UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL STRATEGIES IN ORAL ENGLISH TEACHING: A STUDY OF GOVERNMENT SENIOR HIGH SCHOOLS WITHIN THE AWUTU SENYA DISTRICT

EMMANUEL APPIAH GYASI
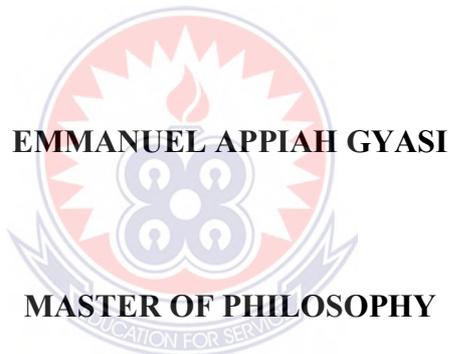
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A STUDY OF GOVERNMENT SENIOR HIGH SCHOOLS WITHIN THE
AWUTU SENYA DISTRICT**

EMMANUEL APPIAH GYASI

(202141054)

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

**JUNE, 2023**

DECLARATION

Student's Declaration

I, **EMMANUEL APPIAH GYASI**, declare that this dissertation, aside the quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or in whole for another degree elsewhere.

Signature……………………………………

Date …………………………………………..

Supervisor's Declaration

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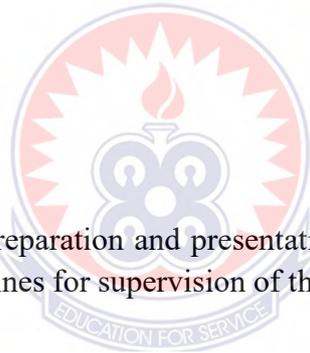
Name: **DR. SEFA OWUSU**

Signature: ………………………………….

Date: ……………………………………

DEDICATION

I dedicate this thesis to myself and to everyone burning the midnight oil to support themselves in the pursuit of higher education.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Research on English language instruction, particularly on Oral English is increasingly growing in Ghana, and in many countries where English Language is used as a language for the medium of instruction and a subject of study in schools. This perhaps can be attributed to the global demand for, and use of the English Language albeit the many difficulties in its instruction. The current study investigates the instructional strategies employed by teachers of English in the Awutu Senya district during Oral English lessons. Set within Adam Bandura's Social Learning Theory framework, the study employs a mixed-method approach and a convergent parallel design as its methodological foundations. Data was collected primarily through questionnaires and Interviews from 45 teachers who were purposively sampled. Out of this number, 25 were conveniently sampled for interviews. The data, quantitative and qualitative were analysed through Statistical Package for Social Sciences (SPSS) and thematic content analysis respectively. It is established from the findings that teachers predominantly use traditional and direct teaching strategies such as question and answer, drills in lieu of more indirect and interactive strategies like paired conversations, oral reports, debates, role playing etc even though they admit to their relevance in the instructional process. It is also established that the class size, teaching and learning materials etc accounted for the selection of instructional strategies whilst textbooks served as the primary TLM. The study, therefore, concludes that teachers of English could employ other varieties of instructional strategies, particularly those that are more interactive and would improve students' oral language proficiency both in and outside the classroom.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The use of the English language as the medium of instruction in Ghanaian schools dates back hundreds of years ago when foreign missionary workers established schools to primarily educate the local people. With the inception of formal education came the use of English as a formal language and the language of instruction. This perhaps seemed appropriate at the time due to the many ethnic languages the country had and presumably still has, hence making it difficult for a particular language to be used as the medium of instruction. Currently, there exist 101 different languages spoken in Ghana (Ethnologue, 2023). Out of this number, Ethnologue (2023) lists 73 of the different spoken languages in Ghana as 'living languages'. This multilingual situation makes it more difficult, especially for educational purposes (Ouadraogo, 2000). Presently, the English language is used as the medium of instruction from primary three through to the tertiary level of education (Ameyaw-Akumfi, 2002). This policy of English language use indicates the importance of the language as the medium of instruction in education, therefore, places much importance on the language and the need for learners to as much as possible have access to and make use of the English language.

In Ghanaian schools, the English language is not only to be used as a language for the medium of instruction but also as a language taught as part of the subjects learners are required to study. In other words, it is a mandatory subject in the curriculum. In doing so, it is expected that learners develop and exhibit both linguistic and communicative competence in English not only at the social level but also at the academic level. More explicitly, learners are expected to read, write their academic papers, comprehend, and

more importantly speak well in the English language or at least communicate well in the English language. This however has not been entirely satisfying as yearly results of the English language test from the West Africa Examination Council, (WAEC) presents a rather blurry picture of the performance of many students. "The quality of the performance was ok. However, as in the previous years, the general performance of the candidates was not good enough'' (WAEC, 2020, p.142 Chief Examiners report). Who is responsible or what is to be blamed for this usual decline in performance has either been overly discussed hence making the matter unpopular or has been under-discussed, making it direr a situation than what language and policymakers perceive it to be. Unquestionably, there has been a decline in the performance of the English language in senior high schools in Ghana which can be attributed to several issues including the instructional methods teachers employ in teaching, the availability of teaching and learning materials, the attitude teachers and learners towards the language, socio-cultural backgrounds, etc. This is a situation that requires urgent attention, especially because individuals largely communicate their thoughts and ideas through speaking. In fact, a greater part of one's language use is communicated through speaking (Palmer, 2010).

As a former British colony, the English language has always been a language of necessity to many Ghanaians if not all as it has time and again been used as the common language of communication among people of diverse linguistic backgrounds. According to Anyidoho & Kropp-Dakubu (2008, p.142), there exists about ''50 spoken languages in Ghana that are not mutually intelligible.'' They add that speakers mostly switch to using English when they find themselves in such situations. Although different people in Ghana exhibit different competence and proficiency levels in English, general competency, particularly with the spoken aspect level is, however,

2

greatly recommended. In times past it was a de facto language, operating in official domains such as government business, education, administration, etc. while Ghanaian languages were used in informal domains such as homes, markets, and churches. Studies (Anderson et al. 2009; Akpango-Nartey & Akpanglo-Nartey, 2012; Ansah 2014; Anderson & Ansah, 2015) however have observed that the English language is growingly becoming the home language and language of communication for many Ghanaians, particularly those who live in urban areas. A recent study by Afrifa et al (2019) paints a similar picture. These findings are further buttressed by data from the 2021 population and housing census, revealing that 44.7% of Ghanaians above 6 years are literate in only English.

For most of these language users, speaking is perhaps the easiest way through which individuals convey their thoughts, share information or ideas, and communicate with one another. This observation comes against the background knowledge that the development of listening and speaking skills tends to occur faster than other language components; reading, and writing in the acquisition of language. This means that many individuals, and in particular second language learners often acquire some skills in listening and speaking to enable them to blend well in the language community before they acquire the other components of language. Like other language learners, second language learners of English across the world must exhibit competence in their speaking skills to enable them to have meaningful conversations hence the importance of oral proficiency in any language, therefore cannot be overemphasized. Palmer (2010) notes that spoken language is the pupils' primary way of communicating and forms a crucial part of their language learning process. It is therefore important that the teaching and learning of the English language is taken seriously, especially for communication purposes to satisfy economic needs and to pace up with worldwide demands for English

language skills (Morris & Leavey, 2006). For the purposes of excellent proficiency and competence in learning the English Language, listening and speaking become relevant and serve as prerequisite skills for reading and writing for the learner. This, Resnick & Snow (2009) believe facilitates the progressive learning of reading and writing effectively.

The English Language has become the 'world's language' rather than the language of the original native speakers; in the United Kingdom, the United States of America, and Canada. As noted earlier, language use is more profound in listening and speaking than the other components of language learning as more people interact with one another in speaking than in reading or writing. Thus, if for one reason or the other, one appears handicapped in listening and speaking, it is assumed as a major flaw in the language learning process because not only will it be difficult for this individual to communicate effectively with other speakers of English, but more critically it will impede interpretation and meaning-making in a context which could have dire consequences. Apart from using it in everyday interactions, the English language is the language of instruction and assessment for all other subjects taught in Ghanaian schools except for Ghanaian languages and French. Oral English is also examined as part of the English final examinations at the senior high school level. Beyond the mere knowledge of spoken English, teachers, particularly English language teachers have to exhibit persistent interest and investment in the acquisition of extra prowess to enable them to teach oral English better. These resources include the appropriate selection of instructional strategies to facilitate teaching and learning of oral English. Unfortunately, it appears, however, that much attention has not been given to this aspect of English and this makes it difficult to determine exactly what goes into the teaching, assessment, and preparation of students for this all-important aspect of the language. For instance,

it has been observed and reported that most second-language teachers of English do not teach the oral aspect of English at all (Barker, 2011). It has also been observed that most second-language teachers of English usually feel uncomfortable and or incapable to handle and teach spoken English lessons properly (Macdonald, 2002). The few that can and willingly do it also encounter several challenges in instructional strategies, teaching and learning materials, environmental issues, etc. Harmer (2001), notes that English language teaching in public schools, whether primary or secondary education always puts emphasis on reading and writing skills forgetting oral skills. A lot of emphasis is placed on reading and writing due to their importance in answering the examination questions and for the obvious reason that a greater percentage of the marks or scores is allotted to reading and writing.

The world today has seen a rapid growth in the demand for the use of the English language, both in the classroom and in other relevant settings. In Ghana, the English language has evolved from merely breaking linguistic barriers among the diverse ethnic groups to a mandatory instructional language in the classroom for all Ghanaian schools along with its formal and/or official use in government discourses. Crystal (2006) argues that the English language is the most widely learned second language and it is either the official language or one of the official languages in almost 60 sovereign states including Ghana therefore mastering the English language, particularly, its spoken aspect is a key contributor to effective and meaningful conversation. Meanwhile, the instructional process in educational settings includes but not limited to instructional strategies or techniques, materials, appropriate infrastructure, human resource among other things that are required to facilitate appropriate instruction in second language learning (Afandi, 2018; Brown, 2003). In light of this, this study will aim at exploring the various instructional strategies employed in the teaching and learning of oral

5

English lessons which forms a major part of the learners' assessment in their final exams in some selected senior high schools. Among other things, the study will also highlight the effectiveness or otherwise of these strategies as well as their implications on communication and students' performance. It is assumed that the kinds of instructional strategies employed by teachers during oral English lessons could contribute greatly or otherwise to the development of the learners' oral language skills.

It is therefore against this background that this research seeks to discover the instructional strategies employed in the teaching and learning of oral English in some senior high schools within the Awutu Senya District.

1.1 Statement of the Problem

The English language has rapidly grown to become a formidable force in social and community interaction, cross-ethnic communication, and dialogues relating to democratic practices and governance. Its usage in Ghana however has little information on oral English proficiency and its relevance to Ghanaian speakers or learners of English. In this regard, the teaching and learning of the English language, which involves the acquisition of the four basic language skills: listening, speaking, reading, and writing (linguistic competence) and to a larger extent the pragmatic, sociolinguistic, and discourse competence must properly be integrated into the acquisition process of the learner. Although each skill carries equal importance in the language acquisition process, research indicates (MacDonald, 2002; Owu-Ewie, 2019) that these skills do not develop at the same rate among the learners and that most learners who are noted to be competent in the English language, unfortunately, in most cases fail to express themselves effectively in public speaking and even fail to comprehend information from a listening source. This is due to the fact that most learners still find Oral English Lessons and speaking in a second language for that matter the most difficult skill to

6

acquire. This assertion could partly be attributed to the selection and appropriate use of instructional strategies in the classroom as they have a direct relationship with the oral performance of both teachers and learners (Rao, 2018). The need for fluency, accuracy, and effectiveness in the use of the English language all over the continent as a result of the role it plays, and its demand globally makes it a priority to establish more effective ways to instruct lessons in oral English language.

There is absolutely no doubt that Language, and speech work for that matter plays an important role in the teaching and learning process, in that all aspects of the curriculum depend on the learners' proficiency in all the language skills. Sadly, though, studies in second language learning (L2) (Alam & Uraoddin, 2013; Coleman, 2014; Symwene, 2013) show that in most public primary schools, less emphasis is placed on oral skills instructions. Teaching listening and speaking skills is thus crucial in the English language instructional delivery process. In the language learning context, adult learners are usually in charge of organizing and implementing activities in oral English. Similarly, in the classroom, teachers are expected to use appropriate teaching methods, engaging instructional strategies, organize language lessons and determine the learning outcomes of the learners' performances (Coleman, 2014). The teachers' competence, coupled with the appropriate teaching and learning strategies will come in handy in an area as crucial as oral English lessons. This somehow has been farfetched as there is still a serious shortage of English language teachers in Ghanaian schools so much to the extent that non-English language specialists are asked to teach the English language in some schools (Danseih, 2018).

The literature available, either outside the borders of Ghana (Aliaga García, 2007; Martínez-Flor et al., 2006; Pourhosein Gilakjani, 2016) or within Ghana (Danseih,

2018; Gyasi 2019; Osei-Tuffour, 2017; Yeboah, 2020) however, reveals that, for the most part, detailed investigation into the teaching and learning of oral English lessons, particularly on the instructional strategies used in the teaching and learning process has not been fully exploited. Although the teaching and learning of oral English have been part of the senior high school curriculum, particularly the English Language teaching syllabus for over a decade now, dating as far back as 1999 (Asare , 1999), there is not much to appreciate in terms of studies on it. Gubbins & Holt (2002) opine that basic English language knowledge, particularly speaking, has steadily become a necessity in everyday activities. They add that this is crucial because good speaking skills is needed for effective communication. Burns (2003) therefore postulates that intelligibility, comprehensibility and interpretability are important and it is required by all speakers of English, therefore foreign language teachers are expected to devote themselves to the teaching of oral skills.

Notwithstanding the aforementioned and of course given the dire nature of this aspect of the language, researchers and teachers alike hardly venture into it and to discuss the many issues around it, especially in Ghana. However, some researchers have painstakingly researched some areas of this all-important aspect. For instance, Osei-Tuffour (2017) explored the general challenges in the teaching of oral English in a selected school within the Akyim- Sekyere District in the Ashanti region. Danseih (2018), also investigated some challenges teachers in the Upper–West region observe in the teaching of oral English. A recent study in this area by Yeboah (2020), however, takes a different route and examines the attitudes of learners towards the teaching and learning of oral English. In all these studies as well as other peripheral ones (Afandi, 2018; Gyasi, 2019) that have been conducted, there exists virtually little or no information on a comprehensive study on the teaching strategies employed by teachers

in the instructional process of oral English lessons. The oral English content designed by the Ministry of Education clearly outlines two major objectives: "to enable learners to correctly articulate various English speech sounds, listen to and understand these speech sounds and to speak English as fluently as possible and make use of appropriate stress and intonation in their reading and speech" (Ministry of Education, 2010, p .22) For these objectives to be realised, it is important to also consider the kinds of teaching strategies necessary to see it materialised. Without the appropriate use of instructional strategies, these objectives may not be easily achieved. These objectives must therefore be achieved or at least a conscious effort must be made to achieve them no matter how difficult it is. As Wrembel (2002) puts it, successful oral language instruction will allow students to develop intelligibility, communicability and confidence outside the classroom. Given the fact that the teaching and learning process encompasses the strategies or techniques teachers employ to achieve effective outcomes, this study seeks to look into the instructional strategies used in the teaching and learning of oral English in senior high schools within the Awutu Senya District.

