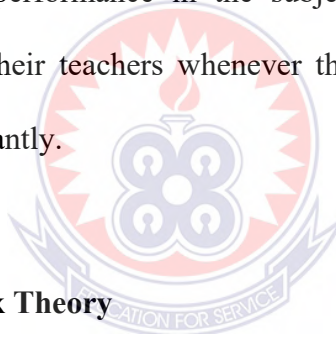
2.5.2 Grammatical theory

Grammar refers to the basic or fundamental rules of a language in changing the form of words and properly joining them to form a sentence (Hornby, 2001). English grammar is divided into Morphology and syntax which refers to the study of the structure and forms of words. For example, adding the suffix –s to nouns to form plural like (Goat- goats, Book-books etc.) or adding –ed to present tense of verbs to form past tense like (play-played, dance-danced etc) and the study of rules governing the way words are put together in a sentence by considering subject- verb agreement such as “the students killed the snake” (Subject +Verb +Object) (Nordin, 2010). Based on this, when students are made to understand the basic structures and the rules of grammar, they would be able to write better English particularly, in essay writing, comprehension and summary which are normally rooted on grammar under the mechanical accuracy. This therefore means that the Grammatical Theory holds the assertion that knowledge of structures and rules in combining these structures properly will result in students becoming good writers in English. Further studies revealed that the Grammatical Theory has not completely succeeded in improving the writing skills of learners due to the errors they make and this led to the development of the Error Correction Theory (Oden, 1999 in Akinwamide, 2012).

2.5.3 The Error Correction Theory

The continuous correction of errors made by students particularly in essays help tremendously in improving the independent writing of students with limited and sometimes without errors. The Error Correction Theory therefore believes that correction of students errors in writing help make them good writers. It is obvious that students make errors in their writing which is inevitable and natural to occur in their

writing. Brown (2007) has it that correctly interpreting the source of students' errors, teachers can gain meaningful knowledge about the students learning process and L2 knowledge deficiencies. Students' errors must not be seen as negative reflection of their deficiency but rather a critical feedback tool to help them improve in learning. It is however obvious, based on experience that continuous correction of students frustrates them and also make teachers bore but notwithstanding the positive impact on the learner by many researchers, it is ideally necessary to correct them whenever errors occur. This theory is very important that effective performance of students cannot be realized when essays and other writings in the English Language Examination are full of errors. It is against this backdrop that the mechanical accuracy affects many students' performance in the subject. When students are therefore positively corrected by their teachers whenever they write, students' performances will be improved significantly.



2.5.4 The Building Block Theory

This theory holds the belief that students or learners learn to write through smaller grammatical units referred to as building blocks (Proett et. al., 1986, cited in Akinwamide, 2012). This simply means that before a learner writes perfectly in English, he/she must first learn how to write or construct simple sentences correctly before compound and complex sentences then follow. For example, **Simple sentence:** The man is good. **Compound sentence:** The man is good **but** he is always busy. **Complex sentence:** The man is good, **although** he is always busy on campus during week days. Per the theory, when students go through this process systematically, they would be grounded in writing very effectively in English and this will boost their enthusiasm in obtaining good grades in English Language. The relevance of this

theory cannot be underestimated since many students in the Second Cycle Institutions at large and Gushegu Senior High School in particular, are many at times have a difficulty in constructing simple sentences. It is obvious to say that when this theory is effectively practiced in schools, students' low performance in English Language will be a thing of the past.

2.6 Summary

The importance of English Language in our educational system across the world and Ghana in particular cannot be underestimated. Students are therefore expected to learn this subject effectively in order to communicate very well leading to high performance in their examination especially in areas where English is the medium of instruction. This chapter of the study critically reviewed relevant literature on the conceptual definition of performance, the varying attitudes of students' posture towards English Language and the factors that affect the performance of students in the subject were also looked at. It also concentrated on the aims and objectives of the English Language Syllabus including the structure of the WASSCE English Language paper. Again, the empirical studies on the topic were not left out in the chapter. Under this, the causes of poor performance of students in English Language in Ghana and other West African countries were included and also, the teaching methods and the learning strategies teachers and students adopt respectively. The last part of the chapter concentrated on the theoretical framework comprising grammatical theory, error correction theory, frequency theory and building block theory.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter gives the detail account of the methodology employed in the study. Methodology according to (Silverman, 2005) involves the various choices a researcher makes to find solutions to a problem. The chapter hinges on the various research techniques and strategies adopted in conducting the study. In view of this, information on the research approach and design, data requirement and sources of data collection, brief description of the school of study, population, sample and sampling techniques, data collection instruments, procedure and methods of analyzing the data obtained are presented in this chapter.

3.1 Research approach

A proper adoption of a research approach is very necessary if proper and accurate answers are needed by the researcher to answer the research questions effectively. This enables the researcher to use an effective method in the collection, analysis and interpretation of the data thereof (Tegan, 2021). The researcher adopted both qualitative and quantitative research approaches to carry out the study on the poor performance of students in second cycle institutions using Gushegu Senior High School as a case. The adoption of the mixed approach according to Fetters and Freshwater (2015), gives the researcher the opportunity to achieve objectivity and clear explanation to a given research phenomenon. These authors added that the integration of both qualitative and quantitative approaches permits a more complete synergistic utilization of data in providing better understanding of a research problem and complex phenomena than using one approach. Cresswell (2012) added that adopting both qualitative and quantitative approaches in a study leads to breadth and

depth understanding and collaboration. It was therefore against the above assertions that led to the adoption of the mixed approach in this research.

3.2 Research Design

The adoption of a proper research design is very necessary in addressing any research problem or study. According to De Vaus (2001), research design is a detailed plan or blue print the researcher will adopt in operationalizing variables or conducting a research in order to ensure that the variables are measurable and accurate to ensure reliability and dependency. The researcher above added that the function of research design is to ensure that evidence obtained enable a person to answer questions unambiguously as possible. The research design adopted by the researcher was a case study. This, according to Oteng-Abayie (2011), is an enquiry which uses multi-source of data in any area of study. It provides a rich comprehension of real life issues. In view of this, the researcher collected both quantitative and qualitative data at the same time, which were combined during analysis to explore and explain why students of Gushegu Senior High School do not perform well in English Language in the West Africa Senior School certificate Examination (WASSCE) in order to make generalization and inferences regarding the performance of students in second cycle institutions in Ghana.

3.2 Data Requirement

The required data for the study included the following:

- Number of teachers and their qualifications.
- Time allocation to the teaching of English Language.
- Availability of teaching and learning materials (TLMs).

- Methods employed in teaching the subject
- Students understanding of the various aspects of the subject
- Attitude of teachers and students to teaching and learning the subject respectively.

3.3 Data Sources

The researcher gathered data from primary and secondary sources to provide an opportunity to position the research relative to existing study. The primary data constituted the first-hand information provided by respondents through the interviews and questionnaires administered to them. This data was collected on the variables such as adequacy and competency of teachers in teaching English Language, adequacy of allocation of time to the subject, teachers and students' attitude towards the subject, availability of TLMs and so on. The secondary data on the other hand refers to the data collected from the school records regarding the teaching and learning of English Language. This was used to augment the primary data obtained from the field to increase and ensure validity and reliability of data gathered for the study. The study obtained data from students on how the behaviors of teachers affect their performance in English Language. This covers teachers' attitude during English lessons, coverage of the syllabus before the final examination, adoption of different methods in lesson delivery by teacher, evaluation of lessons to test students' understanding level, allowing students to participate freely during lessons and regularity of teachers in honoring their lessons.

Students' attitudes towards the study of the subject was also ascertained from both the teachers and the students on the grounds of students' regular attendance to English

Language lessons, students revising what is taught by teachers in the subject and students reading other materials to upgrade their knowledge in English Language.

3.4 Brief Description of the School of Study

Gushegu Senior high school is the only public senior high school in the Gushegu Municipality in the Northern Region of Ghana. It is located along the Eastern Corridor Road of about three kilometers from Gushegu town of Yendi road. The school has a student population of about 1,345 comprising 750 males and 595 females. The teaching staff of the school is made up of 85 permanent teachers and 8 National service personnel. Out of the total of 93 teaching staff of the school including the headmistress and her assistants, only 5 are females. General Arts, Business, Home Economics, Science and Agricultural Science are the programs offered in the school.

Gushegu is the capital of the Municipality which has an estimated population of 153,964 according to the 2021 population and housing census. The population consists of mainly Dagombas and other few tribes. Farming is the major occupation of the people with yam as the main food crop produce. The town has one market which comes weekly in which most children engage in petty trading including some of the students in the day status of the senior high school. The farming and the trading activities bring a lot of absenteeism among both the school children in the basic schools and the students of the senior high school in the town particularly in the Municipality on market days. This therefore affects the performance of the students in general and English Language in particular.

3.5 Population

Population, as opined by Zikmund (2003), is said to be the aggregate of all the cases that conform to some designated set of specifications. Zikmund added that one of the challenges of any type of research is the definition of the population from which the respondents are taken. This assertion above is indeed a fact because, picking few respondents from the lot many at times becomes difficult to researchers as to who to pick and who to leave. The entire population of the school under study is 1,345 students; and 93 teaching staff. It was based on the entire population above that the sample in the next section was chosen.

3.6 Sample and Sampling Procedure

The use of proper sampling procedure to obtain a sample size for a study is very essential if accuracy is the priority of the researcher. Bell and Bryman (2006) maintain that there should be a concern regarding the sample size for any study as far as research is concerned. These scholars above therefore conceptualized sample to include choosing elements, units or members of a population which is further utilized in making generalization about the entire population. Saunders et al. (2009) added that when resources are limited, the technique adopted in determining the sample size are probability and non-probability sampling. In view of this, the researcher adopted a multi staged sampling procedure, using the purposive and stratified sampling techniques. Purposive sampling was used to select all the twelve (12) English Language teachers including the Head of Department and the Assistant Headmaster for Academics. The purposive sampling techniques was used to select the teachers because they were those who were directly involved in the teaching and monitoring of

the teaching and learning of English Language in the school. Stratified sampling technique was used to select the form three students for the study because the students were made up of heterogeneous number of Arts, Business, Agricultural Science, Home Economics and Science. This technique ensured representativeness of each class in the study so as to avoid the study concentrating on some department in the school to the total neglect of others. The above sampling procedures used are believed to be very effective and reliable if accurate and reliable data is needed by the researcher (Bell and Bryman, 2006). The above assertion made the researcher to adopt the purposive and stratified sampling procedures for the teachers and the students involved in the study respectively. Each of the five classes had a total number of 120 students, totaling 600 students in form three. Among the total of 600 students, 300 students were selected for the study using simple random sampling in each class. In using this technique, each of the students had an equal and non-zero chance of being selected for the study. In doing this, the names of the students in each class were written on a piece of paper by the researcher from the students register and kept in rubber bag. The names were thoroughly mixed up and the picking was done by the research assistant. This picking was done without replacement and each time a name was selected, the rest were again mixed up for the picking to continue until the required sample size for each class was obtained.

3.7 Data Collection Instrument

The data collection instruments employed in the study were interviews and questionnaires. Collecting data from different sources is recommended for an effective research study (Yin, 2018). Going by this assumption, Roberts (2007) posits that one-on-one discussion in a form of interview and answering printed information

such as questionnaires are considered the most appropriate and effective methods of data collection for scholarly case study research work. The above instruments were developed to ascertain the factors affecting the performance of students in English Language in the WASSCE. The issues centered on the attitude of teachers and students in the teaching and learning of English Language as a subject, teaching methods employed by Teachers, use of TLMs, time allocation to the subject on the time table and the students' understanding of the various aspects of the subject. The questionnaires were designed in a way that was simple in nature for the Teachers and students as recommended by (Fraenken, & Wallen, 2000) using four points Likert scale with **SA** for "strongly agree", **A** for "agree", **SD** for "strongly disagree" and **D** for "disagree" as trusted by (Gee, 2016) to be the easiest way of expecting feedback from respondents and very simple to understand. Semi-structured interview (In the appendix) was employed by the researcher on the Head of Department and Assistant Headmaster for Academic to obtain information pertaining to the poor performance of students in the school in English Language in their WASSCE due. The data collected through the interviews and the questionnaires were very relevant in helping the researcher to know how the said problem can be tackled to improve the performance of students in English Language in the school.

3.8 Piloting of the Research Instrument

The research instruments were pre-tested before the actual administration to them. This hinges on the basic principle of social research when validity and reliability are needed by the researcher. Going by this principle, the pilot survey was conducted on the General Arts and Business classes of Bunkpurugu Senior High School in the North East Region simply because the students in Bunkpurugu were identified to have

same characteristics such as the number of students in each class and the number of departments as those in the school of study. Three hundred (300) copies of questionnaires were purposively distributed to the students in those classes to answer which took the respondents about a week to respond to them. The purpose of the pilot test above was to obtain feedback that will help fine-tune the data collection instrument and ensure high sense of reliability of the instrument. Ensuring reliability in this case was very vital since it was going to guarantee that, same results would be obtained each time the instrument was used to measure the performance of students in English Language. Apart from the students, the teachers were also interviewed to either confirm or disconfirm what was received from the students' responses. When this pilot testing of instruments was done by the researcher, he obtained a deeper understanding of the administration of the instruments to ensure their validity and reliability even though there were few errors that occurred such as students ticking more than one option in a question and these were corrected to avoid same mistakes in the actual administration of the research instruments.

3.9 Data Collection Procedure

The individual administering procedure was used by the researcher personally to administer the questionnaires to the students. It was carried out after normal classes period upon the collection of covering letters from the researcher's Head of Department. These letters were attached to the instrument to convince the respondents of the authenticity of the research. This was done in assuring them of anonymity. After establishing contact with the school, the researcher obtained permission from the headmistress to administer the instruments to the respondents. After administering the questionnaires to the students, the researcher followed up with the interview with

teachers, Head of Department of English Language and the Assistant Headmaster for Academic. The use of the individual administering procedure on the students enabled the researcher to talk to reluctant student to participate. The questionnaire used was divided into five main sections. First, questions on the attitude of teachers to teaching of English Language, second was on questions on the time allocated to the teaching of the English Language, third was the questions on the method of teaching by teachers, the fourth section concentrated on the questions on the students understanding of various aspects of the subject whilst the last section looked at the questions on the availability of teaching learning materials (TLMs). The data was collected by the researcher using almost one and a half months.

3.10 Methods of Data Analysis

Analysis is the application of reasoning, understanding and interpreting to data that has been collected by the researcher in any area of study (Zikmound, 2003). To add to the above, Hall, (2010) suggested that data can be analyzed by means of processing, editing, categorizing, tabulating as well as presentation of data graphically. The data that were collected from the school of study were analyzed both qualitatively and quantitatively. Statistics as simple tools were used to help make sense out of data that were collected. This was assisted by version 20 of the Statistical Package for Social Science (SPSS) in managing the large number of data generated from the questionnaires. This was presented in the form of frequencies, percentages and tables. Textual analysis was also made by the researcher on the sample answered questions of the mock examination of the final year students of the school. The use of this method enhanced the ability of the researcher to identify differing and similar experiences regarding the performance of students in English Language in second

cycle institutions. Hence, both qualitative and quantitative techniques were used in analyzing data collected.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter concentrates on the presentation and discussion of results of the study obtained from the sampled respondents. The analysis and discussions were centered on the research questions in order to effectively achieve the objectives of the study on the poor performance of students of Gushegu Senior High School in English Language in the West Africa Senior School Certificate Examination (WASSCE).

The first section of this discussion focuses on the research question 1, concentrating on the teaching and understanding of the various aspects of the English Language (Grammar, Essay writing, Comprehension and Summary), availability and qualification of English Language teachers, availability of teaching learning materials (TLMs), time allocation to teaching of the subject, methods of teaching, and attitudes of teachers and students towards the teaching and learning of English Language. The analysis is presented in various sub-sections.

The second part of the chapter concentrated on the implication of the factors affecting the students' performance in English Language and the last section focuses on the textual analysis of the sample answered mock English Language paper of the form

three students of the school, Gushegu Senior High School. Thus far, the first section of the discussion is done based on the first research question:

1. What are the factors that affect students' performance in English Language?

The presentations and discussions below concentrate on the research question one above.

4.1.1 Teaching and understanding of various aspects of English Language

Students' effective performance in English Language greatly depends on the understanding of the various aspects of the subject. These aspects like the Grammar, Composition, Comprehension and summary carry almost entire marks of the subject to enable student pass in WASSCE. Non effective teaching and understanding of these aspects cannot enable a student to perform creditably in the subject. Based on this, respondents' views were taken on the frequency in which these aspects were taught and understood in the school. Grammar, one of the aspects of the English Language is discussed in the next paragraph.

Grammar plays a very fundamental role in English Language. Poor grammar results to poor English in general. Grammatical theory which deals with rules of grammar and basic structures of English, affirms the above that a student's knowledge of the structure of words and rules for combining them leads to that student becoming a good writer. Mechanical accuracy, which almost all students score zero all the time in WASSCE stems from ineffective use of grammar. The tables below illustrate students' views on the teaching of Grammar.

Table 1: Teaching and Understanding of Grammar

Indication	Frequency	Percentage (%)	Level of understanding	Frequency	Percentage (%)
Taught	150	51.7	Perfectly understood	30	10.3
Fairly taught	89	30.7	Understood	35	12.1
Hardly taught	40	13.8	Fairly understood	60	20.7
Not taught at all	11	3.8	Not understood	165	56.9
Total	290	100.0		290	100.0

Source: Field data, 2022

From the table above, the study clearly shows that, Grammar was taught in the school. About 150 students representing 51.7% indicated that the aspect was taught in class whilst 89 students representing 30.7% also indicated that the aspect was fairly taught. This simply confirmed the teachers' position that grammar which includes subject-verb agreement, tense, word classes and phrases, punctuation marks and others were taught in the school. Despite the above, more than half of the students (165) representing 56.9% indicated that, they did not understand. It therefore means that many of the students did not understand the fundamental rules governing Grammar.

Comprehension is another aspect of the English which students are tested in WASSCE on their ability to understand and interpret text. The table below represents

the results obtained from respondents on the teaching and understand of comprehension.

Table 2: Teaching and Understanding of Comprehension

Indication	Frequency	Percentage (%)	Level of understanding	Frequency	Percentage (%)
Taught	145	50.0	Perfectly understood	25	8.6
Fairly taught	92	31.7	Understood	40	13.8
Hardly taught	40	13.8	Fairly understood	58	20.0
Not taught at all	13	4.5	Not understood	167	57.6
Total	290	100.0		290	100.0

Source: Field data 2022

From the data above, 145 students representing 50.0% indicated that comprehension was taught in the school. Ninety-two (92) of them, representing 31.7% also indicated that the aspect was fairly taught. Apart from this, data gathered from the teachers also indicated that comprehension was indeed taught. Notwithstanding the fact that comprehension was taught in the school, majority of the students representing 57.6% indicated that they did not understand what was being taught by their teachers. This simply means that the students did not obtain the needed knowledge on how to find equivalent vocabularies to appropriately replace selected words and phrases, answer factual questions and also make inferences in the passages given.

Summary as one of the aspects of the English Language on which students are tested in WASSCE, is very important in determining the passing or failure of students involved. Doing well or otherwise in this aspect determines the kind of grade to acquire in your examination. Below represents the responses obtained from students on the teaching and understanding of the aspect.

Table 3: Teaching and Understanding of Summary

Indication	Frequency	Percentage (%)	Level of understanding	Frequency	Percentage (%)
Taught	156	53.8	Perfectly understood	35	12.1
Fairly taught	85	29.3	Understood	43	14.8
Hardly taught	34	11.7	Fairly understood	61	21.0
Not taught at all	15	5.2	Not understood	151	52.1
Total	290	100.0		290	100.0

Source: Field data, 2022

Many students representing 53.8% according to the table above indicated that summary as an aspect of the English Language was taught in the school by the teachers. The teachers also confirmed that they taught the students how to summarize which has to do with how to extract relevant pieces of information from a text. Summarizing points needed in a very concise, clear and unambiguous manner using own words. They were also taught how to summarize portions of passages avoiding repetition, redundancy and extraneous materials. Upon all these however, more than

half of the student (151) representing 52.1% did indicate that, they did not understand what was taught as seen clearly on the table above.

Another very important aspect of the English Language used to examine students by West Africa Examination Council (WEAC) is Essay writing. A student's ability to perform well in the English Language depends greatly on his/her ability to write good essays. On the teaching and understanding of this aspect by teachers and students respectively, the table below presents the responses obtained from the students.

Table 4: Teaching and Understanding Essay Writing

Indication	Frequency	Percentage (%)	Level of understanding	Frequency	Percentage (%)
Taught	149	51.4	Perfectly understood	27	9.3
Fairly taught	97	33.4	Understood	46	15.9
Hardly taught	38	13.1	Fairly understood	67	23.1
Not taught at all	6	2.1	Not understood	150	51.7
Total	290	100.0		290	100.0

Source: Field data, 2022

From the table above, a total number of 149 students representing 51.4% indicated that essay writing was indeed, taught in the school. About 8 out of the 10 teachers also confirmed that the various components of composition such as letter writing, debates, speeches, articles, narratives, reports, descriptive essays and others were taught. On

the contrary, about 150 students representing 51.7% as seen in the table 4 above indicated that, even though they were taught, but they did not understand them at all.

4.1.2 Availability and Qualification of English Language Teachers

Students' academic achievements greatly depend on the availability and qualification of teachers in all the subjects. This promotes effective teaching and learning in the classroom. The competency and qualification of teachers ensure effective control over the subject matter and the students understanding thereof. This therefore means that adequate and competent instructors in a subject area will greatly propel high academic performance of students in their exams.

The school records gathered in this regard revealed that, out of the total number of ninety-three (93) teaching staff, only ten (10) were English Language teachers constituting 10.8%. Even out of the ten (10), eight (8) of them representing 80% studied English Language as a major area at the Bachelor's level whilst the remaining two (2) majored in French and Ghanaian Language. The statistics above clearly showed that, the school had inadequate English Language teachers.

A school with a total population of one thousand, three hundred and forty-five (1,345) with only ten (10) English Language teachers will not have a doubt in terms of inadequate students-teacher ratio as far as English Language is concern. English being a core-subject, one would have thought that teachers of the subject would constitute at least 40% of the entire teacher population of the school. This would have enabled them to teach effectively, give exercises and assignments to students and mark them at the same time as required of teacher but this becomes impossible since the teachers are very few in the school against the larger student population.

As indicated earlier, two (2) of the teachers representing 20% did not have the required qualification to teach the subject. Simply because if someone majored in French or Ghanaian Language, such a person may not have the needed competence to handle certain technical areas such as grammar, summary in the English Language as compared to teachers who majored in the English Language. It is said that, middle and high school students learnt better from teachers who hold Bachelor's or Master's degrees in the subject areas these teachers teach (Fakeye, 2012). This assertion supports the analysis above.