It is in light of the available studies and the seemingly unnoticed gap in the literature that has inspired the need for this linguistic study.

1.2 Purpose of the Study

The purpose of the study is to examine the instructional strategies in oral English teaching in the public senior high schools within the Awutu Senya District of the Central Region.

1.3 Objectives of the Study

Generally, the study will aim at exploring the concept of oral English Teaching and learning in some Senior high schools in Ghana. However, the objectives below are crucial and specific to the study;

1. To identify the various instructional strategies employed in the teaching of oral English.

2. To ascertain what accounts for the choice of instructional strategies.

3. Examine the types of teaching and learning materials used by teachers to support their instructional strategies in oral English instruction.

1.4 Research Questions

1. What are the various instructional strategies employed in the teaching of Oral English?

2. What accounts for the selection of these strategies?

3. What types of teaching and learning materials do teachers use to support instructional strategies in oral English instruction?

1.5 Significance of the Study

This study is significant considering the important role the English language plays in teaching and learning in general and in the language acquisition process. It will perhaps be the pioneering linguistic or scientific study that focuses on the instructional strategies employed in the teaching and learning of oral English in Ghana. As such, its findings would serve as a basis to assist teachers of English language to adopt appropriate teaching techniques which would promote the teaching and learning of oral English. The data gathered from this study would also beef up the literature available on oral English instruction in the Ghanaian context. Again, the study seeks to contribute to the

literature available on classroom research in the domain of language teaching and learning. In furtherance, this study will provide data for curriculum planners or developers, content creators, and resource persons, among others whose line of duty falls within the area of speech work and communication in general. It would also be a basic reference material for researchers, language teachers, stakeholders as well as all who have an interest in the development of spoken English.

1.6 Delimitation of the Study

There are various areas to research as far as oral English teaching is concerned. However, this research work focuses primarily on the instructional strategies employed in the teaching and learning of oral English. It is also situated within the boundaries of the five senior high schools: Obrachire SHS, Senya SHS, Awutu Winton SHS, Bontrase SHS, and Bawjiase SHS within the Awutu Senya District. Also, only English language teachers were used in this study.

1.7 Limitation

Research works often come along with some limitations or difficulties from the beginning of the study to the end. This research study is no exception. Some noteworthy limitations of the study include the willingness of some heads of schools and departments to cooperate with the researcher. Even though the researcher had a research permit from the district educational directorate, some heads of schools were still reluctant to willingly allow the researcher to operate within their school. In some cases, they requested copies of the letter to be sent to them personally before allowing me to interact with the head of department. There was also the limitation of not readily getting teachers to respond to the questionnaire and also avail themselves for the interview session even though they had agreed to do it. On several occasions the researcher had

to periodically books appointments with some teachers before getting back the questionnaires. All these delayed the time span for the study.

1.8 Organisation of the Study

The subsequent pages of this thesis are divided into four major divisions (chapters) as follows: Chapter two discusses the relevant literature that relates to, informs the major components, and establishes a relationship with the current study. It further explores the theoretical as well as the conceptual frameworks that shore up the study. The next Chapter will constitute a discussion on the methodology or procedures through which the study was conducted including the research approach and design, sample size, population and sampling techniques, data collection instruments, etc. The fourth chapter provides a cogent analysis of the data gathered and provides explanations of the research objectives and questions. The final chapter recapitulates the major findings of the study. It also provides suggestions and recommendations to guide future research works.
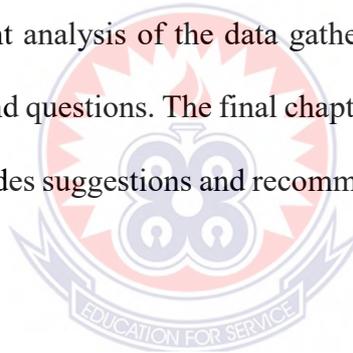
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents generally, a review of both empirical and theoretical research works related to and helps shape the focus of the current study. Based on the research problem, as well as the objectives of the study, the review seeks to highlight certain key concepts relevant to the study and draws the relationship between other studies with similar subject matter. The literature review shares with the reader the writings, thoughts, suggestions or whatever they may be, that drive the conversation towards its objectives and are closely related to the one being studied (Holosko, 2006). It relates the study to the larger, ongoing discourse in the literature, filling in gaps and extending prior studies (Marshall & Rossman, 2016) as well as creating a better context to appreciate the research problem. In this review, appropriate materials will be cited, various arguments, methods, findings, etc will be compared to draw the similarities or differences among them, and the sources or materials would be thoroughly critiqued to explore which arguments are more profound to the current study and how best they can be synthesized. As explained by Boote & Beile (2005) a substantive and thorough literature review is the basis for any good research project. Beyond the various thematic discussions, the review would also discuss the theoretical and conceptual framework employed to guide the current study.

2.1 Empirical Review

2.1.1 Historical overview of the English Language; uses and users

Until the 19th century, the English language was merely a paltry language and was reserved mainly for trivial purposes and had such a low level of prestige, one that was not even comparable to languages like Latin, French, Greek, Hebrew, and Arabic which

13

had a great level of reverence and prestige. The original speakers of the Language, the British, earlier spoke a language known as the Celtic language. However, following the invasion of the United Kingdom by the Germanic tribes: the Angles, the Saxons, and the Jute during the 5th century A.D. The Celtic speakers were pushed out to other areas, notably Whales, Scotland, and Ireland (Crystal, 1995). After some time, the dialects from the invaders slowly merged to become what was called Old English or Anglo-Saxon as a more linguistic term. In 1066, the Normans, a group from the area now known as France conquered England and brought with them a form of French. Many French words, along with some Latin, were mixed in with Old English. By the end of the old English period around the late 10th century and early 11th century, the English language had already developed its first standard variety which was based on the West Saxon dialect spoken mainly around Winchester (Mari, 2015, p.114). This eventually changed the language so much that Middle English was born. Later, the Romans took over, and the language has since travelled through many routes, picking traces of words and expressions from the areas it travelled hence making it heterogeneous. English is now an Indo-European language, which is one of the largest language families in the world and comprises most of the languages spoken that originated in Europe.

The English language's prestige and relevance started to grow over the years as the speakers of the language became more powerful, industrious, and trade-oriented. Its growth continued and perhaps surged during its two major dispersals. According to Jenkins, (2015), the first dispersal, involved the migration of around 25,000 people from the south and east of England primarily to North America and Australia, resulting in new mother tongue varieties of English whilst the second diaspora, involved the colonization of Asia and Africa, which led to the development of a number of second language varieties, often referred to as 'New Englishes'. Although these two dispersals

were crucial to the growth of English across the globe, it appears, however, that the rise of colonization in Africa, the South Pacific, and some parts of Asia where the British conquered and colonized over 40 countries across the world, seems to have contributed even greatly to the growth, uses as well as users of the English language. During this period, English was used as the primary lingual Franca and the only language of administration and instruction. Most of these countries that were once under the British Empire also took a significant extra move and adopted the English language as a formal, semi-formal, official, or second language even after their independence (Crystal, 1995). This act has made the English language the most widely used and well-represented language in the world with an estimated 1.35 billion speakers on the continent. This expansion is what Kachru, (1985) simplifies in his concentric model which describes the spread of English in terms of three concentric circles: Inner, Outer, and Expanding to signify "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages" (Kachru, 1985, p. 12). In contemporary times, the English language has risen and has gained a global status, becoming what many describe as 'The Global Language' of the world. It is recognized and plays a special role in almost every country in the world, from a lingua franca (common language) to an official status (Crystal, 2003).

Today, there exist not just native speakers or mother-tongue speakers of English but also other users of English classified as second language speakers (ESL), foreign language speakers (EFL), and Lingua Franca speakers (ELF) with the latter known to be arguably the world's largest English-using group (Seidlhofer, 2011). Beyond this, there exist   English Pidgins and Creoles mainly spoken and used in some parts of the Caribbean. It is now the language of the Internet, business, international relations, commerce, science, medicine, entertainment, and many other key areas (Graddol,

2006). Also, it functions as the primary lingua franca for many non-native speakers, serving as the only means of communication among speakers with uncommon native languages (Barker, 2009; Jenkins, 2015). The English language has developed into a pluricentric language with several standardized varieties across the world including the British Standard BrE (which is mostly taught in schools) and the American Standard ArE as the primary standard varieties while the Australian, Indian, and Canadian Englishes as emerging standards. Beyond these, other regional varieties particularly emerging from countries within the outer circle are gradually gaining ground as the 'new Englishes'. It is also recognized and used as an official language in a total of 67 different countries, as well as 27 non-sovereign entities. Moreover, it is used as the default language on the internet and in international affairs.

2.1.2 Development of English language in Ghana

With the advent of foreign missionary works, colonialism, trade, and the search for cheap labour across the African continent, came the English language as a medium of communication for many of these foreign nationals. These circumstances dating over two centuries ago have completely affected the language situation in present-day Ghana. Significant elements of the history relate closely to the colonial and missionary language policy, the roles of specific individuals during the colonial period, and the institutional and governmental postures in the post-colonial period. Historically, literacy training in the English language started as a commitment to some selected Ghanaians whom the foreigners recognized their services as crucial to their cause hence, they trained and taught them to understand and speak English. Before this, however, the Christian missionaries had started using the English language as they moved about preaching to the locals. Sey (1973) asserts that the English language in Ghana began with Christianity as most schools were run by Christian missionaries.

In the paper 'English in Ghana: Growth, Tensions, and Trends', Adika explores a historical account of the emergence of English in Ghana. He asserts that the initial contact between the British and the people of the Gold Coast dates back to the 16th century when Ghana was then called the Gold Coast (Adika, 2012). This interaction continued even through the colonial days and served the sole purpose of a lingual Franca among the local people and the representatives from the British government. Beyond this primary function, the English language became relevant for trade, education, and of course, serving the purpose of missionary works. Morris (1998) argues that the aim of the British was to train selected groups of Ghanaians in English to assist the colonists in trade, going as far as sending a number of Ghanaians to Britain to receive formal education hence bringing the local people closer to the English language. Others were also immersed into the language to serve as interpreters between the missionary men and the local people and later between the colonial masters and the locals, this Boadi (1994, p. 53) describes as "Mercantile English". Meanwhile, plans were far advanced to convert some forts and castles acquired by the British into schools where inhabitants would be taught the English language in a more structured manner (Sackey, 1997). These activities saw the country gradually using the English language in their day-to-day conversations and activities thus paving way for the language to become fully operational in so many parts of the country.

2.1.3 Overview of Ghana's language policy of education and linguistic context

Following Ghana's independence in 1957, there have been consistent arguments for or against the use of the English language as the language of instruction in schools, particularly at basic schools. Prior to independence, the argument on the formulation and implementation of a language policy for primary-level education in Ghana spans three centuries: the educational ordinances passed in 1822 and 1887; the Phelps-Stokes

report of the 1920s; the erratic policies characterizing post-independence (1957) attempts, and the eventual promulgation of an English-medium slanted policy in 2002. The two educational ordinances that were passed in 1822 and 1887 respectively, introduced the English language into the educational system. This, the British government felt was necessary hence financial support was provided to missionary schools and private schools that used the English language as a medium of instruction. They believed that instruction in the native language could stimulate self-interest and government subsidies were not needed to encourage something like that (Sackey, 1997).

One would have expected, however, that after independence, Ghana would make a decisive roadmap to which indigenous language to use as a medium of instruction in its schools. That wasn't the situation as the fate of the indigenous languages appears to have been left in the hands of the forces of language contact, lingua franca, and the 'stimuli' of the interests of linguists and academics to ensure their survival as vectors of education, literacy, and culture. Bamgbose (2000) documents that the use of a Ghanaian language between 1529 and 1925 gained roots so much that it became difficult for the British Government to reverse it after taking over the country's administration in 1925. This trend of a Ghanaian language used as the medium of instruction at the primary level of education survived for some time until it was completely aborted in 1957 when Ghana gained its independence, a situation Sey (1973) describes as a "historical accident" perhaps because Ghanaians would have preferred an indigenous language as the national language over the English language. Early Ghanaian nationalist intellectuals of the late 19th and early 20th centuries such as Reverend G. R. Acquah, Lawyer W. E.G. Kobina Sekyi and Reverend J. B. Anaman, were strong advocates of the use of Ghanaian languages at the basic levels of education,

(Saah & Baku, 2011). Their strong convictions towards the use of the Ghanaian language seemed to have survived for some time, particularly, from 1925 to 1951 a Ghanaian language was used as a medium of instruction for the first three years. However, in the period 1951 to 1956, a Ghanaian language was used only for the first year. Interestingly, the events after independence, which also marked the prime of Pan Africanism fully launched by Ghana's first President Osagyefo Dr. Kwame Nkrumah failed to carry on the indigenous baton as the years after saw an English-only policy used in schools from 1957 to 1966. A year later, the Ghanaian language was introduced but it could only be used for the first year. This only lasted for two years and was changed to the first three years and beyond from 1970 to 1974 and continued to 2002 (Owu-Ewie, 2006).

In September 2002, an English-only policy as the medium of instruction was put to use across the country. The policy made the English language a mandatory language of instruction with a Ghanaian language studied as a compulsory subject by all learners (Ameyaw -Ekumfi, 2002). Among other things, the policy specified that the English language must be used as the language of instruction from primary one through university; and that the indigenous languages are to be used as the mediums of instruction where the composition of the classes was linguistically homogenous. The government, in defence, argued that the new policy was to enable pupils to gain a high level of proficiency in English because all terminal examinations are conducted in that language; to avoid delay in introducing English to children; to enable pupils to participate in and benefit from the global economy using a global language; and to bridge the gap between the academic performance of pupils in private and public schools. This decision received some profound criticism from many educationists and stakeholders who found serious lapses in the government's arguments, and contended

that the new policy was a setback to the development of education in Ghana rather than one that accelerates literacy (Anyidoho, 2004; Duthie, 2004; Saah & Baku, 2011). In fact, Anyidoho (2004) strongly suggested an immediate reversal of the policy suggesting that the rationale for the adoption of the policy was premature.

This English language-only policy after a couple of years lost its viability and was replaced by a policy designed by the National Literacy Accelerated Programme (NALAP) in 2006. This policy was more bilingual-related as it allowed learners to learn to read in a Ghanaian Language while learning to speak in the English language simultaneously. Although the policy was introduced in 2006 after several background and piloting studies, its actual implementation took effect in 2008. Akan, Dagare, Dagbane, Dangme, Ewe, Kasem, Gurung, and Nzema were the Ghanaian languages that the policy introduced into mainstream teaching. This was geared towards calculated efforts to fully implement bilingual education in the country. As the first language policy to focus on bilingual education, NALAP outlined these coinciding factors as key elements necessitating the policy : (1) international and national pressures to improve learning for primary school children, especially in reading and mathematics, (2) antecedents of several multilingual programs that failed to go to scale, (3) a team in the Ghana Education Service (GES), a division of the Ghanaian Ministry of Education, committed to consolidating and implementing national-level and comprehensive bilingual education approach. Three main programs also provided comprehensive support to NALAP to facilitate the proper implementation of the policy (Lipson & Wixon, 2004). These are The Assistance to Teacher Education Project (ASTEP) which was supported financially and technically by the German Society for International Cooperation (Deutsche Gesellschaft fu¨r Internationale Zusammenarbeit – GIZ) and implemented in close collaboration with the GES and the Teacher Education

Department (TED). The second program, ''Breakthrough to Literacy, Bridge to English'' (BTL/BTE), was developed in South Africa and was adopted for Ghana with the support of the United States Agency for International Development (USAID) in 2004. (Lipson & Wixon 2004, p. V). The third program, supported by the GES and developed by a group of seasoned Ghanaian educators, was a complimentary educational program (CEP)for teaching English to 8- to 14-year-old children not attending school after they learned to read and write in their mother tongue. These three programs primarily set the base for the implementation of the language policy developed by NALAP in 2006.