4.1.3 Availability of Teaching and Learning Materials (TLMs)

Teaching and learning materials (TLMs) play a very crucial role in the understanding of what is taught in class when used effectively. They help the teacher illustrate what he/she teaches with little or no difficulty. Although, many schools in the country do not encounter this as a problem but a few do suffer the repercussions that follow their unavailability. Materials such as text books, past questions for English Language, sound system for English Orals and many others were looked at in the school to ascertain their availability or otherwise. When these are available and effectively used by teachers, students' understanding is enhanced and the improvement of performance in English Language thereof. The bar chart below represents the views of students collected on the availability of teaching and learning materials needed in the school.

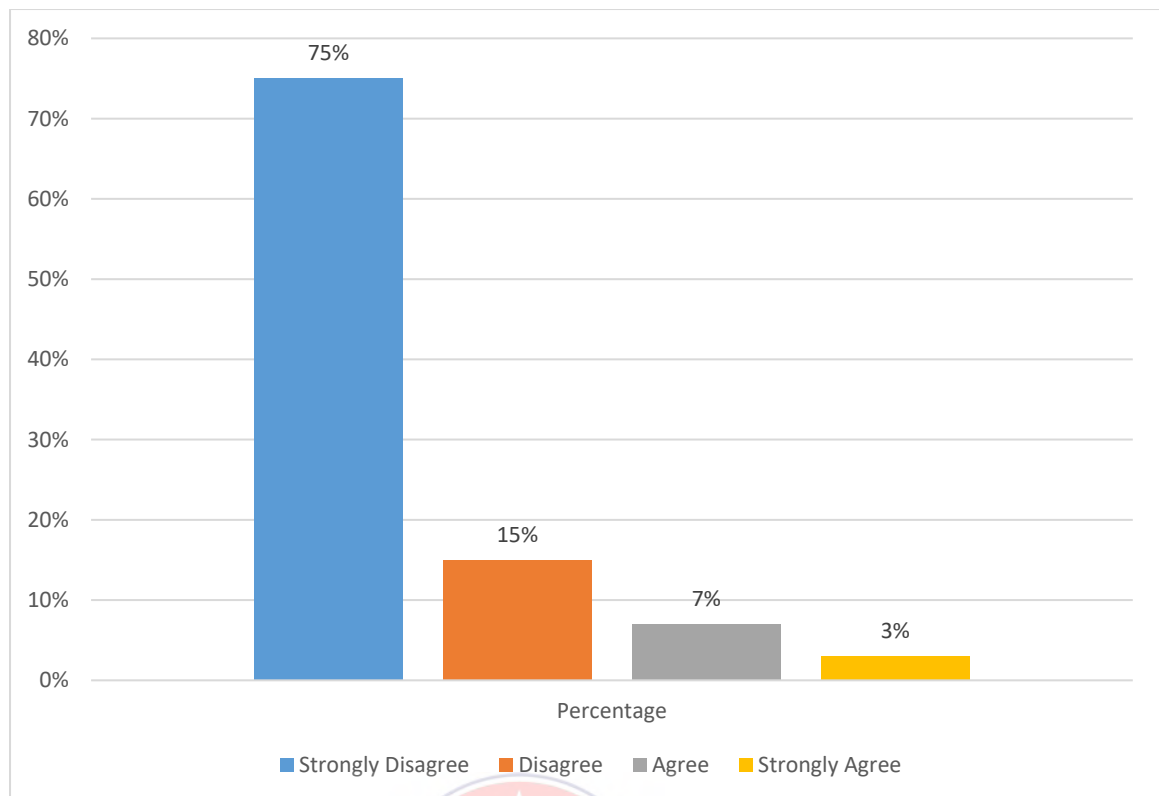


Figure 1: Availability of Teaching and Learning Materials (TLMs)

From the figure above, the study shows that 75% of the students strongly disagreed that teaching and learning materials were available and were being used for the teaching and learning in the school. In similar response, 15% of them also disagreed on their availability. Nine (9) of the teachers when interviewed also confirmed the inadequate TLMs in the school for use. This in effect means that the teachers do not use the TLMs in their teaching. The study further revealed that, the total number of textbooks for the form three students for example, were 145 which were woefully inadequate for about 600 form three students. The head of department (HOD) added that some of the books were stolen by some students and other students run away with some textbooks after their final examination.

4.1.4 Time Allocation to the Teaching of English Language.

When enough time is allocated on the time table for English Language, it will help tremendously to improve performance of students. Enough time allocation will help the teachers finish the targeted areas in the syllabus before students write their final examination. In view of this, the table below indicates the students' views on the time they had for English Language on the time table.

Table 5: Time Allocation to English Language on the time table

Response	Frequency	Percentage (%)
Once	11	3.8
Twice	180	62.1
Thrice	85	29.3
Four times	9	3.1
Five times & above	5	1.7
Total	290	100.0

Source: Field Data, 2022

From the table above, it is clear that majority of the students representing 62.1% indicated that English Language was taught twice in a week. On the other hand, when they were asked to respond to whether they had classes on the subject 5 times or more, only 1.7% of the students responded positively. This means, limited time was allocated on the timetable to the teaching of the subject. When the teachers were also asked, all of them confirmed that the subject was taught twice a week. By this, both the teachers and the students lamented that the time allocated was inadequate since the subject is very broad and needs a lot of time to be able to cover all the aspects.

4.1.5 Methods of Teaching English Language

In this section the researcher needed to find out from the respondents on the methods the teachers use in the classroom lessons delivery. To measure this variable properly, a number of methods such as the discussion methods, lecture methods or the combination of both were assessed

On this note, students' views were sought on the discussion method and the responses were represented on the bar graph below.

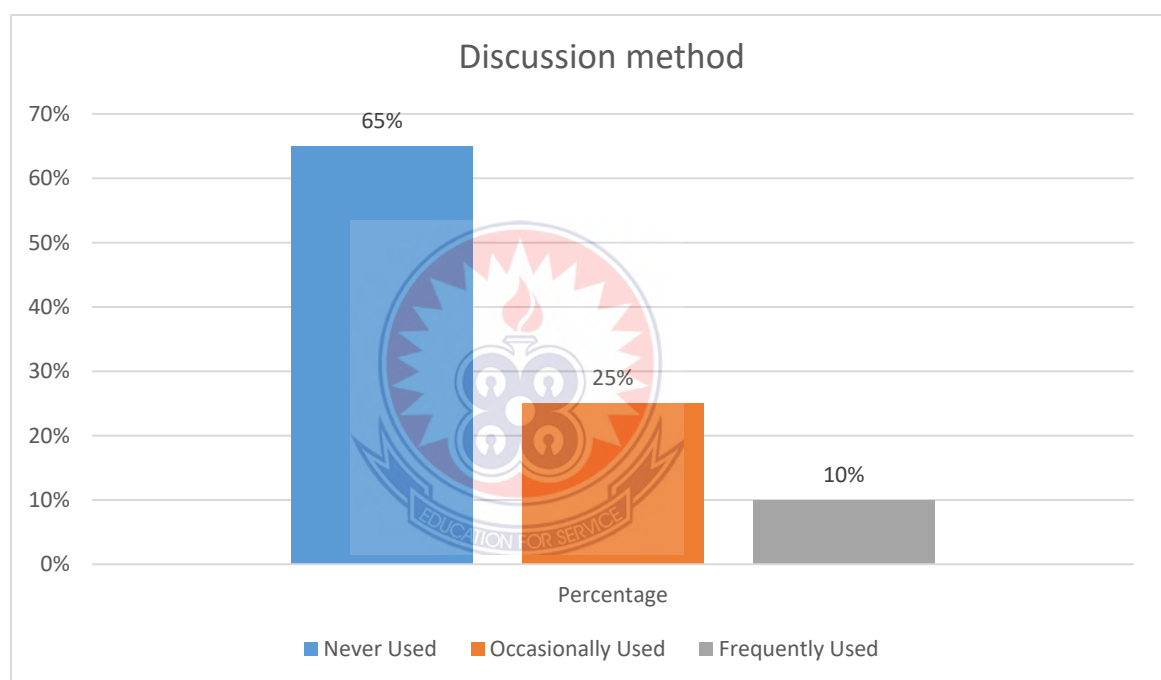


Figure 2: Use of discussion method in lesson deliver

From the figure above, 65% of the students responded that the discussion method was never used in class by teachers. Only 10% of the students indicated that this method was frequently used. This simply confirmed that teaching was mainly teacher centered and less inclusion of students.

The Lecture method was also another one the researcher took the students views on how it was used in the class during lesson delivery. The views of the students were also represented in the figure below.

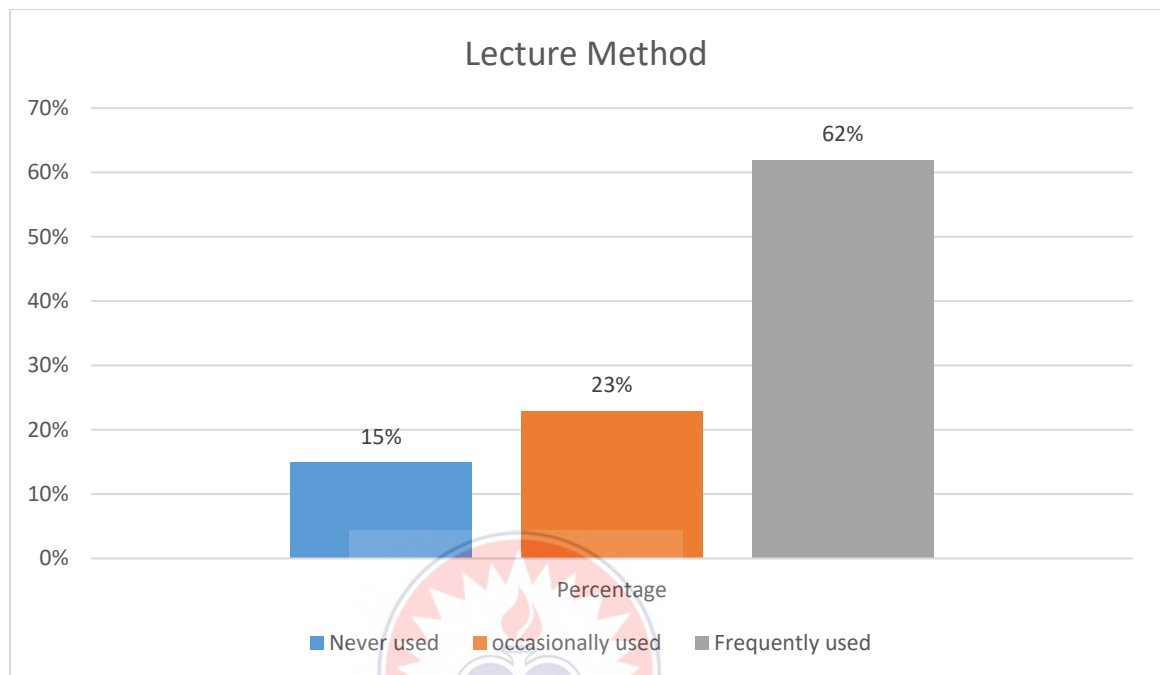


Figure 3: Use of Lecture Method in lesson delivery

The students' responses based on the graph above indicated that the teachers frequently use the lecture method to deliver their lessons in class. This is because, about 62% of the students confirmed the assertion. On the other hand, only 15% of the students responded that the teachers never used this method in the classroom. From the above statistics, it was obvious that the teachers mostly employed the lecture methods in the classroom in their lesson delivery.