Originally, the policy was designed to provide a bilingual transitional literacy program to children in the first three grades, that is from Primary 1 to 3 (P 1–3), across the country, with full implementation to be carried out over a three-year period. The policy draft also took into consideration the teaching of Mathematics and English in the learners' mother tongues for the first three years. In December 2007, the policy was modified following meetings between the Ministry of Education, Science and Sports (MoESS) and the GES, where the MoESS largely aligned with NALAP on the ongoing Education Reform effort. Ultimately, it requested that the following key modifications :(1) expansion of NALAP (hitherto only designed for Primary 1 to 3) to include kindergarten 1 (KG1) and Kindergarten 2 (KG2) teachers and learners;(2) acceleration of the implementation time frame to achieve nationwide coverage at all grade levels by September 2008; and (3) restriction on the development of pupil materials to cover only Ghanaian languages once a week, rather than Ghanaian language and English. (Ministry of Education, 2008). Based on this policy, one ninety-minute ''Language and Literacy'' instructional approach was adopted to significantly increase the time that children spent learning their first language (L1) for communicative purposes in their first five years of

21

education. Thus, the majority of the time would be spent on L1 (90 per cent in kindergarten and 70per cent in Primary 1), while gradually increasing the time for English until a balance was reached at 50per cent for each language by Primary 3.

Currently, Ghana's language policy mandates the use of the child's first language or L1 as the language of instruction from kindergarten through Grade 3, with English as the L1 thereafter. English is taught as a subject in the lower primary grades, while Ghanaian languages become a subject of study from Grade 4 through Grade 9. The language policy further states: Where teachers and learning materials are available, and the linguistic composition of classes is fairly uniform, the children's first language must be used as the dominant language as the medium of instruction in kindergarten and lower primary school (Ministry of Education, Ghana, 2004, p. 27-28). Instruction in the indigenous languages is however limited to the eleven (11) government-sponsored languages: Akuapem Twi, Asanti Twi, Fanti, Nzema (Akan ethnic languages), Dagaare and Dagbane (Mole-Dagbani ethnic languages), Ewe, Dangme, Ga, Gonja, and Kasem. Research however indicates that the implementation of the policy, particularly at the early grade level hasn't been fully achieved (Adika, 2012; Awedoba, 2009; Davis & Agbenyega, 2012). This has been attributed to some factors including "lack of textbooks and inadequate teachers to resort to the use of English as the medium of instruction" (Owu-Ewie, 2017, pp. 153). Linguistically, the national language, lingua franca and/or official language of Ghana is English, which has 9.8 million second language (L2) speakers while Akan is the most widespread indigenous language in Ghana, with 8.1 million L1 speakers followed by Éwé (3.32 million speakers), Dagbani (1.16 million speakers), Dangme (1.02 million speakers), and Dagare (924,000 speakers) among others (Eberhard, Simons & Fennig, 2023).

With over 80 languages in Ghana (as published by ethnolouge.com), having a stable language policy on education and instruction surely is not an easy nut to crack hence making it almost always convincingly better to resort to the use of English. The debate on whether or not the country should continue using the English language as the language of education and instruction appears not to show signs of better resolution as arguments for and against from ace researchers, policymakers, linguists, educators, members of academia, etc continually finds its way to the conversation table. What is certain, however, is that the English language plays a crucial role and its relevance in the linguistic space of Ghana cannot be overemphasized.

2.1.4 Overview of oral English in Ghana

The Ministry of Education's Oral English syllabus trains senior high school students in two primary areas: listening and speaking. The syllabus's overall goals are for students to be able to appropriately articulate diverse English speech sounds, listen to, understand, and speak English as fluently as possible, and employ appropriate stress and intonation in their reading and speaking (Ministry of Education, 2010, p. 22). Before the concept was formally introduced into the curriculum, it was treated as an optional non-scoring subject that did not count towards a candidate's final grades for the Ordinary Level candidates at the General Certificate of Education Examination (GCE). In other words, a candidate's performance in it was not considered a component of the English Language paper. The primary objective of the paper at that time was to test the candidate's ability to speak and understand English. It was in 1999 that the paper was made mandatory for all registered candidates sitting the Senior Secondary School/West Africa Senior High School Certificate Examinations (SSSCE/WASSCE), a move meant to compel teachers to teach the spoken aspect of the Language which hitherto had been overlooked. According to Asare (1999), Oral English constitutes part

23

of the Core English paper and was introduced with the hope that it would go a long way to help improve the overall performance of students in the English language. Language educators felt the need to examine the learners on their listening and speaking skills as proficiency and competence in orals form a major part of the language. This Grieve (1984) summarises in his report that no examination in the English Language which does not include Oral as an integral part of the examination can be regarded as adequate is designed to test candidates' knowledge of Oral English. The paper, designed by the WAEC is a listening comprehension test made up of multiple-choice objective items designed to test recognition of consonants, consonant clusters, vowels, stress, intonation, and understanding of dialogue and narratives. Although no part of the paper seeks to test the productive skills of the learners; the curriculum is designed to incorporate speaking or productive skills and as much as possible create a language learning environment for the learners to use language. The introduction of Oral English as a compulsory paper, however, was met with mixed reactions from stakeholders in education especially because there was and perhaps still is no uniformity in the way the English language is spoken.

The content of the syllabus looks quite rich and if seriously implemented, will enhance students' oral communicative skills; however, this has not been the case as research findings on oral English teaching and learning point to a number of factors that makes the achievement of course objectives rather difficult. This observation accurately depicts Ghana's position. Situation speaking at the 18th Annual Delegates Conference of the Ghana Association of English Teachers (GATE) held in Wa, Upper-West Ghana on the 20th of August, 2018, the outgoing president of the Association, Mr. Joseph Kwame Gzasimatu bemoaned the failure of the government to collaborate effectively with subject teacher associations like GATE to enhance the teaching of the discipline.

While there is a lot more to be done on oral English teaching in Ghana, many are also of the view that it is one thing to furnish teachers in the classrooms with the required logistics for the teaching of Oral English, and another thing actually teaching it, because some English teachers treat this aspect of the language with laxity. Kpodugbe, (1986) notes that nobody truly takes the instruction of spoken English seriously, only a handful deal with it at the segmental level, leaving the suprasegmental level alone hence Danseih (2018)'s study acknowledges the need for language teachers to understand the linguistic systems of the target language and how they function and be able to differentiate between the first and second language of the learner.

2.2 Conceptual Review

In this section, a review of the major concepts that relate to the study is presented. Major concepts such as oral English instruction, methods of teaching oral English, instructional strategies, and oral language development are discussed in connection with the available literature for better understanding and relevance.

2.2.1 Oral language development and instruction

Oral language is, at its most fundamental level, about talking with other people. It is a method of effective speaking and listening, that requires the use of thought, information, and abilities. As a result, it is central to everyone's lives. "Oral Language is the child's first, most important, and most frequently used structured medium of communication. (Cregan, 1998, as cited in Archer, Cregan, McGough, et al 2012). With the English language's increasing relevance in the world today, it's not only important to understand what other English speakers are saying, but it's also crucial to make your own speech understandable to others. The teaching and learning of oral language skills, especially listening and speaking or pronunciation is considered an integral part of

language teaching as it represents the start of how well learners are able to realize the actual manifestation of the speech sounds and how to use them. It is crucial to teach oral skills or pronunciation because it is the basic sub-skill in teaching and also forms the basis for the formation of words and speaking in general. Teaching and learning is primarily transmitted through the act of listening and speaking. Barker (2006) believes "it is better to begin the teaching of pronunciation from the first week of beginner's course and also to give students much help in the early stages." She further adds that when one develops proficiency in oral skills, it becomes easier to teach that individual. Derwing & Munro (2005) recognize that having good oral language skills helps in communication, particularly the intelligibility of the learner.

The work of Trofimovich & Gatbonton (2006), which assessed continuous instruction on oral skills for a group of learners established from their findings that there really is value in giving deliberate and repeated attention to spoken features of language in the classroom, adding that a move like that prepares the learners to be more receptive and active partakers in any lesson because learners are able to exhibit a great level of intelligibility. Jenkins (2002, p.15) also seems convinced about the idea of intelligibility as the focus of oral language instruction. She maintains that intelligibility must be the primary criterion, describing what she refers to as "the Lingua Franca Core," which comprises phonological and phonetic elements that "appear to be vital as safeguards of mutual intelligibility" in interlanguage communication. She argues that both correctness and effectiveness should be well-seeded in oral language skills such that on the one side, learners are taught to be aware of the appropriate or standard forms for both listening and speaking whilst on the other hand they are taught to adopt appropriate means to ensure effectiveness in communication. This to a larger extent is dependent

on the ability to use the language properly in social interactions using the appropriate pitch, stress and intonation (Richards & Ranandya, 2002).

In the space of language teaching, linguist and educational researchers alike have concluded that indeed learners learn to speak and develop speech first before developing other language skills (Zaremba, 2006; Zhang, 2009). Therefore, when proper attention is not paid to the learners' orals skills, the development of the other language skills may become blurred. Brown (2007), believes that for communication to be effective, the pieces of language should be such that they can grab the attention of others through the effective use of micro-skills of speaking such as producing phrases in the language; orally producing differences among English phonemes and allophonic variants; producing English patterns, words in stressed and unstressed positions, rhythmic structure, using cohesive devices in utterances, and accomplishing communicative functions according to the context. In a review study conducted by Wurth, et al. (2019), it was realized that the learner's ability to master and, make use of good oral language skills enhances their self-confidence and boosts their desire to explore or do more. Cameroon (2002, p.73) confidently buttresses this position and writes "children use words in their speech long before they have a full understanding of them". Therefore, the development of both listening and speaking skills as well as communicative competence form a major part of the learning process of learners. Taking into account all the requirements in the oral communication endeavour, the task of teaching spoken English to non-native students cannot be said to be an easy one (Celce-Murcia et al., 2010). In fact, research into second language learning reveals that many ESL teachers do not teach or incorporate oral skills development into their lessons. As reported by Chen & Goh (2011) apart from external constraints such as large class sizes and a lack of teaching resources, EFL teachers encounter in teaching

oral English, many are also frustrated because of their own handicaps in Oral language skills in teaching oral English.

2.2.2 Approaches /methods of teaching English language

Over the years, different methods have been employed in teaching the English Language since the teaching of English language became necessary after the First World War. Known to be the earliest method, Grammar- Translation is based on the assumption that language is primarily graphic, and that the main purpose of second language study is to build knowledge of the structure of the language either as a tool for literary research or translation or for the development of the learner's logical powers, and that the process of second language learning must be deductive, requires effort, and must be carried out with constant reference to the learner's first language. This method of teaching English is grammar oriented and relies a lot on translation and translation of related texts, and paid minimal attention to oral skills. It is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages.

There is also the Direct method which was established in France and Germany in the early 1900s to assist soldiers to communicate in a second language quickly hence the common name 'military drill' The main aim of this method is focused on oral skill development and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation. The direct method of teaching English is also known as the Natural Method. It's used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn.

The Audio-lingual method, dominant from the 1940s through to the 1960s, focuses on structuralism and Skinner's behaviourism. It puts more weight on oral than written language and on the rules of particular languages, putting more stress on habituation as a way of learning. The teacher is expected to produce the correct output for the learners to copy thus, emphasis is placed on correct pronunciation. Critics of the Audio-lingual Method (ALM) argued that emphasizing repetition and precision did not assist students to gain communicative competence in the target language. The method was questioned by Noam Chomsky in the 1950s. He emphasized that Structuralism has flaws. Chomsky questioned the relevance of behaviourism in 1959 when he reviewed B.F. Skinner's verbal behaviour. Despite the fact that the audio-lingual method was criticized in 1970, it is being utilized in individual classes today. However, it should not be used as the basis for a course. Because the method is based on the teacher, it is a popular one. The amount of input and output is limited, and both the teacher and the learner are aware of the desired outcome expectations.

Following the shortcomings of the Audio-Lingual Method, the Communicative Language Teaching (CLT) method was introduced as the optimum method for teaching second and foreign languages. This method is conceivably linked to Noam Chomsky's theories on competence and performance in language learning and Dell Hymn's model on communicative competence as a reaction to the criticisms of the audio-lingual language teaching method. In CLT, Learners are given the opportunity to make use of the target language in a variety of practical situations (Richard, 2006). Its main focus is on helping learners create meaning and to communicate effectively in the target language. The scope of CLT has been to make communicative competence the ultimate goal of language teaching and learning and to come up with procedures for the teaching of listening, speaking, reading, and writing skills. One of the salient features of CLT is

that it gives procedural attention to both functional and structural aspects of language. Harmer (2003) notes that the communicative approach is deemed a success if the teacher understands the student. In this method, ESL teachers encourage students to use English communicatively. This is done by utilizing activities that encourage students to speak in the performance of meaningful tasks. Interaction is both the method and the goal of ESL education. Here, the focus of instruction, therefore, is targeted towards creating a conducive environment for learners to use language in real-time situations such as in greetings or exchanges, dialogues, giving instructions, interpreting what others say etc rather than merely mechanical practice of language patterns (Brown, 1994).

Nunan (2000), Explained that the introduction of CLT shifted the focus of language learning from its mechanical procedures to more meaningful and involving practices. That is, the procedures of teaching language using the CLT method are not robotically packaged as is the case of the grammar-translation method. Instead, teaching and learning activities are more flexible and give room for learners to express themselves in their best oral language possible (Richards & Rogers, 2006). Over the years, the CLT method has spread across the world and has been widely accepted by many linguists as well as second language instructors as a good method to English language teaching.

Although the communicative method of language teaching appears to be what is mostly practiced in many language teaching classrooms, the other methods are, depending on certain situations and targets employed in consonance with the communicative method. Some language teachers also use an eclectic approach to teaching language as a way of harnessing the strengths of the various methods in their language classrooms.

2.2.3 Instructional strategies

Any form of learning technique used by a teacher to help pupils learn or obtain a better knowledge of the course material is referred to as an instructional strategy. They enable teachers to make learning more engaging and practical for students, as well as encourage them to take a more active role in their education. They refer to specific methods and approaches that "provide the conditions under which learning goals will most likely be attained" (Driscoll 2000, p. 344). In other words, instructional strategies serve as the pathways through which specific learning outcomes are achieved. According to Bonk (2001), instructional strategies make teaching and learning very effective. These techniques are used by teachers use to help students become independent, strategic learners and help communicate the goals behind the courses better (Gutierrez, 2018). In the view of Haidir & Salim (2012) instructional strategy is often interpreted as a technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals. They form part of the teaching and learning process and generally help to accomplish tasks or meet educational goals. Instructional strategies can: motivate students and help them focus their attention, organize information for understanding and remembering as well as monitor and assess learning. Beyond the broader picture of adopting the best teaching method, in most cases, the CLT, instructional strategies serve as the medium through which the intended concepts are conveyed to the learner. In other words, it is the actual ways through which instruction is presented during teaching hence its relevance in language instruction. Therefore, if a teacher's instructional strategies fail to connect the needed dots in the classroom to facilitate understanding, it will continue to be difficult for learners to master the language concepts efficiently.