Also, the combination of different methods in teaching is very essential to improve performance of students. By this, the respondents' views were obtained to ascertain as to whether the teachers combine different methods at a time to deliver their lessons in class or not. Below represents the responses of the students.

Table 6: Combination of Methods

Response	Frequency	Percentage (%)
Frequently	47	16.2
Occasionally	78	26.9
Never	165	56.9
Total	290	100.0

Field Data, 2022

From the table 6 above, 165 students representing 56.9% indicated that the teachers never used the combination of methods in teaching them English Language. However, 16.2% of the students responded that, the teachers frequently used this method in the classroom. When the teachers were interviewed, about 8 teachers out of the 10 of them said, they occasionally used the method in their lesson delivery but a further investigation revealed that teachers found this method not necessary and only employ one method at a time to deliver their lessons in class in the school.

4.1.6 Attitude of Teachers in Teaching English Language

The attitude teachers adopt towards the teaching of English Language has great influence on students understanding or otherwise. When positive attitudes are adopted by the teachers in teaching the subject, student performance in their final examination is going to be improved significantly. On the contrary, when teachers adopt negative attitudes towards the teaching of the subject, the students will not be motivated to learn and hence, poor performance will be recorded in the school. On this note, a number of variables were considered by the researcher to achieve this effect. The variables included, teachers' punctuality and regularity in honoring their lessons, teachers covering their syllabus before the final examination and giving adequate

exercises to evaluate what they teach. The sub-section below therefore looked at the punctuality and regularity of teachers to their lesson delivery.

Positive learning outcome greatly depends on the regularity and punctuality of teachers in honoring their lessons. This is to say that when teachers are not regular and punctual to class, they will not be able to cover the needed areas for students to perform creditably in their examination because valuable instructional hours will be lost. The table below presents students' views on how regular and punctual the teachers honor their lessons.

Table 7: Regularity and Punctuality of Teachers to Lessons

Scale	Frequency	Percentage (%)
Strongly agree	105	36.2
Agree	75	25.9
Disagree	65	22.4
Strongly disagree	45	15.5
Total	290	100.0

Source: Field survey, 2022

From the table 7 above, 105 students representing 36.3% strongly agreed that masters were regular and punctual to their lesson delivery. Also, 25.9% agreed to this fact and only 15.5% of them strongly disagreed that teachers were regular and punctual to class. When the HOD was interviewed he too confirmed that the teachers come to class regularly and added that they often check the teachers' attendance registers, to monitor teachers' regularity and punctuality. This therefore means that the teachers were always regular and punctual with their lesson delivery in the school.

Also, for students to be able to answer questions satisfactorily in their final examination, the teachers must cover the entire syllabus with the students. When this is done properly in English Language, the students will be able to attempt all questions given to them and the vice versa. Based on this, the opinions of the students were sought and their responses were represented in the figure below.

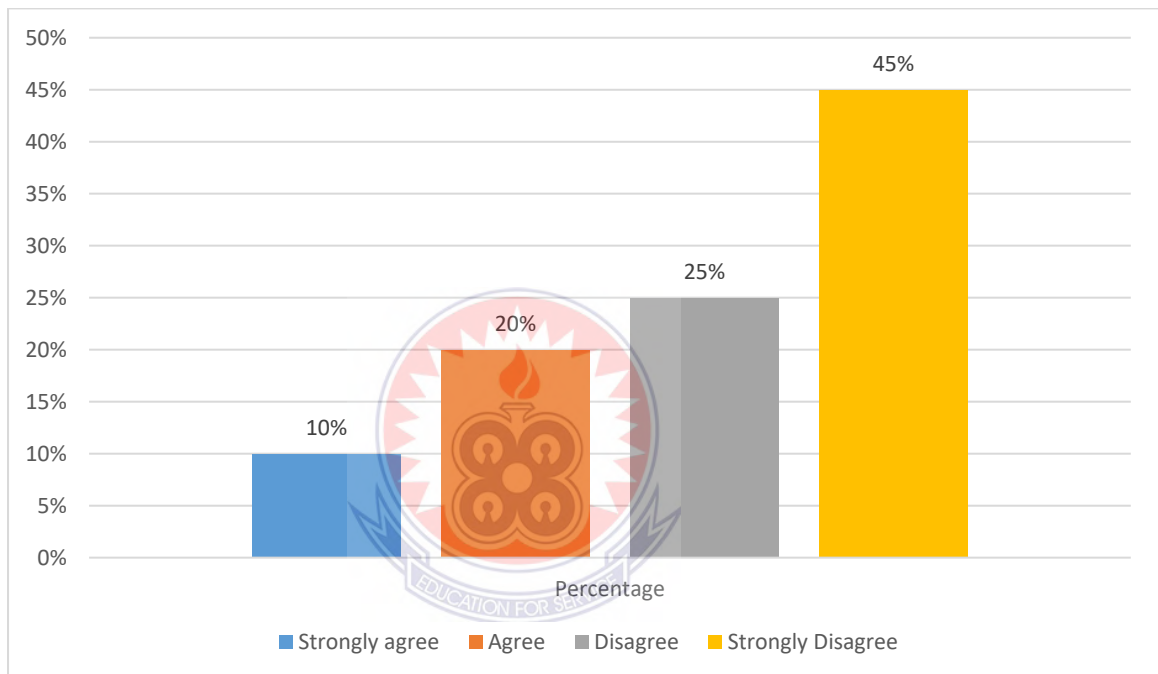


Figure 4: Completion of syllabus before final exams

From the figure above, 10% of the student strongly agreed that the teachers did complete or cover the entire syllabus before the final examination.

In the same vein, about 20% of them also agreed to the same assertion. However, 45% of the students strongly disagreed that the teachers cover the syllabus before the final examination. When the teachers were interrogated, about six (6) of them confirmed that indeed, they could not cover the entire syllabus before the final examination due to the voluminous nature of the English Language syllabus with limited time

allocation on the timetable for English Language lessons. Hence, only about 50% of the syllabus was covered before the final examination according to them.

In addition, evaluation of lessons is very necessary for teachers to determine their achievement in the classroom. When teachers evaluate lessons effectively, corrective measures can be taken to ensure adequate performance of students. The pie chart below indicates the views of students on how teachers evaluate their lessons in class.

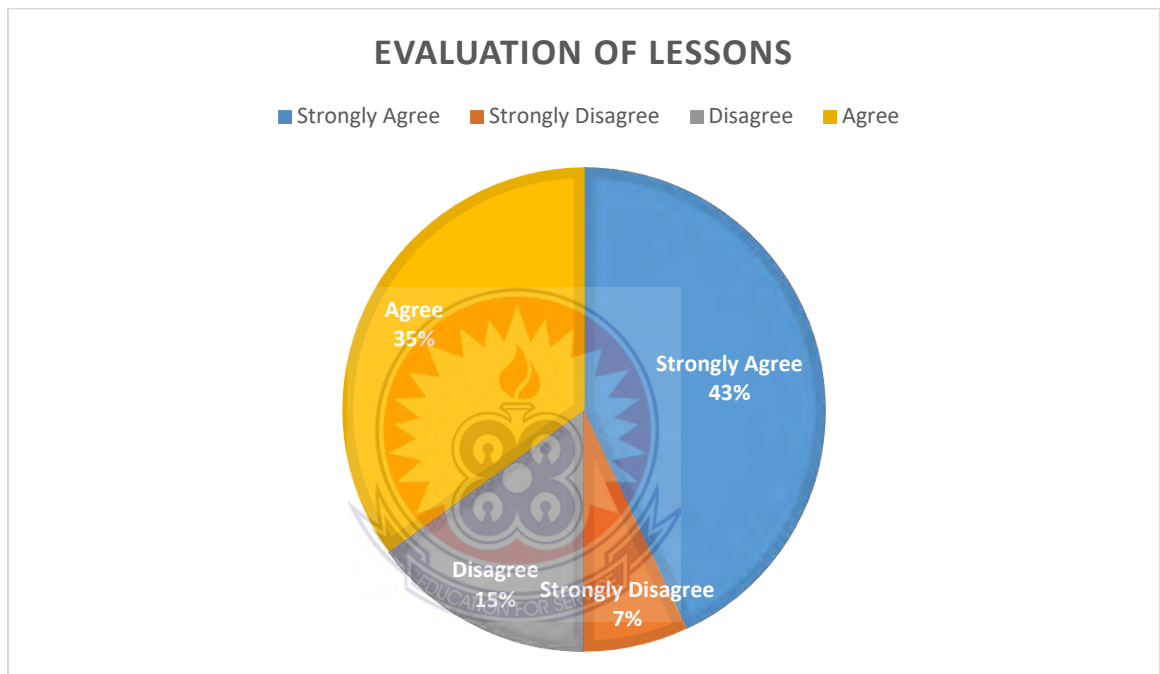


Figure 5: Teachers' evaluation of lessons

Based on the representation on the figure 12 above, 43% of the students strongly agreed to the fact that enough class test and exercises were given to them by their teachers to ascertain their level of understanding. Similarly, 35% of them also confirmed the same assertion. About 48% of the teachers when interviewed also indicated that they gave exercises, class text after lessons and also assessed them to offer feedback to students always. In contrast, 15% disagreed that enough class test and exercises were given whilst 7% totally disagreed the above assertion.

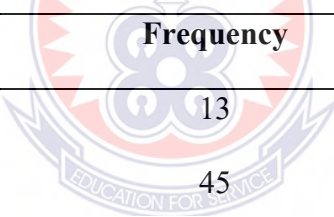
4.1.7 Attitudes of students towards studying English Language

Students' positive or negative attitude has a great influence on their performance in a particular subject area. Before a student can perform well in a particular subject, he/she must adopt a very good attitude towards the subject otherwise, poor performance will be recorded by such a person. To measure this factor, variables such as regular attendance of students to class and revision of notes were considered.

Regular attendance to class by students is very paramount when high academic performance is needed. Truant students who do not attend classes regularly will not have the benefit of grasping what the teachers teach every day.

By this, below tries to find out whether students attended lessons regularly.

Table 8: Regular Attendance to Class by Students



Responses	Frequency	Percentage (%)
Strongly agree	13	4.5
Agree	45	15.5
Disagree	57	19.7
Strongly disagree	175	60.3
Total	290	100.0

Source: Field data, 2022

From the data on the table above, 13 students representing 4.5% indicated that they strongly agreed that students did not attend class regularly while majority of the students representing 60.3% totally disagreed the view that they did not attend classes and lessons regularly. This simply means that, students attended classes regularly to participate in all English Language lessons. Among the 10 English Language

teachers, 9 of them also confirmed that students actually attended classes regularly and this could increase their opportunity of performing well in the final examination.

Revision of notes given to students by teachers help aid students' memory in not small ways. The figure below presents views on how students revise their notes given by teachers.