Lightbrown & Spada, (2006, p. 106) report that "few studies have investigated the effectiveness of pronunciation instruction even fewer studies have provided information on the variety of instructional techniques employed by EFL teachers or the frequency of use of these techniques. Notwithstanding the deficiency in this area, it is worth mentioning that few studies have been conducted in this regard; Fraser (2000) and Breitkreutz et al (2001). Fraser's study focused on pronunciation teaching in some parts of Australia, the study revealed that ESL teachers widely in the methods they used to teach oral language instruction.

> 'Some ESL teachers believe strongly in the 'old school' methods of drilling sounds, words, and dialogues (Baker, 1981). Some prefer to give instruction in the phonological rules of English, including stress placement, spelling to sound rules, intonation patterns, etc…' (Fraser, 2000 p.29)

This ground-breaking study gives us an indication of the instructional techniques used by teachers to address the needs of adult ESL learners in Australia. It provides a detailed report on the different instructional strategies these teachers use during instructional delivery. It however does not provide information on why some strategies are preferred over others. In Breitkreutz et al's study, ESL teachers and program coordinators in some parts of Canada were asked if they agreed that 'drilling minimal pairs is the best strategy to teach English pronunciation. The results of the study revealed that 16% agreed, 59% disagreed and the remaining 25% were not sure (Breitkreutz et al, 2001). The study also revealed that some teachers suggested other teaching strategies such as dramatization and oral reports as other effective strategies for English pronunciation teaching. Overall, the study provided important information regarding the use of three pronunciation teaching methods; the language laboratory, pronunciation software programs, and drilling activities although it did not address a wide range of

pronunciation teaching techniques. By using Instructional strategies, explicit instructional tools, such as questioning techniques, and activity-based techniques are used by teachers to encourage higher-level thinking among learners. This, therefore, entails the teacher's commitment to connect and draw a seamless relationship between abstract contents and concrete real-life experiences that learners can easily relate to. The students are therefore provided more opportunities to discuss and apply what they are learning through the integration of reading, writing, listening, and speaking. This helps them to make use of language during instructional periods. In other words, instructional strategies guide teachers to actively involve the learners in achieving the lesson goals and objectives. Glickman (1999, p.4) therefore suggests that,

> 'What learners learn depends not only on what they are taught but also on how they are taught, their developmental level, and their interests and experiences. These beliefs require that much closer attention be paid to the methods chosen for presenting material...'

2.2.3.1 Categories of instructional strategies

Within the instructional process, several strategies could be used to achieve the best of learning and behavioural outcomes. These instructional strategies can be categorised based on some instructional factors viz a viz what teachers intend to communicate to learners. As a pivotal component of the instructional process, making decisions on instructional which instructional strategies to use could be quite daunting because teachers are expected to focus on the curriculum, students' prior experiences and knowledge, learner interests, student learning styles, and the learner's developmental levels. Although instructional strategies can be categorised, there is undoubtedly and overlap between the strategies (Fraiser, 2000). For example, a teacher may use a

strategy to present information to students and use another strategy to ask students to determine the significance of information presented.

Glikman, (1999) proposes five categories of instructional strategies used throughout all levels of the education. The categories: Direct, indirect, interactive, independent and experiential have many instructional strategies that can be used to facilitate instructional delivery. Figure 2.2.3.1 shows the categories of instructional strategies as proposed by Glikman, (1999).

Figure 2.2.3.1: Categories of instructional strategies
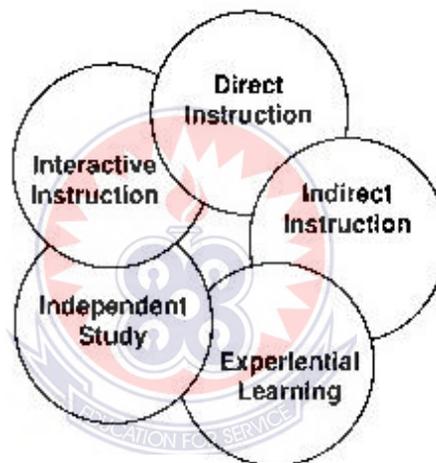
- **Direct Category**

This strategy is predominantly teacher-centered and is among the most commonly used. It includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations. Direct instruction is an effective strategy for providing information or developing step-by-step skills. This strategy is also effective for introducing new teaching methods and actively engaging students in knowledge construction. Deductive reasoning is usually used in direct instruction. That is, the rule or generalization is presented, followed by examples.

While this strategy may be considered one of the simplest to plan and implement, it is clear that effective direct instruction is frequently more complex than it appears. Lightbrown & Spada, (2006) maintain that teachers frequently employ direct instruction methods, particularly in the upper grades. The predominant use of direct instruction methods must be evaluated, and educators must recognize the limitations of these methods in developing critical thinking abilities, processes, and attitudes.

- **Indirect Category**

In contrast to direct instruction, indirect instruction is primarily focused on the student, though the two strategies can complement each other. Reflective discussion, concept formation, problem solving, and guided inquiry are all examples of indirect instruction methods. Indirect instruction encourages students to participate actively in observing, investigating, drawing conclusions from data, and developing hypotheses. It capitalizes on students' curiosity and interest, frequently encouraging them to generate alternatives or solve problems. It is adaptable in that it allows students to explore different options and reduces the anxiety associated with giving incorrect answers.

Indirect instruction also promotes creativity as well as the growth of interpersonal skills and abilities. Students frequently gain a better understanding of the material and ideas being studied, and develop your ability to draw on these insights. The teacher's role in indirect instruction shifts from lecturer/director to facilitator, supporter, and resource person. The teacher creates the learning environment, encourages student participation, and, when appropriate, provides feedback to students while they conduct the inquiry (Martin, 1993). Print, non-print, and human resources are heavily used in indirect instruction. Cooperation between teachers and between teachers and students improves learning experiences significantly.

- **Interactive Category**

This category is heavily reliant on participant discussion and sharing. According to Seaman and Fellenz (1999), discussion and sharing allow learners to "react to the ideas, experience, insights, and knowledge of the teacher or of peer learners and to generate alternative ways of thinking and feeling" (p. 119). Peers and teachers can teach students how to develop social skills and abilities, organize their thoughts, and develop rational arguments. A variety of groupings and interactive methods are possible with the interactive instruction strategy. These may include whole-class discussions, small-group discussions or projects, or student pairs or triads collaborating on assignments. The teacher must outline the topic, the amount of discussion time, the composition and size of the groups. Afandi (2018), reports that very few teachers employ groupings and close discussions in their lesson delivery, particularly for large classes.

- **Experiential Category**

Experience and the development of plans to apply what you've learned in other contexts are critical components of effective experiential learning. Experiential learning occurs when learners engage in an activity, critically reflect on the activity to clarify, draw useful insights from such analysis, and apply in new situations. In experiential learning, the emphasis is on the process of learning rather than the product. Experiential learning can be used as an instructional strategy both in and out of the classroom. In the classroom, for example, students can build and stock an aquarium or participate in a simulation. Outside of the classroom, they can, for example, observe courtroom procedures in a legal system study or conduct a public opinion poll.

Students may benefit first-hand. Concerns about student safety, financial constraints, and a lack of available time are some of the reasons why this strategy cannot be used in all situations. However, the benefits to students outweigh the extra effort this strategy

may necessitate. If direct or "hands-on" experience is required before teaching methods that involve iconic learning (for example, looking at pictures) or symbolic learning (for example, listening to the teacher talk), experiential learning is an effective instructional strategy. Experiential learning significantly improves understanding and retention over methods that rely solely on listening, reading, or even viewing (McNeil & Wiles, 1990). When students actively participate and teach one another by describing what they are doing, they are usually more motivated.

- **Independent Category**

Independent study refers to a variety of instructional methods designed to foster individual student initiative, self-reliance, and self-improvement (Brown, 2000). Independent learning can include learning in collaboration with another person or as part of a small group to acquire life-long learning capability. Because most aspects of our daily lives are likely to undergo profound changes, independent learning will enable individuals to respond to the changing demands of work, family, and society. One of the most important educational goals of independent strategies is to help students become self-sufficient and responsible citizens by developing their individual potential. Schools can assist students in becoming self-directed learners. However, in order for students to acquire the knowledge, abilities, attitudes, and processes associated with independent learning, they must be taught and ample time must be provided for practice. Independent study methods can be used as early as kindergarten and should be used throughout all grades. Students should be able to continue learning after they leave the school's structured learning environment.

Haidir & Salim (2012) avows that Independent instructional strategies encourage students to take charge of their own learning by planning and pacing it. Independent research can be used in conjunction with other methods or on its own. Student maturity

and independence are obviously important factors in teacher planning. Adequate learning resources are essential for independent study. The teacher who wants to help students become more self-directed learners must encourage the development of their abilities to access and manage information. It is critical to evaluate the skills that students already have. These abilities frequently vary greatly within any group of students.

Specific skills and abilities can then be incorporated into assignments tailored to individual students' abilities. Additional assistance is provided by the teacher librarian's cooperation and the availability of materials from the resource centre and the community. Independent strategies are extremely adaptable. They can be used as the primary instructional strategy for the entire class, in conjunction with other strategies.

Glikman, (1999) summarises these five instructional categories and the various instructional strategies that are usually applied in a simple interrelated diagram as shown in figure 2.2.3.2.

Figure 2.2.3.2: Instructional strategies
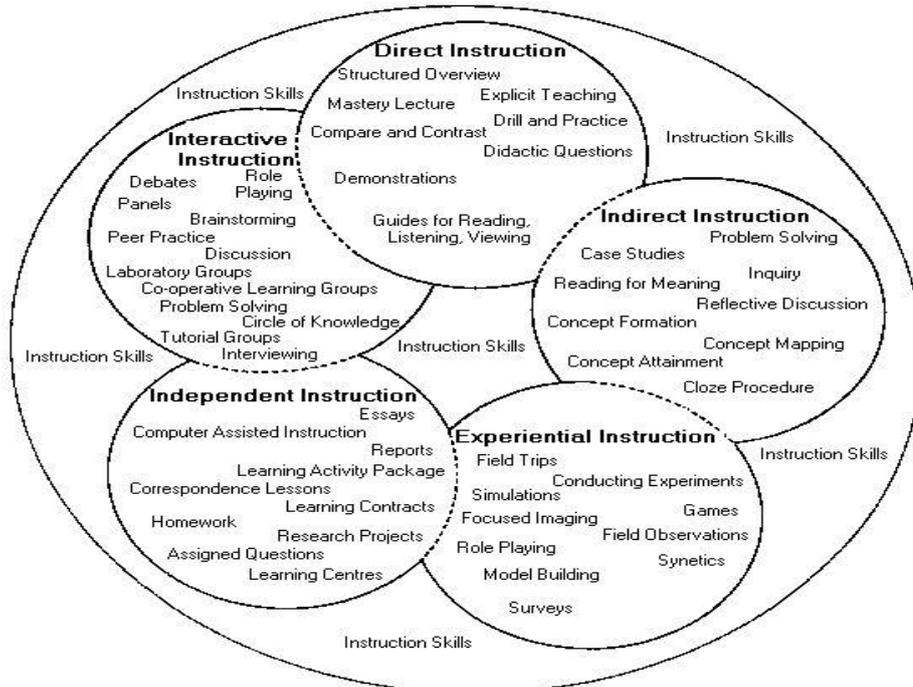
2.2.3.2 Some instructional strategies used in oral English instruction

2.2.3.2.1 Drill

One instructional strategy that has consistently been used in language teaching, is a drill. Although it was a key feature of audio-lingual approaches to language teaching, it has become relevant even in contemporary times. A drill is training in something by means of repeated or regular exercises. It means listening to a model, provided by the teacher, a tape, or another student, and repeating what is heard. This strategy involves continuous and habitual repetition of a language concept; a word, a sentence, a paragraph, etc to enable one to get a good grasp of what is being talked about. Drills focus on hammering on a particular problem or a seeming problem that language learners may encounter with the main aim of helping learners correct it. Language drills are particularly useful for learners at the earlier stages of English language learning. It facilitates proficiency, competence, and confidence among learners, (Alali & Schmitt 2012). Through language drills, learners are able to internalize concepts as well as structures in the target language and are more likely to be able to produce them independently in the future, both in writing and particularly in speech. Cameron, (2003) adds that drills are effective strategies used in the language teaching classroom, especially for the introduction and teaching of new concepts. In its practical sense, drills are mainly introduced at the beginning of lessons to get learners' attention. However, they can be introduced in the middle during the final moments of the lesson. In most instances, this technique involves the teacher modelling the concepts in the target language.

Drills, either mechanical or communicative, have different kinds of forms which can all fit in the language learning classroom situation. Oral or Pronunciation drills primarily focus on 'problematic sounds', chiefly sounds that either do not exist in the

learners' L1 or occur differently as well as consonant clusters and some weak forms. Intonation patterns that are crucial to meaning in conversations may also be usefully practiced through drilling, for example, tag questions (which ask for confirmation or which are genuine questions). The focus of drilling should be meaning-based and must seek to entertain whilst correcting. When used wrongly and overly, it may become boring and not appropriate for language learning.

2.2.3.2.2 Dialogue

A dialogue is a spoken or written exchange of ideas. Dialogues, according to Ellis & Tomlinson (1980), serve to demonstrate to students what intonation pattern is suitable in a given circumstance. They provide direct context for language use in the classroom. In language teaching, the term refers to a brief conversational exchange between two or more people in the classroom. This technique, when carefully and skilfully put together well can be an excellent way for teachers to help improve the conversational abilities of learners. It particularly encourages learners to build oral fluency and confidence level, particularly in public speaking or group talks. In using dialogue as a technique in language teaching, the focus is placed on specific learning difficulties in either listening or speaking. This enables teachers to prepare or design dialogues that target and address such problems. For instance, students can have a dialogue on stress and intonation, request forms, commands etc. Dialogues aim at enabling students to use specific patterns of the target language within a certain limit hence creating a lifelike or real-time learning situation. This atmosphere creates a natural learning environment and encourages learners to use the language as freely as possible. Dialogues focusing primarily on improving oral performance and the communicative skills of learners are encouraged to be used frequently in the oral English classroom (Celce-Murcia & Olshtain, 2000). In teaching dialogues, teachers are admonished to use dialogues that

40

students are familiar with so that they can focus on pronunciation and comprehension as more complex difficulties are gradually introduced. Short situational dialogues such as asking for help, ordering a meal, asking for a different size, paying for items, asking for a friend's advice, etc. with specific learners' difficulties placed in them could be used.