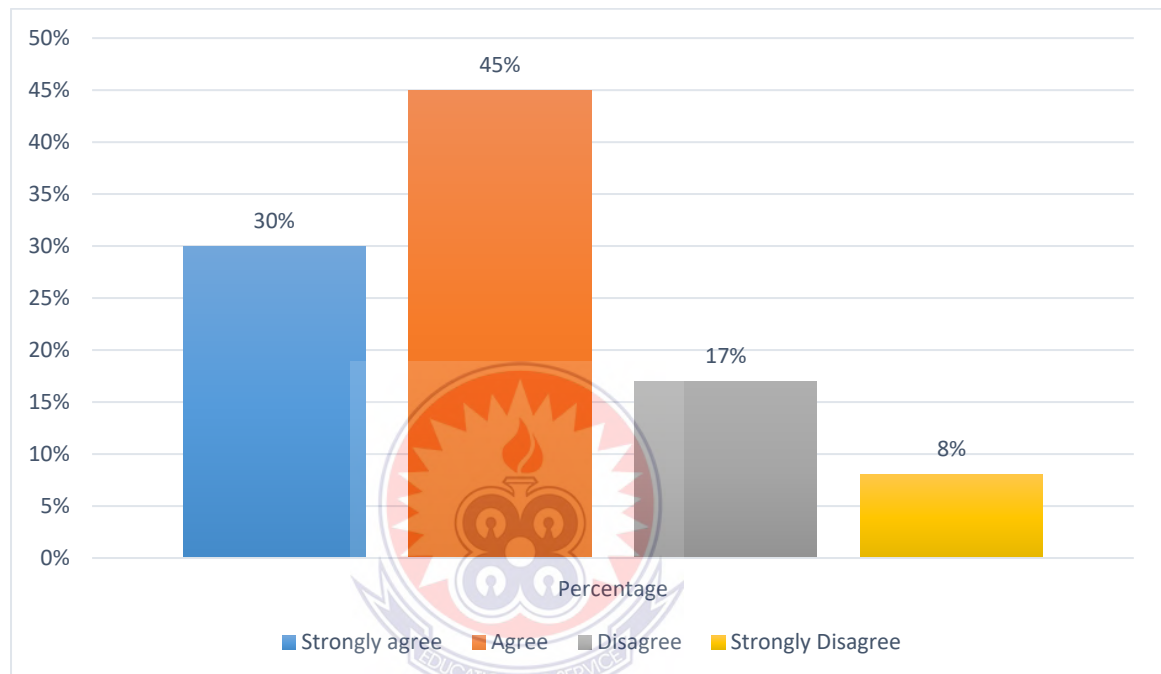


Figure 6: Revision of notes

Clearly from the figure above, majority of the students agreed that they revised what was taught before moving into another lesson. The percentage of students that agreed to this was 45% whilst 30% of them also strongly agreed that the lesson notes were revised. However, 8% of them strongly disagreed that revision of notes was properly done. In addition to this, seven (7) out of the ten (10) English Language teachers confirmed that, students did not revise their notes. According to them, anytime a lesson was taught and questions were asked, the students found them difficult to answer which means, they did not revise their notes on previous lesson before coming

for the next lesson. The teachers simply indicated that students did not show any interest and preparedness to study English Language.

2. What are the implications of these factors on the performance of students in English Language?

Below are the implication of the factors that affect the students' performance in Gushegu Senior High School as far English Language is concerned

4.2.1 Understanding the various aspects of English Language

The Essay writing contributes greatly to students' performance in the West Africa Senior School Certificate Examination. (WASSCE) because it takes about 23% of the total marks. Looking at the essay writing aspect, about 51.7% of the students did not understand this aspect which could negatively affect the outcome of the results. On the teaching of summary according to the findings in table 3, 52.1% did not understand this aspect. This means that, many students did not know how to extract relevant information from given passages, summarize them in a concise manner. As a result, this could affect their performance as this aspect contribute 14% of the total marks. Comprehension and grammar were not in exception as majority of the students representing 57.6% and 56.9% respectively did not understand these aspect of the English language. The above therefore means that a lot of the students had a serious challenge in understanding the various aspects of the subject which affected their academic performance in the subject seriously.

4.2.2 Lack of Adequate and Qualified English Language Teachers

Lack of adequate English Language teachers will seriously affect the performance of students in the school. In effect, data gathered from the study revealed that the English Language teachers constituted 10.8% of the entire teaching population of the school.

This adequacy will affect performance in the final exams since the teachers are not enough to effectively handle the various aspect of the subject such as grammar, comprehension, summary, composition and the rest. Apart from this, the number clearly revealed that, some classes were even left without teachers and this will indeed, affect the grades of the students in the final examination.

4.2.3. Availability of Teaching and Learning Material (TLMs)

The relevance of teaching and learning materials in lesson delivery cannot be over emphasized. The study however, revealed that, the school lacked adequate teaching and learning materials such as text books, sound system and oral cassettes for effective learning to take place. Figure 1 in the study, clearly indicated that 75% of the students strongly disagreed that teaching and learning materials were available for the teachers to use in their lesson delivery. Also, about 15% of them disagreed on the availability of the TLMs. Nine (9) of the teachers when interviewed also confirmed the inadequate TLMs in the school for use. This implies that the teachers rarely use the TLMs in their teaching. The findings further revealed that the total number of textbooks for the form three students, for example, were not enough for them which resulted to pairing two students to one book. The head of department (HOD) lamented on this issue and added that some of the textbooks were stolen by students and other students run away with them after their final examination. According to the authorities in the school, other TLMs such as sound system for Orals English practice were not in the school due to lack of funds to acquire them.

4.2.4 Time Allocation

The time allocation on the time table to the teaching of English Language was woefully limited. Per the data on the figure 7 of this study, the time allocation per week affected the frequency of interaction of teachers with students. Meeting twice a

week as indicated by majority of the students was not enough to cover two aspects and this could affect the performance of students in their WASSCE examination simply because the syllabus will not be entirely covered by the teachers before the examination period.

4.2.5 Methods of Teaching

Methods used in lesson delivery play a significant role in the performance of students in their examination. The otherwise of the above implies that poor performance will be the outcome. Per the data gathered on the figure 9 of the study, about 62% of the students indicated that, the lecture method was frequently used by the teachers in delivering their lessons in the classroom. On the same note, about 65% of the students indicated in the figure 7 that, the discussion method was never used by teachers to teach them. This clearly showed that, teaching was basically teacher-centered in which students were not given the opportunity to participate fully during lesson delivery. For students to understand topics well, they should have the opportunity to discuss with their teachers on the topics treated so that clarifications can be made. This prompts recapitulation and application of what is taught. In this same study, it was found out that, the teachers were not varying their lessons in the classrooms. 56.9% of the students confirmed this in table 9 of the study. This in effect means that, the teachers only used one method at a time instead of combining two or more to make lessons captivating. Combining methods could have ensured broader understanding of what is being taught in the classroom to improved performance of students in English Language.

4.2.6 Teachers attitude towards teaching the subject

The analysis further revealed that teachers' attitude towards the subject was very paramount to the performance of the students. This included evaluation of lessons,

regularity and punctuality, completion of syllabus and teaching methods adopted. The study showed in figure 12 that 43% of the students strongly agreed that enough exercises, class test, and assignments were given to them by their teachers. However, 15% of them disagreed to this claim. This means evaluation on the subject was not enough. On the issue of syllabus completion by the teachers, about 45% of the students strongly disagreed that teachers often complete the syllabus before the final examination. This implies that many important topics were left untreated by the teachers before the West Africa Senior School Certificate Examination (WASSCE). Even though, per the data gathered in table 10, about 36.2% of the students strongly agreed that the teachers were regular and punctual to teaching their students. This claim was rather disagreed by 15.5% of the students. This simply means that the teachers were not always regular and punctual in their lesson delivery in the school and this could affect the performance of the students in their final examination.

4.2.7. Attitude of students toward learning the subject

Students' attitude was another factor that affected their performance in the English Language in the school. Nine (9) out of the ten (10) English Language teachers of the school revealed that the students were not regular and punctual to classes and this affected their performance in the subject. Even though about 60.3% of the students in table 13 of the study debunked the claim that the students were not attending classes regularly. About 4.5% of them supported the teachers strongly that many students do not attend classes regularly. Revision of lesson notes by students was yet another problem that affected their performance woefully. About 75% of the teachers coupled with 8% of the students strongly confirmed the assertion that students don't revise their lesson notes before the examination. Clearly, these attitudes named above

greatly affected the performance of students in the West Africa Senior School Certificate Examination (WASSCE) in English Language.

4.3 Textual Analysis of Sample Mock Examination Answered Questions

The mock examination of Gushegu Senior High School (attached in the appendix IV) was made of WASSCE past question of the previous year, the 2017-year group. The mock examination was prepared to meet the standard of the final WASSCE questions and used to test the students' ability and readiness of the upcoming WASSCE examination. The sample responses of the students to these questions were analyzed to ascertain their understanding of the questions and performance thereof. The aspects analyzed were the composition, comprehension and the summary.

4.3.1 Composition

Composition is one of the most important aspects that is taught in all the Senior High Schools in the country. Students are examined during their WASSCE in this aspect to obtain their ability to communicate effectively in writing or otherwise. This aspect represents the section A of the WASSCE English Language paper. The students of Gushegu Senior High School were therefore examined during their Mock examination in this aspect.

The composition was made up of five (5) questions comprising formal and a semi-formal letters, a speech, an article and a narrative. The students were asked to choose only one of the questions to answer within 50 minutes for 50 marks. The sample answers collected showed that majority of the students relied on the letter writing and the speech writing to the total neglect of the article and the narrative. This may be so as a result of selecting only one year.

The question 1 and 2 in the appendix IV, Section A demanded *students' response on the consequences of a friend's behavior in school to his/her parents and a letter to the area manager of the electricity company about the effects of power outage in the locality* respectively. This was to test students' communication ability in writing in consideration of the content, organization, mechanical accuracy and the expression. In respect to the content, considering the samples collected, many students used only three points to develop the content. These were "poor performance in class", "drop out of school" and "critical thinking" for the question 1. Looking at the above for example, as used by a student, only two points were in line with the topic under discussion. In essay writing of this sort, it is difficult to use only two points to score higher mark under the content. These two points used by the student in the sample were also poorly developed like other students did in the sample for the question 2. This is to say that the explanation given did not intend to inform the friend's parents that the behavior could lead to poor performance and school dropout as he wanted to mean. Apart from this, the required length of an essay per WASSCE standard should be 450 words which the students' essays were only 350 words and below. This also, reduced the marks under the content to 5 marks and below.

The organization considers the features and the arrangement of the paragraphs in the essays. In the samples, the paragraphs were poorly arranged. There was no coherence and proper linkage of one paragraph to another which in effect, impeded proper communication and understanding. This and other features such as the salutation and the subscription affected and reduced the marks of the students from 10 to less than 6 in all the essays. The mechanical accuracy which considers the accuracy of the spellings and proper use of punctuation marks was yet another problem encountered by most of the students in the letter writing. Most of the words were wrongly spelt in

the essays. For example; “begging” for beginning, “performan” for performance, “bursh” for bush, “frience” for friends and many others were wrong spellings made by the students. This clearly demonstrated that the students have deficit or problem in spelling of words. With the punctuation marks, the students either ignored or wrongly placed them. For example, a comma (,) is expected after the salutation but was ignored by most students. Many of the students therefore scored zero (0) out of the 10 marks for mechanical accuracy.

The expression in the composition considers the use of right expressions and sentence structure. As supported by Nordin (2010), students understanding of basic structures and using them in essay aids proper communication and understanding thereof. Twenty (20) marks is allotted for the expression in WASSCE English Language paper, just like the mock examination conducted in the school. In the sample answered questions, many of the students scored below 10 marks due to wrong grammatical expressions detected in the essays. Every wrong expression was underlined and marks subtracted from the total mark. For example, “the reason is that, he had not been attending class, this would led to the result of not attending class”. The above and many other wrong and meaningless expressions were used by the students in the essays and this affected their marks in the composition. At the end, many students scored 10 marks out of the 50 marks whilst few students scored above 15 marks.

The question 4 (see appendix IV, Section A) *the students were expected to write a speech to welcome a new headmaster and enumerate their needs in the school.* Per the samples answers collected, the students’ submissions were not different from those that answered the letter writing in terms of errors, mistakes and marks scored. Even though speech writing is different from letter writing both consider the content,

organization, mechanical accuracy and expression in the allocation of marks to students. The analysis of the sample answers revealed that producing good content of the essay, most the students had challenge in which affected their mark. For example, a text in the sample indicated that the student was rather writing to describe the school to the new headmaster instead of welcoming him and also bringing out the challenges of the school. An excerpt like “this is a school of discipline, hard work and success, and also, students are well respectful to the teachers and authority” is simply deviating from the content of the question. This and the length of the essays did not meet the expected content of the essay hence, affected the required marks of the students.

The organization was not also different. Many of the students did not include titles in their essays which is mandatory in speech writing and paragraphs were also not well coordinated. Apart from this, many words were wrongly spelt and this also affected their marks under the mechanical accuracy. Some students for example, spelt “continuen” for continue, “student” for students, “problem” for problems, “this” for these e.t.c. Wrong use of punctuation marks was also paramount in sample essays collected on the students. Some use comma (,) at the wrong place and others ignored their use where they were supposed to. After a full stop where a sentence must begin with a capital letter, most of them begin with a small letter. These and many others led to students’ poor performance in the English Language.

Most expressions were wrongly constructed in the sample speeches collected. Wrong grammar brings incomprehensibility in communication. For example, an expression like “...most of the teachers are not available to care of their subject part which leads to students bored in the subject” used by one of the students, was wrongly constructed and this made understanding difficult. As a result, many of the students did not obtain good marks in the expression which led to their low performance in the subject. In

effect, all those who answered the speech writing question scored less than 20 out of the 50 marks.

Based on the analysis of the performance of the students in the composition aspect of the mock examination as indicated in the analysis above, it was confirmed that students had poor understanding of the composition aspect of the English Language revealed earlier in table 4 where 150 students representing 51.7% said they did not understand the aspect.

4.3.2 Comprehension

Comprehension as an aspect of the English Language is used to test students' understanding of a passage a given passage in order to answer factual questions, make inferences from the content of the passage and also find equivalent words or phrase for selected vocabularies in the passage as well as respond to the use of expressions. This aspect represents the section B of the WASSCE English Language paper in which students are expected to use 40 minutes in answering the questions for 20 marks.

In the analysis of the sample answers given by the students in the mock examination conducted in the school, answers given per the samples collected clearly revealed that some of the students had serious problems in comprehension and this affected their responses to the questions asked under this section. The question 1 in the comprehension for example as seen in the appendix IV Section B, was demanding *the students' response on how the students betrayed their class monitor*. Many of the students did not answer this question correctly. One answer from the sample said "they had been do their homework after all" and another said "they left him

speechless”. Both answers given were entirely different from the answer which was supposed to be like “they deceived him and later submitted their work”. This simply means that the students either did not understand the passage or the question asked. Though, some of the answers given to other questions were correct, they were not devoid of wrong spellings of some words and wrong use of punctuations within the answers. Metaphor as an answer to (gi) for example, was spelt by some students “metorphor” and this attracted a penalty from the teacher. In an attempt to identify the grammatical name and function of the expression “...when she came back to class the following morning” in the passage, almost all the students did not get it correct. The samples indicated that some students said, noun phrase and others said adjective clause. Few students who identified it as an adverbial clause did not also get the function correctly.

Not only finding meaning to some expression in the comprehension presented a challenge to many students but also getting appropriate words and phrases to some selected words from the passage (in Appendix IV, Section B) was realized as another big problem based on the vocabularies selected by many students as their answers to the question. For example, in place of the word *mandated*, a student used “decided”; another used “directed”, in place of *sarcastically*, a student used “shouting” another used “mockingly” and others used “crying”. Although, some of them got the answers correct and vocabularies in place notwithstanding, students that did as expected under weighed those that could not replace the words with appropriate vocabularies and phrases and other answers for the entire questions. This actually made many of the students to score less than 10 marks out of the 20 marks allocated for comprehension.

The above in effect, means that about 70% of the students had serious problems in the entire comprehension in terms of understanding the passages given or the questions

asked or both. It therefore goes to confirm the table 2 where 167 representing 57.6% of the students indicated that they did not understand the comprehension aspect of the English Language.

4.3.3 Summary

Summary is another important aspect of the English Language students are taught in Senior High Schools. This aspect represents the section C of the English Language paper in the West Africa Senior School Certificate Examination (WASSCE). The summary is made of up 30 marks in which students are expected to spend 40 minutes to answer the questions under it. This aspect is used to assess students' ability to read and understand a passage explicitly in order to extract relevant pieces of information from the text, summarize the relevant points in a very concise, clear and unambiguous manner using their own words and expressions. Students are also expected to avoid repetition, redundancy and extraneous materials. In the mock examination of the school under study, analysis below was done by the researcher on the sample answers on summary.

Two questions were asked on the passage (attached in the appendix IV, Section C), expecting students to: *write three sentences, one for each, stating three benefits of science to man* and also: *three sentences one for each, stating the harmful effects of Science* for question 1 and 2 respectively. In an attempt to answer the questions above, many students presented their answers in phrases and clauses and not sentences as demanded. Many answers given per the samples did not even relate to answers demanded by the examiner. For example, answers to question 1 in the sample like "The communication network", "The means of entertainment" and many others given by the students to satisfy the demand of the question, were clearly not sentences as expected, as such lost the marks. A student who really understood the passage well

could have modified these answers into sentence like “Science improves the communication network of people”; “Science has brought a major source of entertainment”, and these could score the student a good mark for the question. Even though some students had the sentences demanded in the question correctly they did not score the entire marks allotted to the answers due to grammatical errors and spelling mistakes found in the answers.

The answers given by the students in the question 2 were not entirely correct, but also contained issues that impeded them from scoring good marks in the question. Some of the answers given were simply lifted from the passage, making them too verbose. Summary does not entertain mindless lifting and verbosity. Considering the answer given by a student in the sample below, “in the modern world, machines have replaced manual labour, thus relieving man of long hours of strenuous work and machines are engaged to do almost everything, for example farming, roads, construction, industrial work and cooking”. The student simply lifted the paragraph seven (7) of the summary passage to represent the demand of the question. This, in effect, simply means that the student had no summary skills and therefore could not extract the relevant pieces of information needed from that paragraph in a concise manner to present as the answer. Other students have the idea and skills in doing this, but also had a problem of using the idea extracted from the paragraph to construct correct sentences. A clear example in the sample was an answer like “Science caused to destroyed natural resources”. Students who have knowledge in grammar could have used this idea found in the paragraph six (6) of the passage to construct a correct sentence to score the marks allocated to the question. This is why Hornby (2001) stressed the need to have knowledge in basic rules of the language in order to properly change the form of the words and join them to form correct sentences.

The above in the sample answers of the students really led to the general low performances of students in the summary aspect of the English Language since no student in the school was able to score 20 out of the 30 marks allocated to the summary section of the mock exams. The analysis of the sample answers of the students vis-à-vis the demand of the questions revealed why about 151 students, representing 52.1% in table 3 attested that they did not understand Summary aspect of the English Language.

4.4 Summary of Chapter

The above represented the chapter four of the study focusing on the discussion and presentation of results in respect to the variables: the various aspects of the English Language, methods of teaching the subject, time allocation on the timetable for the subject, teachers and students' attitudes towards the subject and the availability of teaching and learning materials. It also analyses the sample answers of the students' scripts in the mock examination conducted to the final year students of the school under study and their implications on the students thereof. This textual analysis was centered on the composition, comprehension and the summary aspects of the English Language which clearly revealed the weaknesses of the students in the various aspects that lead to their poor performance in the subject.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The main focus of this chapter was on the summary of the findings revealed by the study. It was presented in four sections. The first section focused on the summary of the findings, the section two presented the conclusion of the study, third section presented the recommendations for policies and practice based on the findings of the study and the last section presented the recommendations for further studies.

5.1 Summary

Several factors per the data gathered accounted for the students' poor performance in English Language in their final examination. These factors are summarized below.

Students' understanding of the various aspects of the English Languages such the Composition, the Grammar, the Summary and Comprehension in Gushegu Senior High School was one of the areas investigated by the researcher in the course of the study. The Essay writing contributes greatly to students' performance in the West Africa Senior School Certificate Examination (WASSCE) contributes about 23% of the total marks in the paper. This aspect per the findings indicated that about 51.7% of the students did not understand the aspect which could negatively affect the outcome of the results. On the teaching of summary according to the data in table 3, 52.1% did not understand this aspect. This means that many students did not know how to extract relevant information from given passages and summarize them in a concise manner. As a result, this could affect their performance as this aspect as it contributes 14% of the total marks in WASSCE paper. Comprehension and grammar were not in

exception. The results revealed that majority of the students representing 57.6% and 56.9% respectively did not understand these aspects of the English Language paper.

Also, the findings revealed the inadequate and qualified teachers to handle English Language in the school. Lack of inadequate English Language teachers will seriously affect the performance of students. In effect, data gathered from the study showed that English Language teachers constituted 10.8% of the entire teaching staff of the school. This inadequacy affected performance in the final exams since the teachers are not enough to effectively handle the various aspects of the subject like grammar, comprehension, summary, composition and the rest.

The study again revealed the unavailability of certain teaching and learning materials in the school which affected the smooth teaching and learning process by teachers and students respectively. The study showed that 75% of the students strongly disagreed that teaching and learning materials were available and used for the teaching and learning in the school. And according to Karemena (2003), when there are no adequate teaching and learning materials, effective teaching understanding cannot occur.

The time allocation on the time table to the teaching of English Language as a factor was not enough. The above factor indeed, affected the performance of the students in the final examination (WASSCE). Meeting twice a week as indicated by 180 students in table 5 of the studies above was not enough to cover most of the aspects of the subject due the voluminous nature of English Language syllabus. And this affected the performance of students in the WASSCE.

In addition, about 62% of the students according to the findings indicated that the lecture method was frequently used by the teachers in delivering their lessons in the

classroom. On the same note, about 65% of the students indicated in the figure 7 that the discussion method was never used by teachers to teach them. This clearly showed that teaching was basically teacher-centered in which knowledge was commoditized, which didn't give the students the opportunity to participate fully during lesson delivery. For effective understanding in the classroom, there is the need for combination of methods of teaching in varying matter to effectively achieve proper understanding as posited by Babikki et al (2012).

Apart from the above, the analysis further revealed that teachers' attitude towards the subject was very paramount to the performance of the students. This included evaluation of lessons, regularity and punctuality, completion of syllabus and teaching methods adopted. The study showed in figure 12 that 43% of the students strongly agreed that enough exercises, class test, and assignments were given to them by their teachers. However, 15% of them disagreed to this claim. This means evaluation on the subject was not enough. The English Language syllabus according to the data in chapter 4 was not completed by most teachers. In effect, many important topics were left untreated by the teachers before the West Africa Senior School Certificate Examination (WASSCE). Regularity and punctuality were part of the above that led to non- completion of the syllabus before the exams.