2.2.3.2.3 Drama

Through drama, students are given opportunities to use language to entertain. A drama activity is typically a type of role play, according to Baker & Westrup (2003). With a focus on oral proficiency and competence in language learning, teachers can guide students to come up with a theatre activity to practice and enhance their language speaking skills. This can be improvised or scripted based on some set objectives. Through this instructional strategy, students are given the opportunity to become actively involved in the language learning classroom. This can often lead to greater understanding as they are allowed to use language to interact and plan, and take on several communicative roles. This instructional strategy particularly excites learners and extrinsically motivates them to put on their best language-speaking behaviour. In using this technique, teachers are admonished to bear in mind their learners' difficulties in language use and incorporate them appropriately into the script. This Barker (2006) suggests, as a smart way to approach learners' language learning problems.

2.2.3.2.4 Modelling

Anytime a teacher acts out or demonstrates a concept to learners for them to have a better representation of the concept, the teacher is said to be modelling. In modelling, the teacher engages students by demonstrating a skill and explaining each step with a rationale. This gives students a visual and verbal representation of what they will be

41

expected to do. It is an extremely useful strategy where, teachers explicitly show learners how an activity or a concept is done, used, or carried out. Many language teachers are encouraged to effectively employ modelling in the language classroom to enable learners to grasp concepts easily. According to Baker & Westrup (2003), modelling is a natural way of presenting even the most difficult concepts to learners by providing a picture and a representation of what exactly the learning task might be. In this strategy, the teacher gets involved and leads the learners to establish a connection with the task to be achieved. For English language teachers, employing this strategy is even more advantageous for themselves and their learners (Cameroon, 2003)

2.2.3.2.5 Oral reports

Oral reports are functional instructional strategies that primarily focus on getting learners to make comprehensive oral presentations on a topic. Its goal is to develop students understanding of a topic and their ability to orally deliver their responses to what is being discussed or talked about in the classroom. Barker (2006) explains that oral reports give teachers the chance to have a first-hand experience of learners' oral language skills and their ability to communicate effectively. This strategy goes beyond questions and answers or discussions to a more extended way exposing learners to actual language use in specific contexts. According to Ellis (2008), oral reports as an instructional strategy are more social and contextual. He further adds that, the concept makes room for learners to personalise what they are learning or being taught. This he believes helps to create a more stimulating classroom environment.

2.2.4 Components of oral English

The oral English aspect of the English language syllabus comprises both listening and speaking (Ministry of Education, 2010). Although both areas are discussed in the

syllabus, only the listening aspect is tested in the final exam. Some teachers do appreciate the need for this aspect and therefore teach it, however for the majority of them, the focus is placed on the speaking aspect of the Oral English

2.2.4.1 Teaching listening comprehension

According to Rost (2002), listening is a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination, and empathy. It is the ability to identify and understand what others are saying. This involves comprehending the speaker's accent or pronunciation, grammar, and vocabulary, as well as grasping their meaning. For White (2008) listening is seen as a focused, voluntary, and intentional skill. He adds that contrary to contrary to hearing, listening leads to learning. It is a receptive skill as well as an aural activity. Listening, therefore, requires one to reconstruct and make meaning of what is heard. LeLoup & Pontero (2007) posit that listening is arguably the most important skill used for obtaining comprehensible input in one's first language and in any subsequent languages. They add further that it is a pervasive communicative event hence its teaching should be well carried out. We listen considerably more than we read, write or speak. Once listening is effectively achieved, comprehension sets in. Listening comprehension is a normal phenomenon where listeners try to understand what they perceive, typically from a listening source. By this, listeners comprehend the oral input through their previous knowledge of sound discrimination, grammatical structures, stress and intonation, as well as other linguistic or non-linguistic clues (Hamouda, 2013). Listening comprehension in second language learning is critical as it facilities learners' ability to internalised language structures and patterns, and improves their pronunciation or speaking skills (Bouachareb, 2010). LeLoup & Pontero (2007) therefore believe that

43

teaching listening requires creating an enabling environment for learners to effectively take advantage of the information being produced. They, therefore, suggest six processes to facilitate instruction on listening comprehension:

- Explicitly model how to be good listeners and highlight the purpose for listening to students.

- background knowledge of the topic in order to predict or anticipate

- Teach students to attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables learners to focus on specific items in the text and reduces the amount of information they have to hold in short-term memory.

- Show the students footage of what good listening looks like

- Schedule quiet, listening opportunities as part of the school day

- Provide spaces in the classroom that encourage conversation and attentive listening comprehension, e.g. 'The shop', 'The doctor's surgery'

These processes they believe will facilitate learners' competence in listening comprehension, otherwise expressed as active listening. Listening, therefore, serves as the baseline in language learning. Cognisant of the numerous challenges that hinder proper instructional listening comprehension, a well-planned and laid-out instructional strategy is one of the surest ways of achieving instructional goals. Owu-Ewie (2019) thus suggests that language teachers should endeavour to explore and make use of relevant instructional strategies to counter the challenges that come with teaching listening in a second language classroom.

2.2.4.2 Teaching speaking and pronunciation

It takes a lot of practice to become fluent in a second language; in addition to learning a variety of linguistic and non-linguistic abilities, the speaker needs to be able to carry on natural conversations. Studies, (Dincer, 2017; Richards, 2008; Tarone, 2005; Zhang & Head, 2009) suggest that learning to speak fluently in a second language is by far the most arduous task for learners and in some cases, teachers. According to Cameron (2001), speaking and pronunciation is the active use of language to express meanings so that other people can make sense of them. Also, Paulston & Burder (1976) consider Pronunciation as the production of a sound system that does not interfere with communication either from the speakers' or the listener's viewpoint. Again, Richard & Schmidt (2002) explain pronunciation as the method of producing certain sounds. But Otlowski (1998) argues that pronunciation or speaking is the way of uttering a word in an accepted manner. Yates (2003) as cited in Pourhosein Gilakjani, (2016) tends to agree more by saying pronunciation is the production of sounds that is used for making meaning. Pronunciation therefore should not in any way distort communication. On the contrary, it should rather deepen understanding among speakers since pronunciation is the main tool in verbal communication hence any misapplication of the rules that govern speaking and pronunciation may impede understanding and mutual intelligibility. This consequently affirms the assertion that speaking and pronunciation instruction form an integral part in the teaching and learning process of second language learners of English.

For years, pronunciation instruction was looked down upon and was barely paid attention to in the instructional process. It was the communicative language teaching method that opened up more instructions on speaking and pronunciation instruction (Tomson & Derwing, 2004) emphasizing the need for pronunciation instruction. Roach

45

(2000) argues that it plays a vital role in communication. To this end, linguists believe that speakers whose pronunciation is listener-friendly and are able to lead successful conversations regularly are preferred over those who have pronunciation difficulties. In this light, Harmer (2000) highlights that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. He further posits that communication efficiency can only be guaranteed by correct pronunciation and speaking practices because pronunciation is an essential part of communication and without correct pronunciation, nobody can say that they know the English language perfectly. Ngula (2010) talks about the issue of 'spelling Pronunciation' as a specific trend in the speaking form of many second language speakers of English, particularly, Ghanaian speakers. He further notes that, this speaking form makes pronunciation of some English words unintelligible, and even more challenging for teachers who do not have in-depth knowledge of the English language. Darcy et al (2012) view pronunciation instruction as an arduous task that leaves teachers with no clear guidelines and often torn between what to concentrate on: segmental or suprasegmental. The argument, therefore, lies between whether to focus on the segments or the suprasegmental.

Most ESL teachers now agree that explicit oral lessons form an essential part of language learning courses. It is an important part of the L2 curriculum and its instruction should draw learners' attention to the linguistic elements in the target language (Mompean, 2015). This means that conscious phonological awareness is prudent and can lead to learners' understanding of both the segmental and suprasegmental forms (Venkatagiri & Levis, 2007). A study by Yates (2003) established that twice the segmental instruction makes up the suprasegmental

46

instruction. This finding is buttressed by both Gordon & Darcy (2012), adding that instruction on suprasegmental has a greater effect on the learner's speaking and pronunciation development. However, Saito (2012) believes that providing better instruction on both features increases the learner's success in speaking and pronunciation as well as their confidence in oral conversations. With the growing concerns in L2 speaking and pronunciation instruction, ESL teachers are fast harnessing their skills to properly lead learners to attain proper intelligibility and comprehensibility, which are the primary objectives in L2 speaking and production instruction (Alti & Bergil,2012) albeit the undeniable challenge of the learners' and teachers'' first languages.

2.3 Framework

In this study, a theoretical framework is adopted as a knowledge pillar to support the realisation and achievements of the research objectives outlined in chapter one. In other words, an underlining model that primarily supports the research objectives is discussed. This is necessary because an appropriate framework provides a focus-driven study and situates the study into a body of existing knowledge.

2.3.1 Theoretical framework

Lysaght (2019) explains that a researcher's choice of a framework in any study is not arbitrary, but reflects important personal beliefs and understanding about the nature of knowledge, the possible, and tools to be employed consequently, by the researcher in their work. It primarily provides the blueprint for a study and enables the study to be well structured and organised. According to Eisenhart (1991, p. 205) a theoretical framework is "a structure that guides research by relying on a formal theory…constructed by using an established, coherent explanation of certain

phenomena and relationships". The framework, therefore, has implications for the research study and helps one to assess and refine your goals, develop realistic and relevant research questions, select appropriate methods, and identify potential validity threats to your conclusions. It also helps you justify your research" (Maxwell 2004, p. 33-34). In this study, Adam Bandura's Social Learning Theory (1977) provided the theoretical foundations. This theory, originally theorized in 1963 and revised in 1977 asserts that new behaviours can be acquired by observing, practising, and imitating. It adds that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In furtherance, the theory outlines these tenants;

- Learning can occur by observing a behaviour and by observing the consequences of the behaviour (vicarious reinforcement).

- Learning involves multiple activities on imitation, modelling, cognition, and observation

- Learning is not purely behavioural; rather, it is a cognitive process that takes place in a social context.

- Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour (observational learning or modelling).

- Reinforcement plays a role in learning but is not entirely responsible for learning.

- The learner is not a passive recipient of information. Cognition, environment, and behaviour all mutually influence each other (reciprocal determinism).

These basic tenets of the theory re-echo the research objectives and further situates the study in its proper educational or learning context. This is relevant because the

instructional process does not occur in a vacuum. Rather it occurs in certain specific contexts where the environment plays a key role in the acquisition and development of knowledge (Hoffman, 1993). This theory captures the variables of appropriate teaching strategies for the development of oral language skills. The theoretical underpinning can influence the selection of instructional strategies to meet the needs of ESL learners in the language classroom.

Over the years, the Social Learning Theory, henceforth SLT which is perhaps the most referenced learning and development theory has been cited frequently as a crucial element in learning (Muro & Jeffrey 2008). This idea is premised on the fact that learning is best achieved through an interaction with the environment and by observing and modelling what other people do, particularly when they exhibit positive behaviours. Imitation, therefore, involves the actual reproduction of observed motor activities Bandura (1997) as cited in Nabavi, (2012:5).

Figure 2.3.1: Social learning theory diagram
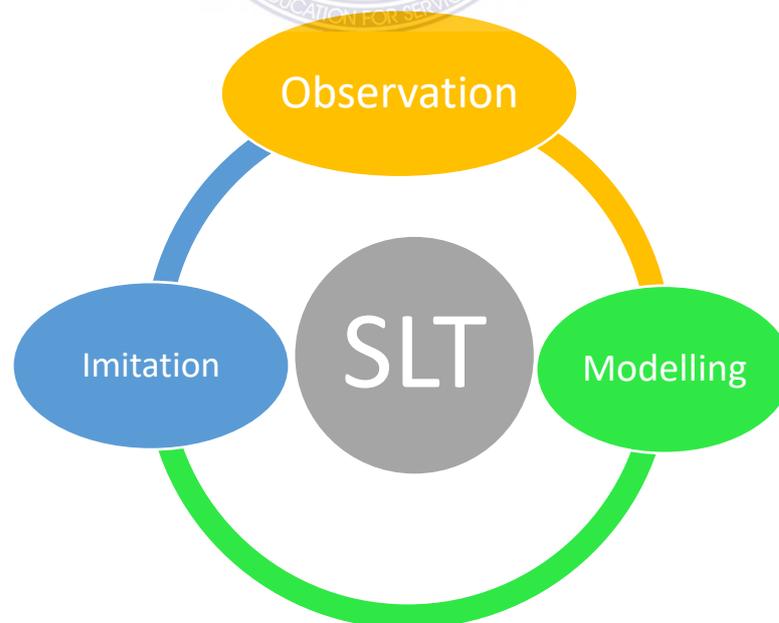
2.3.2 Components of the SLT

The SLT Theory comprises three basic components: observation, imitation, and modelling which seek to facilitate learning. Each of these components contributes greatly to the learning process of individuals both cognitively and socially. In fact, some studies (Newman & Newman, 2007; Muro & Jeffrey, 2008) confirm that many behaviours are learned through observation, modelling, and imitation. As far as observational learning is concerned, Bandura's favourite experiment, the Bobo doll experiment, which studied patterns of behaviour by social learning concluded that similar behaviours are learned by individuals shaping their own behaviour after the actions of models. This was later termed observational learning with key characteristics such as attention, retention, reproduction, and motivation (Bandura, 2006a). These characteristics ensure an effective modelling process for the learner and help them to incorporate appropriate learning behaviours from their learning environment. The modelling process as explained by Bandura could take the form of either a live, instructional, or symbolic model. Once these behaviours are observed and modelled, learners start to imitate the learned behaviours or characteristics. Here, Bandura suggests a strong sense of motivation as a key ingredient in the learning process. Thus, attention, practice opportunities, as well as reinforcement, play an important role in the teaching and learning process (Green & Peil, 2009).

2.3.3 Application of the SLT in classroom instruction

In the domain of teaching and learning, the components of the theory are further simplified into four basic elements to serve as a guide in the instructional process. These are; attention, retention, reproduction, and motivation.

- Attention: The theory espouses that new behaviours presented to the learners must first be noticed or paid attention to. Therefore, these behaviours or

activities should be interesting or engaging enough to catch the attention of the learner and maintain their interest as well. Practical and focus-oriented teaching strategies or activities could be used to ignite learners into a lesson.

- Retention: Teachers are encouraged to use activities or strategies that help learners to retain the new behaviour introduced to them. Several teaching strategies such as modelling, drills, repetitions, etc can be used to help learners retain the information presented to them (Muro & Jeffrey, 2008). That is, including as many diverse activities as possible in a lesson is one method that can aid and improve learners' retentive skills. For instance, visual aids can be used to support spoken instruction when teaching a lesson.

- Reproduction: In the classroom, giving learners the opportunity to practice the behaviours they have learned is vital to their comprehension and to achieving the set objectives. According to the theory, this involves imitating, acting out, or practising the information observed and retained in the instructional process. By reproducing the learned behaviours, teachers are able to identify where learners fall short, and what problems or challenges they may be encountering. Reproduction also boosts the learners' confidence and participation in the classroom.

- Motivation: Either extrinsic or intrinsic, motivation can help learners to replicate a desired behaviour. According to Bandura, (2006) in order for observational learning to be successful, the observer must be motivated to reproduce the behaviour. Using positive reinforcement, constructive feedback, and rewards, teachers can motivate their learners to replicate desired behaviours and to give out their best in the classroom.