Students' attitude towards learning English Language was another factor that affected their performance in the English Language in the school. Nine (9) out of the ten (10) English Language teachers of the school revealed that the students were not regular and punctual to classes and this affected their performance in the subject. Even though, about 60.3% of the students in table 13 of the study debunked the claim that the students were not attending classes regularly. About 4.5% of them supported the

teachers strongly that many students do not attend classes regularly. Revision of lesson notes by students was yet another problem that affected their performance woefully. About 75% of the teachers coupled with 8% of the students strongly confirmed the assertion that students don't revise their lesson notes before the examination. Clearly, these attitudes named above greatly affected the performance of students in the West Africa Senior School Certificate Examination (WASSCE) as far as English Language is concern.

5.2 Summary of the Implications

The implications of the above factors on students' performance cannot be underestimated due to the fact that the students cannot perform effectively in WASSCE when there is no proper understanding of the various aspects of the English Language like the Composition, Grammar, Comprehension and Summary as indicated in previous chapter.

Again when there are no adequate and qualified teachers as indicated in the factors affecting poor performance of students, understanding of the subject and the performance in it thereof will be in sham. Many of the classes per the data gathered were left without teachers and this will not in small way affect the performance of those students.

Teaching and learning materials was another issue discussed in the study due to its unavailability and usage in teaching the students in the school. Teaching and learning materials such as textbooks, oral cassettes and sound system presented a challenge to students when it comes to studies. When the above as discussed are not available in the school, effective teaching and learning cannot take place as posited by Karemena (2003).

Constant effective interaction of teachers with their students was not possible in the school due the limited time allocation on the timetable for English Language. This factor indeed, affected the performance of the students in Gushegu Senior High School since it did not offer the teachers the needed opportunity to cover the entire syllabus before the examination.

The adoption of teacher-centered approach by teachers in delivering lessons instead of the discussion or the combination of different methods implied that students were simply made passive in class and this does not prompt firm understanding of concepts and hence, will lead to students performing poorly in the subject as far as WASSCE is concerned.

Negative attitude of teachers such as not being regular and punctual to class and non-completion of syllabus have serious implications on the students' performance. When all the topics are not treated before the final examination, students will not effectively answer questions and this will in effect lead to poor performance in the subject.

It is also obvious that when students exhibit negative attitude towards learning a particular subject, poor performance will be recorded at the end. Factors such as non-revision of teaching notes, irregular attendance of classes as identified in the studies negatively affect performance of students unless seriously checked and remedied

5.3 Conclusions of the Study

Based on the findings of the study, it was t concluded that the poor performance of students of Gushegu Senior High School in the English Language in WASSCE was as a result of the following:

- The students' inability to understand the various aspects of the subject properly before their final examination affects their performance in the WASSCE.
- Inadequate teaching staff for English Language in the school was another issue that led to the poor performance of students in the subject.
- Limited materials for effective teaching and learning in the school impeded students' understanding of concepts in the subject and hence, affected their performance negatively in the final examination.
- Inadequate time allocation on the time table for the teaching of the subject led to the teachers' inability to complete all the aspects in English Language and this adversely affected the performance.
- The highly patronized and adoption of the lecture method for teaching students instead of varied methods of lessons delivery in the classroom did not give the students opportunity to participate actively in lessons and hence, poor understanding in the subject.
- The negative attitude of teachers in terms of regularity and punctuality towards honoring and evaluation of lessons consequently led to students' poor performance in the West African Senior School Examination (WASSCE).
- Students' lackadaisical attitude towards studies and attendance of classes during English Language lessons.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made to help improve the performance of students of Gushegu Senior High School in English Language in their final Examination.

1. To understand the various aspects of the English Language, students should be guided by their teachers on the proper strategies such as model essay writing, skimming and scanning of a given text, involved in learning the various aspects for effective understanding and application. Teachers and parents should again encourage students to use experiential approach to learn the aspects very well. The study also recommended that teachers who did not major in the English Language should not be allowed to handle certain technical aspects of the subject especially grammar, summary and literature aspects of the subject.
2. On the part of inadequate teaching staff, the school authorities should liaise with the Regional Directorate of Education for more qualified teachers to be posted to the school to augment the few English Language teachers. An arrangement and agreement can also be made with the National Service Secretariat by the school authorities to always post teachers who majored in English Language to the school on yearly bases. This will greatly help remedies the situation of inadequate English Language teaching staff in the school.
3. On the issue of inadequate materials for effective teaching and learning of English Language in the school, the study thus recommended that materials needed such as textbooks, story books, oral cassettes and sound system for effective teaching and learning the subject should be provided by the school authorities through collaboration with the Ghana Education Service, Ghana Education Trust Fund (GETfund), Ghana Library Board and Non-governmental organizations (NGOs) such as the Read Wide Foundation,

World Vision and many others. Also, the school should levy the Parent-Teacher Association (PTA) to raise the needed funds for the acquisition of the teaching and learning materials needed by the school for effective teaching and learning.

4. The time allocation on the time table should be adjusted in order to create adequate time for the teaching and learning of the subject. Due to the voluminous nature of the English Language syllabus, the teachers should be motivated by the school authorities and other philanthropists in the municipality to organize extra classes for the students in the school so that the entire syllabus can be covered within time to improve WASSCE performance in the school. Teachers should also desist from using the limited lesson time for chats and making phone calls.
5. The teaching methods used by the teachers in the school should be looked at. The findings revealed that the lecture method of teaching was frequently used by the teachers to the neglect of other methods. The Ghana Education Service should design programs such as workshops, conferences, in-service training and symposia that will train teachers and increase their knowledge on how best they could use innovative ways to blend both teacher-centered and learner centered methods to enhance academic performance. The school in this regard should also be ready to sponsor teachers to participate in all programs that will aid their pedagogical approach as far as teaching English Language is concerned.

6. Teachers and students should be motivated in varying ways so as to do away with their negative attitudes such as non-punctuality and irregularity to class to help improve performance in English Language. On the part of the students, teachers should give more exercises students, assess them diligently and provide feedbacks promptly. Students should be motivated to attend classes regularly, do all exercises, write and revise notes in order to improve their performance in English Language in WASSCE.

5.5 Limitations of the Study

Limitations are bound to exist in every research carried out in any field. First of all, the researcher faced difficulty in getting access to respondents to respond to questionnaires. This was due to the fact that students were either doing exercises or busy attending classes. Those that were given the questionnaires sometimes absent themselves or do not even attempt answering them, which indeed made the researcher's work very tedious. By this, the researcher sometimes engaged the students outside their busy schedules and not all the questionnaires were finally received by the researcher. Similarly, collecting data from the teachers was not different. This was due to the busy schedules of teachers and also due to the fact that most of them lived outside the school premises. However, this was addressed by accessing respondents during the time they returned from their busy schedules and during teaching sessions. In other ways, respondents were interviewed in the school during break time and free periods at the staff common room.

Another area of difficulty encountered by the researcher was the lackadaisical attitude of the school authorities to release official documents such as the WASSCE results of students to the researcher to analyse the results on time. The time limit for the submission of this work and the above indeed, limited the work in diverse ways.

Notwithstanding all these mentioned, the work of the researcher was successfully carried out without a doubt in terms of credibility of the work.



5.6 Recommendations for Further Studies

The researcher recommends the following for further studies on the phenomena.

1. Gender differences in the performance of students in English Language during the West African Examination Senior School Certificate Examination (WASSCE) should be looked at.
2. Once the performance of students in English Language per the research has a serious challenge, the researcher recommends that further studies should include the other core subjects to ascertain whether the problem comes from the English Language or the entire core subjects.



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APPENDICES

APPENDIX I- QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF COMMUNICATION AND MEDIA STUDIES

MA IN COMMUNICATION SKILLS

**Assessing Students' Performance in English Language in Second Cycle
Institutions: Case Study of Gushegu Senior High School.**

The research is mainly for academic purpose. Answers given would be treated as confidential. Please tick in the appropriate box or blank column provided.

Thank you.



Section A: Teaching of the various aspect of the English Language within the time allocated

Please tick the appropriate column in the table below to indicate your views on the teaching of the various aspects of the English Language within the allocated time.

Aspect	Indication of teaching			
	Taught	Fairly taught	Hardly taught	Not taught at all
Grammar				
Comprehension				
Summary				
Essay writing				

Section B: Understanding the various aspect of the English Language

Indicate your understanding of the various aspects of the English Language taught in the school by ticking the appropriate column.

Aspects	Indication of understanding			
	Perfectly understood	Understood	Fairly understood	Not understood
Grammar				
Comprehension				
Summary				
Essay writing				

Section C: Availability of Teaching Learning Materials (TLMs)

Please, indicate your opinion on the availability of TLMs by ticking the appropriate column in the table below. (SA= Strongly Agree; A= Agree; DA= Disagree and SD= Strongly Disagree).

N/S	Question items	SA	A	DA	SD
1.	There are adequate textbooks for English Language and story books in the school				
2.	The school has oral cassettes sound system for oral English lessons				
3.	There is a language laboratory to teach the oral English aspect				
4.	The school has enough past questions for revision				

Section D: Time allocation to the teaching of English Language on the timetable.

Please, tick the appropriate option.

1. How many times in a week do you have English Language on the timetable?

Once () Twice () Thrice () Four times () Five times and above ()

2. Is the period allocated to the teaching of the subject enough?

Yes () No ()

3. If your answer is No to the above, indicate your reason below

() English Language is very broad

() English Language needs constant interaction

() Covering the syllabus in good time.

Other reason(s).....

Section E: Methods of Teaching English Language

Tick the appropriate column below to indicate your views on the methods teachers adopt in the teaching of the subject.

Methods of Teaching	Remarks		
	Frequently used	Occasionally used	Never used
Teachers use the lecture method in class			
The discussion method is used by teachers			
Teachers combine methods to teach in class			

Section F: Teachers' attitude towards the teaching of English Language

Please, tick in the columns below to indicate your opinion of teachers' attitude towards the teaching of the subject in your school.

S/N	Question items	SA	S	DA	SD
1.	Teachers are regular and punctual in honoring their lessons				
2.	Teachers adopt different methods of teaching the subject				
3.	Teachers complete their syllabus before the final examination				
4.	Teachers give enough exercises and class tests to evaluate their lessons				

Section G: Students' attitude towards studying English Language

Indicate your opinion on studying the subject by ticking on the appropriate column below.

S/N	Question items	SA	A	DA	SD
1.	I do attend English Language class regularly				
2.	I always revised what is taught in class				
3.	I like studying English Language				
4.	I always read the textbook and other story books to improve my English Language				

APPENDIX II- QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF COMMUNICATION AND MEDIA STUDIES

MA IN COMMUNICATION SKILLS

Assessing Students’ Performance in English Language in Second Cycle

Institutions: Case Study of Gushegu Senior High School.

The research is mainly for academic purpose. Answers given would be treated as confidential. Please tick in the appropriate box or blank column provided.

Thank you.

Section A: Teaching of the various aspect of the English Language within the time allocated

Please tick the appropriate column in the table below to indicate your views on the teaching of the various aspects of the English Language within the allocated time.

Aspect	Indication of teaching			
	Taught	Fairly taught	Hardly taught	Not taught at all
Grammar				
Comprehension				
Summary				
Essay writing				

Section B: Understanding the various aspect of the English Language

Indicate your understanding of the various aspects of the English Language taught in the school by ticking the appropriate column.