2.4 Review of Related Literature

Generally, studies on oral English instruction, particularly in Ghana have not been fully utilized. This is mainly due to the challenging nature of the area as well as the increasing argument on what 'standards' to set in such a study. Regardless of the seeming complexities around the concept of oral English instruction, it is worth mentioning that few studies have been conducted on the topic with each of these studies contributing immensely to the current study.

2.4.1 Oral English instruction

Indeed, instructional delivery in oral English is not a child's play and certainly not something most English language teachers willingly do. Some, in fact, treat it with laxity and do not take it seriously at all (MacDonald, 2002). Only a handful of teachers show commitment to the area and teach it with their maximum output. Those who use appropriate instructional strategies to teach can help learners improve their oral language abilities (Zhang & Yin, 2009). An earlier study by Adeyinka (1998), found that indeed students recognize the importance of oral English or spoken English in contemporary society and appreciate it when people exhibit good spoken skills in the English language. He later recommended the communicative approach to teaching language as a good method of teaching and admonished English language teachers to use it to help improve the spoken skills of their learners. This recommendation seems to have resonated well with other research enthusiasts, particularly, Odoi-Anim (2005), whose work discovered that current approaches to the teaching of English language were more grammar-based rather than communicative. He adds that the nature of the grammar approach does not give teachers as well as learners more opportunities to use language in real-life situations hence Carey (2002) maintains that though oral English

is not an explicit feature, its role in communication is important and must therefore be communicatively instructed.

In a study on oral English instruction, Kang (2010) found out that, not only is oral English instruction of great concern to some teachers but also, learners express some concerns about the instructional process. The 25 students interviewed in Kang's study expressed their concerns about the models and strategies ESL teachers use during oral English lessons. Particularly, the study confirms learners' expectations of teachers to exhibit varieties of models and teaching strategies during lesson delivery. They believe these shapes their perspectives on English language, especially on oral English. Twoli et al. (2007) support this view by arguing that the teacher needs to select and use a wide variety of instructional resources such as teaching and learning materials, teaching and learning strategies or techniques, contents, etc when teaching to take care of individual differences in class. This is because the resources make the entire teaching and learning process complete and functional. The study however recommended and admonished teachers to be circumspect in selecting instructional resources. This the study believes could be achieved by focusing on the needs of the learners as well as the learning objectives.

Oral English as a component of English language studies targets the productive and receptive skills of learners hence its instruction should be geared toward achieving these skills. Nunan (2005) considers these skills as the gasoline in the engine of second-language learning, adding that without access to comprehensible instruction and input, in the form of aural or oral messages, second-language learning would not be complete, thus, in second-language learning, oral instruction is highly significant. Owu-Ewei

(2019) therefore outlines five components to achieving effective oral instruction in the classroom;

- Develop listening and speaking skills

- Teach a variety of spoken text

- Create a language learning environment

- Teach and extend vocabulary and conceptual knowledge

- Promote auditory memory

Whilst, it seems far-fetched for many teachers to incorporate and pay attention to oral English instruction in the classroom, others believe that its teaching has become an integral part of modern language with the global aim of developing communicative competence in learners.

2.4.2 Some studies on Oral English teaching in Ghana

Since the introduction of oral English as a component of the English language syllabus, particularly for students in senior high schools in Ghana over two decades ago, it is evident that not many studies have been conducted on the concept, its instruction, and related aspects. Most of the studies available either focus primarily on pronunciation or make reference to oral English as a yardstick to measure students' pronunciation skills, but as a focus area of study, particularly in terms of its instruction, not much has been done. That notwithstanding, there are a few studies that focused on oral English instruction in Ghanaian schools and are relevant for discussion in the current study.

In a study by Osei-Tuffour (2017), where the focus was placed on the challenges confronting oral English teaching in a particular senior high school in Ghana, it was discovered that there exists a gap in the teaching and learning of oral English. Among other things, the study sort to find out students' knowledge of pronunciation (speaking)

and listening (comprehension) or sound discrimination skills, knowledge of transcription of words, perception towards oral English instruction, teachers' understanding of concepts in oral English, etc. Using a qualitative research design as its primary design, the study concludes that oral English instruction in the school generally was met with several challenges including inadequate instructional materials, ill attitude on the part of both students and teachers, less teaching opportunities, etc which impedes the outcome of students' oral skills. It was recommended therefore that English teachers should put a stop to the idea of teaching oral English at the eleventh hour, particularly when the student's final examinations are due (Osei-Tuffour, 2017). In a similar study by Danseih (2018), thirty-four (34) teachers of English from senior high schools in the Upper West region were sampled and responded to a questionnaire. After a period of personal observation and an analysis of the result, it was found that high tendencies of students' L1 affected their L2 learning, particularly on phoneme articulation, sentences, and discourse structures. The study further discovered that the challenges of pronunciation were not limited to only students but also affected the teachers as well. Based on these findings, it was recommended that oral English lessons begin at the basic level in an ESL context, relevant teaching and learning materials be provided to schools as well as periodic training for subject teachers.

In another study, Gyasi (2019) employed minimal pair drills and reinforcement to help some senior high school students overcome their challenges with oral English, especially in speaking. In that study, it was observed that students had difficulties producing some phonemes of English which resorted to mispronunciation, misinterpretation, and lack of confidence to express their thoughts. Using result-oriented intervention strategies, the study recommended that more attention should be given to students' difficulties in using appropriate phonemes, particularly in

conversations. The study also recommended that teachers of English regularly vary their methodology and adopt appropriate teaching strategies to meet the needs of learners. A study was also conducted to investigate the attitude of students towards the teaching and learning of oral English in senior high schools within Koforidua. The analysis of the study revealed that most students had no prior knowledge about the teaching and learning of Oral English although they have knowledge of both consonants and vowels. It was again realised that "lack of qualified teachers, low mark allocation for oral English in the English language paper, low teacher commitment, lack of teaching and learning material contributed to the attitude of students towards the teaching and learning of oral English" Yeboah (2020, p.110). It was, therefore, suggested that a supplementary course on oral English be taken by teachers of English to help beef up their knowledge of oral English rules as well as how to effectively teach them (Yeboah, 2020). These studies have primarily focused on investigating and addressing issues related to oral English teaching and learning in Ghana. Yamoah et al (2021) sort to investigate the actual challenges affecting the pronunciation of students in selected Senior high schools. The study sampled 50 third year students and 25 teachers of English respectively and reported that the problem of poor pronunciation was found to be related to the teaching and learning strategies employed in teaching pronunciation as well as the lack of appropriate pedagogical skills on the part of teachers. Based on these findings, the researchers recommended that teacher trainees in English language from institutions of higher learning should be exposed to the appropriate instructional strategies of teaching good oral lessons.

2.4.3 Other studies on oral English instruction

In an earlier study, Al-Lawati (1995) examined the challenges learners in Omani face in their oral English work in the English language. It was discovered that the curriculum

did not provide adequate opportunities to expose learners to language learning. The study also found that vocabulary, pronunciation, and discourse comprised the most difficult areas as far as learners' language use is concerned. Later, a study by Tanveer (2007) investigated the factors that cause learners' anxiety toward oral English lessons. The results of the study suggested that the feeling of anxiety on the part of learners indeed inhibits their ability to learn and perform better in language. In order to reduce intimidation in face-to-face interactions, Kawai (2008)'s action research looked into the impact of task-based strategy instruction using an electronic chat tool on students' speaking performance. The study later gathered the opinions of two native English speakers regarding the class discussion activities. It was discovered that shy language learners can practice their English without worrying about making a mistake or looking silly by using computerized chat tools. Additionally, the fluent speakers advised that activities such as reading aloud, giving oral reports, role-playing, and recitations can also help shy learners to master their oral language skills. In a related study, Boonkit (2010) explored the factors that improve learners' Oral skills in schools. It was discovered that appropriate and effective teaching strategies can reduce the anxiety learners experience toward oral lessons. The findings seem to buttress that of Tanveer (2007), whose study do well in oral language classes when teachers are able to use effective instructional materials, particularly those that excite students and get them to participate fully in the instructional process. Zhang (2009)'s study on listening and speaking as language skills concluded that speaking as a productive skill is persistently becoming the hardest language learning skill to acquire for most speakers of English language, especially ESL learners.

A study by Urrutia and Vega (2010) has revealed that coyness, lack of vocabulary, and fear of being laughed at, impede learners' interest in oral English. The study, therefore,

recommended regular communication, vocabulary awareness, etc as a measure to develop their interest and performance in oral lessons. Chen & Goh (2011) reported about challenges that teachers encounter in teaching Oral English in the English as a Foreign Language (EFL) context and noted that, most EFL teachers are worried about their own handicap in Oral English proficiency and inadequate pedagogical knowledge of other than external constraints such as large language class sizes and a lack of teaching resources. This perhaps affirms a study by Richards (2015) which observed that poor-quality teaching contributes to learners' difficulty in acquiring good oral skills in English. Also, Lee & Heinz (2016) studied the strategies used by advanced speakers to improve their speaking skills. It was observed that speaking skills can be developed effectively through memorizing and repetition exercises where students engage in frequent language practice, and use them in conversation. Furthermore, reading aloud as well as modelling native speakers' language use were noted as relevant.

2.5 Conclusion

This chapter has explored, discussed, analysed, and highlighted information relevant to and relates to the current study. The various themes discussed in this chapter play a key role in appreciating the relevance of the research topic as well as the gap in the literature as far as oral English teaching or instruction in Ghana is concerned. Among other things, the chapter has sampled, critiqued, commented on, and synthesised several works in their context and in the context of the current study. Also, a theoretical framework that commensurate with the research objectives was discussed to further position the study in its appropriate literary context. Other concepts that may have a direct or indirect bearing on the current study have been thematically discussed and reviewed to properly situate the current study in its appropriate context.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter introduces, describes, and explains in detail the procedures that were employed in this study. More specifically, the chapter brings to bear the philosophical underpinning, that is, the pragmatism view which serves as the primary source of inspiration for this study. It also highlights the research approach and design adopted for the study, the population and sampling techniques, tools for data collection and the procedures for data analysis, and ethical issues among others. The chapter also discusses the relationship between these research procedures and the research problem and how relevant or otherwise these procedures are to the current study.

3.1 Research Approach

A research approach is the scheme, outline, or plan used to generate answers to research questions (Kombo & Tromp, 2006). It is a strategy or overall approach to tackling a research question or problem (Mugenda, 2003). In this study, the mixed methods approach was used. Regardless of its numerous interpretations, the mixed-method approach has proven to be a reliable approach for studies that comprise both qualitative and quantitative data. According to Creswell (2009), a mixed method is an approach to inquiry that combines or associates both qualitative and quantitative forms. He adds further that the approach is more than simply collecting and analysing both kinds of data, rather it involves the use of both approaches in tandem such that the overall strength of the study becomes greater than either qualitative or quantitative research. Given the research problem, this approach does not only provide a good methodological foundation for the study, but it also draws from the vast research tools available for both qualitative and quantitative research hence making it convenient for a study that

seeks to investigate the instructional strategies employed in the teaching of oral English. This approach helps to provide a stronger and better inference into the study and presents a holistic report on what is gathered from the study. This research approach was therefore appropriate for this study based on its resourceful tools in addressing problems that are neither qualitative nor quantitative.

3.2 Research Design

Kothari (1990, p. 32) opines that "research design advances planning of the methods to be adopted for collecting the relevant data to be used in the analysis, keeping in view the objective of the research and the availability of staff, time and money." In other words, a research design provides specific directions for procedures in a research study, simply put, strategies of inquiry (Denzin & Lincoln, 2011). This study employed the Convergent parallel design as it allows or gives room for the researcher to collect both quantitative and qualitative data using different instruments which is later analysed together to provide a comprehensive discussion on the research findings. In this design, the information collected from both qualitative and quantitative sources are integrated in the general discussion and analysis of the research findings (Saunders et al, 2007).

In this design, data is primarily collected through the use of observations, interviews, and questionnaires. The design also allows for a detailed investigation into the research problem, drawing the researcher closer to the participants or respondents in the study thus providing insight into the correlation between them. By this design, the participants responded to a self-administered questionnaire which was later analysed through statistical means (SPSS) whilst interview responses were carefully analysed thematically.

3.3 Population

Generally, the population of a study refers to the group or organization of concern to the researcher, such that the researcher spends a considerable amount of time gathering relevant responses. Best & Khan, (2006) explain a population as a group of individuals that have one or more characteristics in common and are of interest to the researcher. In other words, the group that the researcher generalizes their report on. The target population for this study comprised teachers from the five Senior High Schools within the target district (Awutu Senya District). They are as follows: Awutu Winton Senior High School, Senya Senior High School, Awutu Bawjiase Senior High School, Obrachire Senior High Technical School, and Bontrase Senior High Technical School. An average of 250 teachers within the study area comprised the population for the study. The population for the study was not sex-biased as both males and females were involved in the study. All participants involved in the study had no physical disabilities hence they all didn't need to require any form of special help.

3.4 Sample Size and Sampling Technique

The sample of a study refers to the individuals, groups, or things that share similar characteristics, and directly relate to the research objectives or can help one find answers to research goals (Nachmias, 2005). In other words, it refers to that entity whose information helps the researcher in answering their research questions. Forty-five (45) teachers, with an average of 7 from each school were sampled for the study. For researchers to arrive at their sample size for a study, they rely on techniques or processes that help them arrive at the best sample size for their study. These techniques are therefore known as sampling techniques.

61

3.4.1 Sample size

The study comprised five (5) Senior High Schools within the Awutu Senya District where each school had a teacher population of an average of sixty (50). However, because the study primarily concerned only teachers of English language within the senior high schools, it was appropriate for the researcher to consider only English language teachers (including national service personnel, interns and teachers on practice) as the sample size for the study. In all, forty five (45) teachers were used as the sample for the study. The sample size was then limited only to teachers who have received their teaching licenses and have been teaching English language for more than 6 months within their respective schools. This Included national service personnel who had prior training in teaching from a recognised teacher training institution in Ghana.

3.4.2 Sampling technique

Mugenda & Mugenda (2003) postulates that a sample is a small group of the population that is selected for observation and analysis in a study. Two sampling techniques were used to arrive at the sample size for this study: purposive sampling and convenience sampling. These two sampling techniques were employed by the researcher in selecting the sample size for teachers who answered only the questionnaire and those who answered both the questionnaire and the interviews respectively. All the 45 English language teachers were purposively sampled to respond to the questionnaire whilst 23 English language teachers were conveniently sampled for the interview session. These techniques were selected based on their minimal chances of error in terms of the teacher and or respondent's characteristics that the researcher sought to gather.