Aspects	Indication of understanding			
	Perfectly understood	Understood	Fairly understood	Not understood
Grammar				
Comprehension				
Summary				
Essay writing				

Section C: Availability of Teaching Learning Materials (TLMs)

Please, indicate your opinion on the availability of TLMs by ticking the appropriate column in the table below. (SA= Strongly Agree; A= Agree; DA= Disagree and SD= Strongly Disagree).

N/S	Question items	SA	A	DA	SD
1.	There are adequate textbooks for English Language and story books in the school				
2.	The school has oral cassettes sound system for oral English lessons				
3.	There is a language laboratory to teach the oral English aspect				
4.	The school has enough past questions for revision				

Section D: Time allocation to the teaching of English Language on the timetable.

Please, tick the appropriate option.

1. How many times in a week do you have English Language on the timetable?

Once () Twice () Thrice () Four times () Five times and above ()

2. Is the period allocated to the teaching of the subject enough?

Yes () No ()

3. If your answer is No to the above, indicate your reason below

() English Language is very broad

() English Language needs constant interaction

() Covering the syllabus in good time.

Other reason(s).....

Section E: Methods of Teaching English Language

Tick the appropriate column below to indicate your views on the methods teachers adopt in the teaching of the subject.

Methods of Teaching	Remarks		
	Frequently used	Occasionally used	Never used
Teachers use the lecture method in class			
The discussion method is used by teachers			
Teachers combine methods to teach in class			

Section F: Teachers' response to teaching of English Language

Please, tick in the columns below to indicate your opinion on the teaching of the subject in your school.

S/N	Question items	SA	S	DA	SD
1.	I am regular and punctual in honoring my lessons				
2.	I adopt different methods in teaching the subject				
3.	I complete the entire syllabus before the final examination				
4.	I give enough exercises and class tests to evaluate my lessons				

Section G: Students' attitude towards studying English Language

Indicate your opinion on how students study the subject by ticking on the appropriate column below.

S/N	Question items	SA	A	DA	SD
1.	Students do attend English Language class regularly				
2.	Students always revised what is taught in class				
3.	Students like studying English Language				
4.	Students always read the textbook and other story books to improve my English Language				

Section H: General Views

In your own opinion, outline the main problems that are affecting the students in their performance in English Language in the school.

I.

II.

III.

IV.



**APPENDIX III- SEMI-STRUCTURED INTERVIEW GUIDE FOR HoD AND
ASSISTANT HEADMASTER FOR ACADEMICS**

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF COMMUNICATION AND MEDIA STUDIES

MA IN COMMUNICATION SKILLS

Assessing Students' Performance in English Language in Second Cycle

Institutions: Case Study of Gushegu Senior High School.

The research is mainly for academic purpose. Answers given would be treated as confidential. Please tick in the appropriate box or blank column provided.

Thank you.

Section A: Teachers' Attitude to teaching English Language

1. How often do teachers go for refresher courses and seminars to upgrade their knowledge in the subject?

.....
.....
.....

2. If not, what is the reason?

.....
.....
.....

3. How regular and punctual do teachers go to class to teach the subject?

.....
.....
.....

4. How do you monitor the above?

.....
.....
.....

5. Are teachers able to give enough exercises and class tests to students?

.....
.....
.....



6. If they are not able to give enough exercises and class tests, what are the reasons for this?

.....
.....
.....

7. Are the teachers able to cover the syllabus before the students write their final examination?

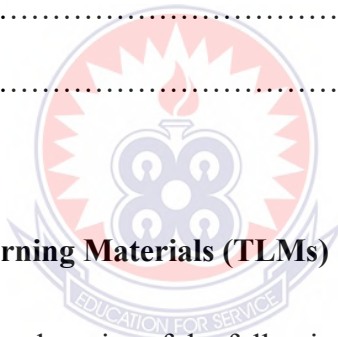
.....

8. If they are not able to cover the entire syllabus before the final examination, what account for this?

.....

9. What have been students' attitude towards teachers of English Language?

.....



Section B: Teaching Learning Materials (TLMs)

Indicate the availability or otherwise of the following TLMs

S/N	TLM	Number Available	Number Needed
1.	Textbooks		
2.	Story books		
3.	Oral cassettes		
4.	Sound system		
5.	Language laboratory		

Give reasons for the non-availability or otherwise of the TLMS above.

1.

Textbooks.....
.....
.....

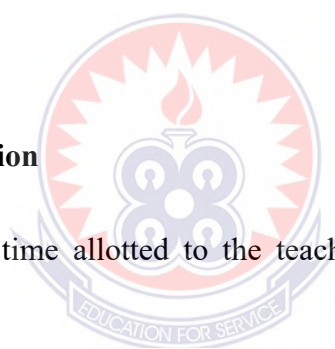
2. Story books

3. Oral Cassettes.....

4. Sound system.....

5. Language laboratory.....

Section C: Time Allocation



1. How adequate is the time allotted to the teaching of English Language on the timetable?

.....
.....
.....

2. How effective is the time used by both teachers and students?

.....
.....
.....

Section D: General views

In your own opinion, outline the major problems that affect the students' performance in English Language in the school.

I.....

II.....

III.....

IV.....

V.....



APPENDIX IV- MOCK EXAMINATION, 2022

GUSHEGU SENIOR HIGH SCHOOL

Answer three questions in all; one question from Section A and all the questions in Section B and C

SECTION A – ESSAY [50 MARKS]

*Answer **one** question only from this section. All questions carry equal marks. Your answer should not be less than 450 words.*

You are advised to spend about 50 minutes on this section.

Q1 .Your friend has not been attending classes regularly. Write a letter to his/her parents informing them of his/her behaviour and the likely consequence.

Q2 . The rate of power outage in your locality has become alarming. Write a letter to the area manager of the electricity company, complaining about the effects of the problem and asking him to come to your aid.

Q3 . Write a story ending with the statement: if I had been given the full details, I would have acted differently.

Q4 . A new Headmaster has just been posted to your school. As the senior prefect, write a welcome address on behalf of the students, pointing out three areas of need.

Q5 . Many articles have appeared in the various newspapers about the increase in crime rate. Write your contribution, condemning the situation and suggesting ways of tackling the problems.

SECTION B- COMPREHENSION [20 MARKS]

Q6 . Read the following passage carefully and answer the question on it

Five decades ago, my classmates lured me into a trap that thought me the lesson of a lifetime. As the class monitor, I was informed that the class had decided not to do the homework given to us by the Geography teacher. The decision was based on three grounds. First, she had not taught us anything substantial since her arrival in the school. Second, we must let her know that in this all-male institution, a female should not push us around. Also, she seemed forever inaudible when teaching us.

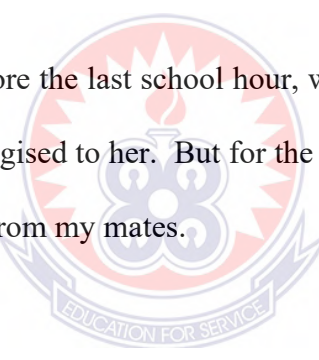
So my mates mandated me to convey the decision to her. Thus sent, I confronted her with our decision. All she said was, 'Noted'. I assumed we had won the day. Alas! How wrong I was. When she came to class the following Monday, she demanded the homework. As I stood up to restate our stand, behold, all my mates took out their notebooks and submitted them. I was the odd one in the class of thirty-five boys! This act of betrayal left me speechless. Any protest now was out of the question.

The teacher let me to the overgrown part of the school football field, measured out a large portion, and ordered me to clear it before returning to either the class or the dormitory. I realised I had been stabbed in the back as I heard my mates laugh sarcastically in the classroom. I bent down with my sharpened cutlass determined to

finish the work within the day and regain my freedom in good time. How wrong I was!

My father had closed that day of all days to pay a visit. He rarely did so, as the school in Tamale was far from Accra, his base. Not finding me in class, he asked after my whereabouts. My mates described to him my heinous crime and directed him to my punishment post. When he arrived, he took the cutlass from me, cut a big cane and gave me the flogging of my life. He then went to the bursar's office, paid the balance of my fees, and returned to Accra with all the provisions he had bought for me.

I finished the task just before the last school hour, went to the lady teacher, prostrated myself, and tearfully apologised to her. But for the rest of the week, and indeed many more days, I stayed aloof from my mates.

- 
- a. How did the class betray their monitor?
- b. State two forms of punishment the monitor received?
- c. What coincidence is there in the narration?
- d. What two ways did the monitor show remorse?
- e. What was the reaction of the monitor to his mates after the incidents?
- f. When she came back to the class the following Monday
- i. What grammatical name is given to the expression as it is used in the passage?
 - ii. What is its function?
- g. I had been stabbed in the back

- i. What figure of speech is used in this expression?
 - ii. What does it mean?
- h. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage?
- i. mandated
 - ii. assumed
 - iii. betrayal
 - iv. sarcastically
 - v. heinous
 - vi. tearfully

SECTION C – SUMMARY [30 MARKS]

You are advised to spend 40 minutes on this section

Q7 . Read the following passage carefully and answer the questions on it

Scientific inventions are known and used in all places across the globe, in ultra – modern buildings in cities, as well as in huts in the remotest areas. The impact of scientific discoveries on human is felt most particularly in the home where people derives immense pleasure and happiness from various means of entertainment. Sound systems and gadgets produce melodious music loud and clear to entertain music lovers. Modern television sets and home theatres show films to lighten mood, dispel boredom and help overcome depression.

The capacity of science to do good to human seems infinite people were thrilled when science carried man to the moon and outer space. Over time, chemists, physicists, and physicians have developed clinical aids and drugs that have been used to cure hitherto

incurable diseases. Thanks to science, there have been vast strides in medicine and medical practice.

What decades ago was in the realm of science fiction has now become reality. The vast distances which separated the continents have been bridged. Now it is possible to send and receive messages to and from all parts of the world via satellite within seconds. What is even more enchanting is that familiar voices can be heard and faces seen from thousands of miles away. Indeed, science has built the communication network, improving on it by leaps and bounds. However, science has its attendant ills. Scientists can and have created abominable things which have served as means to destroy humanity. A United Nations hinted that the world was sitting on a keg of gunpowder which could explode with dire consequences. That was many years ago, surprisingly, the warning went unheeded. Now scientists in many countries of the world are working overtime to produce more and more devastating bombs.

The explosions at Hiroshima and Nagasaki did much more than shake and decimate these two towns; they shook the entire scientific world. Horrible accidents on roads, at sea and in their air continue to claim lives. In the world of cosmetics alone thousands of animals and plants are destroyed in experiments to produce creams and substances to beautify the skin. Some of these substances may be toxic. These reckless scientific pursuits have left to loss of human lives. Thus, reducing the population.

Not less significant is the enormous waste of natural resources. For example, atomic bombs have been deposited in large quantities into water bodies which rendered the water undrinkable. Wars, as has been pointed out, reduce whole cities rubble and a

lot of the resources that would otherwise improve living standards are channelled into the production of weapons of mass destruction.

In the modern world, machines have replaced manual labour, thus relieving man of long hours of strenuous work. Machines are engaged to do almost everything, for example, farming, road construction, industrial work and cooking. Work which could have taken humans years to complete is now done in a few months by high-powered machines. These machines are effective but have put human out of jobs causing unemployment on an unprecedented scale.

However, scientists are worried because no one is sure of what the future holds for humans, not even the scientists themselves. Science has gone too far, too fast!

- a. In three sentences, one for each, state the benefits of science to man
- b. In three sentences, one for each, state the harmful effects of science