3.4.2.1 Purposive sampling

As indicated earlier, the purposive sampling technique was employed to select the teachers used in this study. Maxwell (2004) observes that purposive or judgemental sampling involves intentionally selecting events or people who can provide good information about the topic under discussion. This explains the need for purposively selecting the teachers, particularly English language teachers as they exhibit the technical know-how to decode some questions and also provide the best responses relevant to the study. As a non-probability sampling method, the purposive sampling technique was the most effective since not all members who fall within the population qualified to respond to information on the research questions. In the view of Creswell (2002), purposive sampling allows researchers to intentionally select individuals who understand the current phenomena. Using this sampling technique, 45 English language teachers from the five Senior High Schools within the district were selected to participate in the study.
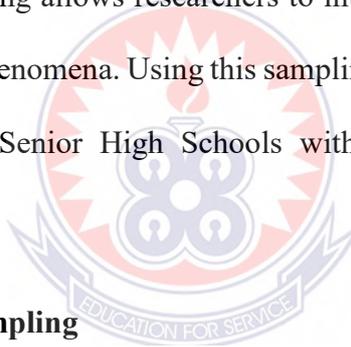
3.4.2.2 Convenience sampling

Owing to the number of teachers targeted as respondents for this study, and their willingness or otherwise to provide further information needed by the researcher to achieve the research objectives, it was necessary for a convenience sampling method to be used such that a reasonable number of teachers within the study area could respond to the interview needed for the study. By this technique, the teachers were formally asked to indicate their willingness or otherwise to participate in a group interview session at their own convenient time. Teachers who were willing to participate in the interview session checked in with their Head of Departments who in turn checked in with the researcher about their availability. At least three (3), and at most five (5) teachers from each school were involved in separate interviews at different times. In

all, a total of twenty-three (23), at least three from each school were involved in the interview process, including both male and female teachers.

3.5 Research Instruments

In this study, four instruments were employed to facilitate the data collection process. They are interview guides, questionnaires, document analysis, and observations. Selinger & Shohamy (1989) access that the use of different methods provides validity for the research findings as the sourcing of the pattern or behaviour is done through different sources. These varied instruments aided in soliciting varied responses from both teachers and students.

3.5.1 Observation

The researcher employed the use of observation as a tool to scan and have a fair knowledge of the research problem, the study area, and the population among others. This research tool is known as a highly systematic approach to the collection of data in a study. Several English language lessons were observed in the sampled schools within the district and were observed live and at different times. At least two lessons were observed in each of the five senior high schools within the district. The researcher used an observation guide throughout the observation process. During this process, the various strategies used during the instructional process were noted and recorded using the observation schedule prepared by the researcher. This tool enabled the researcher to capture some moments of the instructional process just as they happened and also gave the researcher more insight into how well to draft questions for the questionnaire and the interview.

3.5.2 Questionnaire

A questionnaire is a tool to collect data in the form of question lists presented to the respondents to be answered in writing. It is a research tool used to collect information from individuals about themselves. Brown, (2001) explains Questionnaires as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Orodho, (2004) also notes the ability of a questionnaire as a tool to quickly collect adequate information in a short period. He adds further that the information obtained from questionnaires can easily be analysed using SPSS. More specifically questionnaires allow researchers to present to respondents several questions that require 'immediate response'. In this study, a set of questionnaires were presented to the teachers who teach English language in the various senior high schools within the district. This was necessary to meet the demands of the study. The questionnaires primarily sought information about the instructional strategies teachers of the English language employed in the teaching and learning of oral English lessons. It employed the Likert scale for collecting responses that required teachers to express their sentiments on a specific subject. Five values were indicated on the scale with the value 1 expressing the highest positive sentiment towards the theme and the value 5 expressing negative sentiment towards the theme. It also solicited information about the educational background of the teachers, their knowledge of oral English teaching, areas of expertise in teaching, etc. The questions on the questionnaires comprised closed-ended questions which allowed the researcher to collect quantitative data and open-ended questions which allowed the respondents to freely respond to the questions. This also facilitated the researcher in collecting qualitative data. Instructions for responding to the questionnaire were explicitly stated and further explained to guide

heads of departments of the various schools who were charged with the distribution and collection of the questionnaires on behalf of the researcher. Arrangements were also made for respondents to reach out directly to the researcher should there be the need to. The questionnaire was distributed to all the teachers involved in the study for them to respond to and was collected at a later time.

3.5.3 Interviews

According to Zhang, (2009), interview guides are a more personal form of data collection as it gives the researcher the space to personally interact with the respondents. The researcher used this tool because it establishes good rapport between the interviewer and the interviewee thereby creating a comfortable ambience for the respondents to be themselves by providing more insight into some questions that the respondents are likely to decline to respond to on the questionnaires. Its conversational nature allows for an easier contribution from the interviewees. For this study, interview sessions were conducted for both teachers and some students hence allowing the researcher to gather detailed information which otherwise the respondents may be reluctant to provide in a questionnaire. The interview guide used, had mainly open-ended questions and just a couple of questions as close-ended. For each school visited, at least three (3) English language teachers were interviewed on the following themes: instructional strategies used for teaching oral English lessons, factors that account for the selection of instructional strategies to teach oral English lessons, the teaching and learning materials used to support instructional strategies in oral English lessons, role or relevance of instructional strategies in oral English teaching and oral language development etc. The respondents were given a general overview of what the interview session would centre on prior to the interview to avoid shock or brain freeze during the interview process and also to allow the respondents to respond to the questions in a

more candid manner. Two other colleagues from the university assisted in the interview process after they were taken through a short training. Not all teachers from the target schools within the district were interviewed.

3.5.4 Document analysis

According to Robson, (2002), Document analysis is a data collection tool that enables the researcher to access data that was not easily got through communication or observation. This tool allows the researcher to personally go through and analysed some documents relevant to the study and from which vital information could be gathered to facilitate the study. In this study, the documents targeted included: scheme of work, lesson plans, teaching and learning materials or resources, records of work i.e., exercises, assignments, projects work(listening and speaking projects assigned to learners), etc, instructional strategies in the syllabus, assessment methods i.e., exams questions, and mark schemes, the syllabus. This aided in providing an enriching report on the study.
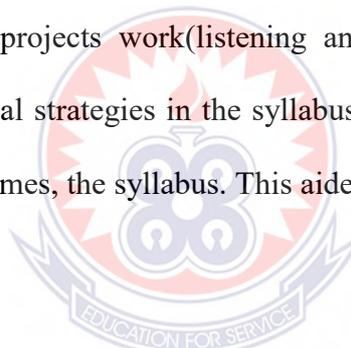
3.6 Validity and Reliability of Instruments

3.6.1 Validity

Eithne et al., (2012), explain validity as the degree to which a research tool truly measures what it is intended to measure and how well it measures what it is to measure. In validity, content is critically examined by experts to ensure its focus, originality as well as relevance. In this study, content validity and face validity were arrived at through discussions with my supervisor. This was done by examining the questions for the questionnaire and the themes outlined in the interview guide. Where necessary, changes were made to make the instruments valid and to avoid all forms of ambiguity

that may arise from the structures provided on the questionnaires and interview guides thereby avoiding misinterpretation of the content.

3.6.2 Reliability

Reliability is the degree to which a research tool stays consistent with its results. It is the degree to which an assessment tool or technique produces stable and consistent results (Kombo & Tromp, 2006). It asks questions like, what does this instrument measure? This question is relevant to any research study. The split-half technique was used to test the reliability of the data collection tools. It involves splitting the test items into two halves to find the extent of correspondence between them. This helped to eradicate the chances of errors that may come up in the course of the study. A reliable coefficient is important in the reliability test. Kothari, (2004), maintains that a research instrument is reliable if it produces a reliability coefficient of 0.7 and above. Following the procedures outlined for a reliability coefficient test, a reliability score or value of 0.76 was arrived at in this study.
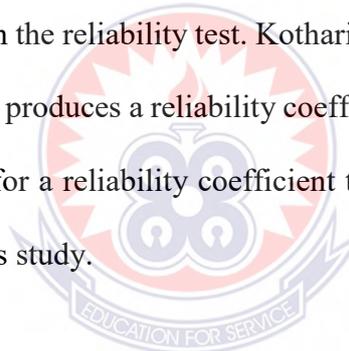
3.7 Data Analysis

The data obtained for this study comprise both qualitative and quantitative. This was collected through the means aforementioned and was well organized for this study. This follows the collection of data, processing of the data, and interpretation of the data. Data analysis is, therefore, the process of evaluating data using analytical reasoning to examine each component of the data provided for the study. After a successful data collection, the questionnaires were rechecked for errors, omissions, etc, and were coded and analysed through SPSS to get an accurate reflection of the qualitative data in quantitative form. Qualitative data obtained from the interview schedule was analysed and coded thematically for analysis. The data from the questionnaires were, however,

analysed using frequencies, percentages, standard deviations, and mean. Content analysis was employed to analyse the qualitative data. For easy interpretation and accuracy for discussions, the results were presented in tables. Data collected from the interview sessions was thematically analysed.

3.8 Ethical Considerations

The entire research process was conducted using appropriate ethical methods. Before data was collected, a research permit received from the district education office was attached to a letter of introduction and was sent to the various schools to seek the go-ahead or authority from the heads of the institutions before making any attempt to begin data collection. Upon receiving a research permit from the educational directorate, the researcher used that as an identity checker and for introductory purposes at the various schools. Since the study involved participants, the researcher informed the participants about the activities involved in the study, and their consent was sought first before any information was taken from them. The participants were made aware of the purpose of the research project, the expected outcome of the study as well as the adverse effect of the research on the participants. Confidentiality was emphasized and explicitly made known to the participants such that no part of the study refers to the participants' identity or personal information, giving them a guarantee that the data was to be used for no other purposes other than academic purposes. They were also given room to ask for further information regarding the study as well as the right to back out should they become uncomfortable in the course of the study. Once all doubts were cleared, a consent form was issued to the participants to sign and affirm their readiness for the study.

3.9 Conclusion

The chapter has discussed the methodological framework used in the study, focusing on the research approach and design, the population and sampling techniques, tools for data collection and the procedures for data analysis, and ethical issues among others as relevant steps that need to be thoroughly spelt out as a guide to how, where, when and the means through which this study was conducted. It has provided relevant information on the methodological concerns relevant for this study as well as how the methods selected contribute to achieving the research objectives set out in this study.

CHAPTER FOUR

ANALYSIS OF RESULT AND DISCUSSION

4.0 Introduction

This chapter presents the results, analysis, and interpretation of the data collected for the study. The data was primarily obtained from the responses to the questionnaires distributed to the respondents for the study as well as the responses from the interview sessions conducted. Beyond these, a focus observation and some document analysis by the researcher also provided information relevant and worthy of analysis for this study. The discussion of the results gathered from the study is synced to the theoretical framework adopted for the study: Adam Bandura's Social Learning Theory. Some findings from the related literature were echoed by the findings of the current study.

The chapter is presented in three major parts. The first part of the chapter presents a discussion and analysis of the questionnaires administered to the respondents. This data was analysed using the SPSS statistical software. Mean values, standard deviation values, percentage scores and frequency scores were obtained to statistically explain the quantitative part of the data. The second part focuses on the thematic discussion and analysis of the responses gathered from the interviews. The responses are discussed in tandem with the research questions set out in this study. Some comments gathered from the observation stage are also discussed. The final part presents a report gathered on the analysis of documents teachers use during the instructional process. This was necessary to substantiate or otherwise some of the data that has been gathered. The results discussed and analysed are derived from both qualitative and quantitative data. The research questions mentioned in chapter one and further stated below guided the discussion and interpretation of the data collected:

71

1. To identify the various instructional strategies employed in the teaching of oral English.

2. To ascertain what accounts for the choice of instructional strategies.

3. To examine the teaching and learning materials used to support these instructional strategies in oral English instruction?

4.1 Response Rate for Questionnaires

In this study, a total of 48 questionnaires were distributed to teachers across the five senior high schools within the district. Out of this number, 45 of the questionnaires were given back to the researcher however upon careful scrutiny by the researcher, it was discovered that 2 of the questionnaires were incomplete and had almost worn out hence leaving only 43 of the questionnaires fit for the analysis. Table 4.1 presents a summary of the questionnaire response rate.

Questionnaire Status	Number
Questionnaires given out	48
Questionnaires returned	45
Questionnaires rejected	2
Questionnaires used for analysis	43

4.2 Analysis of Questionnaire

The Questionnaire severed as a primary data collection tool in this study. This data collection instrument enabled the researcher to solicit the necessary information or data relevant to the study and also answer the research questions set out in chapter one of the study. The questionnaire comprised four parts: A, B, C, and D with each part aimed at soliciting unique information from the respondents. Part A focused on demographic

information, B on instructional strategies, C on teaching and learning materials, and D on challenges in teaching oral English.

4.2.1 Demographic data of respondents

As aforementioned, part A of the questionnaire comprised series of questions related to the background of the respondents. This is primarily because the study focuses on a group of people hence relevant information on their background would help the researcher appreciate the information they provide. This data was used to determine how these factors influenced the strategies used in teaching English oral skills. The researcher needed the demographic information of the respondents (teachers) to understand the nature of the respondents who were taking part in the research study. The study requested demographic information from respondents, such as sex, age, level of education, and years of teaching experience. Information from both sexes about their choice of instructional strategies for teaching oral English language was very much anticipated as both are known to have different approaches to doing things. The age of the teachers was also important for the study because the researcher wanted to be certain of the type of teachers involved in teaching English. This was due to the fact that teaching age is an important indicator of experience and most likely has an impact on performance. It was also relevant to gather information about teachers' educational backgrounds. This was significant to the study because professional training in most situations appears to have a direct bearing on the selection of instructional strategies and the effectiveness of content delivery. For this study, the number of years of teaching experience was critical because the teacher's understanding of the issues under investigation was dependent on actual field exposure in the teaching and learning environment. Table 4.2.1 below presents a quantitative summary of the respondents' demographic data.

Table 4.2.1: Demographic data of respondents

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	25	56.8	58.1	58.1
FEMALE	18	40.9	41.9	100.0
Total	43	100.0	100.0	

Age	Frequency	Percent	Valid Percent	Cumulative Percent
below 25 years	1	2.3	2.3	2.3
26-35 years	16	36.4	37.2	39.5
36 -45 years	23	52.3	53.5	93.0
46-55 years	2	4.5	4.7	97.7
Above 55 years	1	2.3	2.3	100.0
Total	43	100.0	100.0	

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	1	2.3	2.3	2.3
B.Ed.	25	56.8	58.1	60.5
M.Ed.	12	27.3	27.9	88.4
MPhil	5	11.4	11.6	100.0
Total	43	97.7	100.0	

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	1	2.3	2.3	2.3
5 -9 years	6	13.6	14.0	16.3
10 -14 years	22	50.0	51.2	67.4
15-20 years	6	13.6	14.0	81.4
21 years and above	8	18.2	18.6	100.0
Total	43	97.7	100.0	

The results from table 4.3 indicate that there were more male respondents than females. Quantitatively, 25 males representing 58.1 %, and 18 females representing 41.9% took part in the study. This perhaps could have an influence on the selection of instructional strategies in oral English lessons. During a pilot study conducted by the researcher, it

was discovered that most of the female teachers were more engaging and liberal as compared to the male teachers: more often, it is the female teachers who employ most of these strategies (a male teacher remarked). The data also reveals that many of the teachers were between 36 -45 years old indicating a more youthful group. The phenomenon is solidified by nearly close to half of the respondents falling between 26-35 years. Hence statistically, 90.7% of the teachers were characterized as belonging to the youthful category. Meanwhile, 2.3%, 4.7%, and 2.3% of the respondents fell within the ages below 25, 46-55, and above 55 years respectively. This information is important because age is usually associated with one's experience in life and even affects how their world view. Knowing that many of the respondents fall within the youth category, one would expect that they exhibit modern trends in pedagogy.

Further, the data highlights the level of education or qualification teachers of English within the district possess. This aspect of the demographic information is vital because teaching language in an educational setting like a Senior high school requires a certain level of skills, training, and competence to execute such a task. The data shows that 25 of the respondents representing 58.1% hold a Bachelor of Education certificate. This qualification is known to be the basic or entry-level qualification to teach in a senior high school in Ghana. 12 teachers representing 27.3% hold a Master of Education certificate while 5 teachers representing 11.4% were MPhil certificate holders. Thus, as far as interpretation is concerned, only 38.7% of the teachers have had further studies beyond the basic entry. It is worth mentioning that as far as teaching at the senior high school is concerned, one is not required to further their studies to stay on the job, this means that one could retire on a basic entry-level certificate. People do further studies for knowledge acquisition and for promotional purposes but not because it is a requirement for job security. This probably explains why most teachers do not feel the

need to further their education. The findings again reveal that 51.2% of the respondents had between 10-14 years of teaching experience, particularly in teaching the English language. This period without a doubt is long enough for them to gain the necessary exposure and knowledge to provide credible real-world experience on issues related to the teaching of oral English. This is followed keenly by 14% for both 5 -9 years and 15-20 years of teaching experience. 18.6% of the respondents have 22 years of experience and above with only 2.3% having below 5 years of experience. Therefore, even though the majority of the teachers fall between 26-45 years, one can conclude that they started teaching at an early age.

4.2.2 What are the instructional strategies teachers use in oral English lessons?

4.2.2.1 Views on instructional strategies

Part B of the questionnaire sought teachers' views on the instructional strategies they employ during oral English lessons, what accounts for the selection and use of these strategies, the degree to which they use these strategies as well as the relationship between the strategies they use and learning outcomes. This part of the questionnaire focused on seeking responses to answer research question one, which is to identify the various instructional strategies employed in teaching oral English. A list of various instructional strategies was presented to teachers to indicate their views on whether they agree to them being used as instructional strategies or not. The goal was to find out the extent of knowledge teachers have on the instructional strategies that could be used in oral English lessons. Descriptive statistics (mean and standard deviation) was used to interpret the data collected and to further explain the responses of the respondents as shown below in Table 4.2.2.1

Table 4.2.2.1: Teachers' views on some instructional strategies used in oral English

lessons

SN	Statement	N	Mean	Std. Deviation
1.	Use of Question and Answer	43	1.32	3.425
2.	Discussion should be encouraged to teach oral English	43	1.73	.843
3.	Model Speaking arouses learners' interest in learning oral English	43	1.90	.785
4.	Dramatization or role play is the best strategy	43	1.83	1.124
5.	Scripted Conversation Enhances learners' interest in oral English	43	1.92	1.045
6.	Reading Aloud is a good strategy in teaching oral English	43	1.63	.900

Here, the researcher sought the teachers' views on the use of some instructional strategies in teaching oral English lessons. From the data, statements 1, 3, and 5 recorded the highest mean values (M=1.32, SD=3.425; M= 1.90, SD= .785; M=1.92, SD=1.045) indicating that most of the respondents agree with the use of these strategies in oral English lessons. These activities are engaging, and involving and give teachers the opportunity to interact more with the learners. The responses again reveal that Statement 3 recorded the lowest standard deviation mark (.785) which indicates a clustering of the teachers' interests in this strategy. Most of the teachers agree that model speaking on the part of teachers indeed arouses learners' interest and is a good strategy to teach oral English lessons. The descriptive statistics also indicate an average mean value of 1.32 for the responses for statement 1. The statement 'model speaking arouses learners' interest in learning oral English' recorded a mean value of 1.95. This means the teachers acknowledge that a teacher's knowledge of oral English and the act

of making the teaching of oral English a more physical activity enhances teaching and develops learners' interest in oral English lessons. Morley (1991) maintains that teachers are the best facilitators in the language-learning classroom hence their communication skills communicate a lot to the learners. This strategy as observed was somehow complicated because most teachers felt they were not competent enough to execute the task of modelling even though this could be done by playing sample videos of native speakers' use of some concepts in spoken English, most teachers felt it was too long a process.

It is also established from the data that statement 5 recorded the lowest mean value as far as teachers' views on instructional strategies for teaching oral English lessons are concerned. This perhaps stems from the idea that reading is not communicatively engaging enough and probably does not allow learners to actively use language. Butler-Pascoe & Wilburg (2003) avow that the goal of oral lessons is to enhance the learners' language use in communicative situations such as speech consciousness, and ultimately to develop their communicative competence. Burns (2003) buttresses this point by making reference to the growth of English as the language for international communications and the need for its speakers, both native and non-native to communicate effectively and meaningfully.

4.2.2.3 Instructional strategies teachers use most while teaching oral English lessons

Teachers were asked to select from a list the instructional strategies they mostly use in teaching oral English lessons. This item sought to confirm or otherwise, the responses they provided in the previous question. Teachers were asked to select by ticking the

78

instructional strategy they use in teaching oral English lessons. Table 4.3.2 presents their responses.

Table 4.2.2.3: Instructional strategies teachers use mostly in teaching oral English lessons

Instructional Strategy	N	Mean	Std. Deviation
1. Drills (Mechanical and Communicative)	43	1.72	.394
2. Oral report	43	1.76	.441
3. Roleplay/dramatization	43	1.92	.427
4. Modelling	43	1.68	.454
5. Discussion	43	1.21	.474
6. Question and Answer	43	1.23	.489
7. Paired conversation	43	1.43	.412
8. Use of poems/recitals	43	1.81	.258
9. Debates	43	1.37	1.533

From Table 4.2.2.3 the results show that strategies such as question and answer, drills, Debate discussion, roleplay/dramatization recorded the lowest mean value (1.23,1.72,1.37,1.21,1.42,1.28,1.92) respectively. This clearly indicates the specific strategies teachers of English usually use in teaching oral English lessons. The question-and-answer technique recorded the highest mean value indicating the concentration of the teachers' responses around this technique. According to Nunan (1994), the use of question-and-answer technique in teaching enables learners to compose their thoughts in English, search for appropriate words and structures and use them in the appropriate order. It also provides learners with the platform to put to use the things they have studied over a period of time. This strategy, which is mostly deductive offers the teacher a way to structure the learning process (McNeil & Wiles, 1990). Didactic questions tend to be convergent, factual, and often begin with "what," "where," "when," and "how." The use of drills (mechanical and communicative) was also noted as one of the

79

strategies mostly used. Traditionally, drills are associated with accuracy and facilitate proficiency, competence, and confidence among learners, (Alali & Schmitt 2012). They are noted to be effective instructional strategies in the language teaching classroom, particularly during pronunciation and speaking lessons (Owu-Ewie, 2019). Most language teachers use this strategy to help learners grasp even the most difficult concepts in an easy way. The selected strategies by these teachers highlight the relevance of active language use in the oral English classroom Beyond these, other strategies like paired conversations and role-play or dramatization were also selected as strategies these teachers employ during instructional processes. It is further observed that the use of poems and recitals as well as oral reports recorded the highest mean value of 1.81 and 1.79 respectively. This shows that these strategies are not regularly used by the teachers within the study area. Although the mean values recorded are not so far from what the teachers indicated to use mostly, they have appreciably some closeness to the most frequently used ones. Nuan (2006) suggests that Oral English lessons are expected to be active, lively, and full of opportunities for learners to use language. It is not supposed to be robotic, tensed or even so calculated. Observation of some lessons from some schools visited however had a different environment. Most teachers basically presented the topic, explained and later asked whether the learners understood or otherwise.

4.2.2.4 Efficient and effective instructional strategies teachers use while teaching oral English lessons

Theme three of research question one sought to gather information from teachers on the most effective and efficient instructional strategies they use during oral English lessons. Their responses aimed to confirm or otherwise, what they have already indicated in themes 1 and 2 respectively. In order of importance, teachers were asked

to outline the instructional strategies they deemed effective and efficient in the instructional process of oral English lessons. The frequency values of their responses were recorded below on table 4.2.2.4

Table 4.2.2.4: Efficient and effective strategies teachers use during oral English Lessons

Strategy	Frequency	Number
Question and Answer	37	43
Drills	28	43
Discussions	25	43
Roleplay	22	43
Oral reports	18	43
Model speaking	13	43
Paired conversations	9	43

From the data gathered from the teachers and presented above, there is a strong affirmation for the use of the question and answer technique as a primary instructional strategy. As direct teaching strategy, the question and answer technique is highly teacher-directed and is among the most commonly used in teaching. According to Gkliman, (1999) this strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations used to purposefully get students attention on what is being taught. As evident from the responses, most of the teachers employ direct strategies indicated by not just question and answer technique but also drills and discussions as compared to some indirect instructional strategies such as role play, oral reports, model speaking and paired conversations which recorded frequency values of 22, 18, 13 and 9 respectively. Some studies on educational instructional methods (Owu-Ewie, 2006; Richards & Rogers, 2016; Seaman & Fellenz, 1999) note that the direct instruction strategy is effective for providing information or

81

developing step-by-step skills. In furtherance, this strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction.

4.2.3 What factors account for the selection of instructional strategies?

4.2.3.1 Teachers' views on factors that account for the selection of instructional strategies

This item enquired from teachers, their views on the various factors that account for the selection and use of instructional strategies in oral English lessons. As a research question, it is meant to ascertain the conditions, circumstances, or situations that inform teachers' selection of instructional strategies (Nuan, 2000). It was assumed that teachers do not just employ instructional strategies just for the sake of it, rather, their selection might be influenced by certain conditions hence the need to establish what these conditions were. Table 4.2.3.1 presents the responses gathered from the study.

Table 4.2.3.1: Teachers' Views on Factors that Account for the Selection of instructional strategies

SN	Statement	N	Mean	Std. Deviation
1.	Lessons RPK and Lesson Objective	43	1.26	6.064
2.	Class Size	43	1.37	.578
3.	Level of learners Comprehension	43	1.54	.504
4.	Availability of Teaching and Learning materials	43	1.75	.506
5.	Level of Teachers Pedagogical Skills	43	1.81	.394
6.	Teaching Environment	43	1.63	.465
7.	Level of Learners Language Proficiency	43	2.32	.701

The responses from table 4 reveal that for most of the teachers who responded to the questionnaire, statement 1 is a key factor that influences their choice of instructional strategies in teaching oral English lessons. For statements 1, 4 and 5, mean values of 1.54,1.81, and 1.75 were recorded. They also recorded standard deviation values of 6.064, .394, and .506 respectively. This shows that a considerable number of the teachers considered the items as contributing factures towards the selection of instructional strategies. Owu-Ewie (2019), language teachers have the task engage learners as much as possible with language to further arouse their interest as language learning could stressful. As observed during a pilot study, most of the teachers structured their teaching strategies based on the objectives set out to be achieved. For instance, in a particular class, at Awutu Winton SHS, it was observed that the teacher employed a combination of mechanical and communicative drills to get learners to discriminate between some selected sounds and to use them appropriately in communicative events. In another lesson observed at Bawdjiase SHS, it was observed that a teacher used an audio-visual instrument to illustrate to learners the intonation patterns in English. The teacher later paired up the learners to imitate short conversations using the appropriate intonation patterns. This was roughly a class of about 25 students. Driscoll (2000) maintains that instructional strategies are carefully selected and used in the teaching classroom to achieve specific learning goals. Other factors such as the class size, the teaching and learning environment, learners' comprehension level, and the level of learners' language proficiency recorded mean and standard deviation values of (M=1.37, SD=.578; M= 1.63, SD= .465; M=1.54, SD=.504, and M=2.32, SD=.701) respectively. Although what was reported was not exactly what was observed, one can conclude that many of the teachers unconsciously do not consider these factors before selecting instructional strategies. Danseih (2018)

discusses in a similar study that, often times researchers observe a lot more while on the field as teachers or participants than when they take up the role of researchers.

4.2.3.2 Factors teachers mostly consider before using instructional strategies

The selection and use of instructional strategies during the instructional process is an important part of any proper lesson plan. Often times the conditions under which certain strategies are selected and used can influence the learning outcomes, either positively or negatively (Frevert & Pritchard, 2015). This item on the questionnaire elicited information from the teachers on what they considered as most important factors and informs their decision in the planning and selection of instructional strategies for oral English lessons. Their responses are presented below on table 4.2.3.2

Table 4.2.3.2 Factors teachers mostly consider before the use of instructional strategies

Factor	Frequency	Number
Class size	32	43
Availability of TLMs	28	43
Lesson Objectives	25	43
Number of periods	22	43
Teacher's Skills in Pedagogy	18	43
Topic under study	18	43

From the responses given in Table 4.4.2 above, teachers within the study area consider class size as a factor they mostly consider before the selection and use of instructional strategies. Their responses are quite reflective of the actual situation on the grounds when it comes to teaching. For the public senior high schools in the study in the study area, and by extension many senior high schools within the country, the class size is usually large with some classes as many as 70. A study by Seidu, A., et al. (2008), revealed that the large number of students in many classrooms contributes to some

84

students' failure in the English language paper of their WASSCE exams. The report further adds that due to the large class sizes, teachers find it difficult to properly access students using the appropriate teaching techniques. Beyond the class size other factors such as the availability of TLM's, lesson objectives, number of periods, the level of teachers' pedagogical skills and the topic under study also feature as issues teachers mostly consider when selecting instructional strategies. These factors recorded frequency values of 28, 25, 22, 18, 18 respectively indicating that the most considered factor comes top. Both direct and indirect instructional strategies require the consideration of some factors before using them in the language classroom. Such decisions are based on ongoing student and lesson evaluations that are linked to learning objectives and processes (Alali & Schmitt 2012).

4.2.4 Degree to which instructional strategies are used

The researcher sought information on the frequency or degree to which teachers employ instructional strategies in their oral English lessons. It was relevant to know whether teachers make use of the instructional strategies they indicated in table 4.2.1 or otherwise. This research question, therefore, elicited the teachers' responses. Table 4.2.4 summarises their response.

Table 4.2.4: How often do you employ instructional strategies in teaching oral English?

SN Statement	Frequency	Percent	Valid Percent	Cumulative Percent
1. Always	2	4.5	4.7	4.7
2. Mostly	18	40.9	41.9	90.7
3. Randomly	19	43.2	44.2	48.8
4. Rarely	4	9.1	9.3	100.0
Total	**43**	**97.7**	**100.0**	

As shown in table 5, statement 3 stood out and recorded a frequency value of 19 representing 43.2% of the total responses. This is keenly followed by statement 2, also recording a frequency value of 18 and a percentage score of 40.9%. Statement 4 continued with a percentage of 9.1% with statement 1 recording the least value at 4.5 %. These responses reveal that for most of the teachers, using an instructional strategy is not something they usually do. Even though a good number of the respondents say they mostly employ instructional strategies in their lesson delivery, the opposite was observed. What was observed during the pilot study and the interaction with the teachers on the field as well as a look at some schemes of work is very much close to the responses provided for statement 3. Available literature (Danseih, 2018; Gyasi, 2019; Odoi-Anim, 2005; Osei-Tuffour, 2017; Yeboah ,2020) attests that most English language teachers are apathetic towards the teaching of oral English and in some cases, they do not teach it at all and therefore do not worry themselves about using any instructional strategy to facilitate teaching. This is evident in the responses gathered and therefore suggests a relaxed attitude as far as activities involving oral English teaching are concerned. This perhaps explains why statement 3 was the most selected. The responses are further presented below in a histogram.

Figure 4.2.4: Rate at which teachers employ instructional strategies
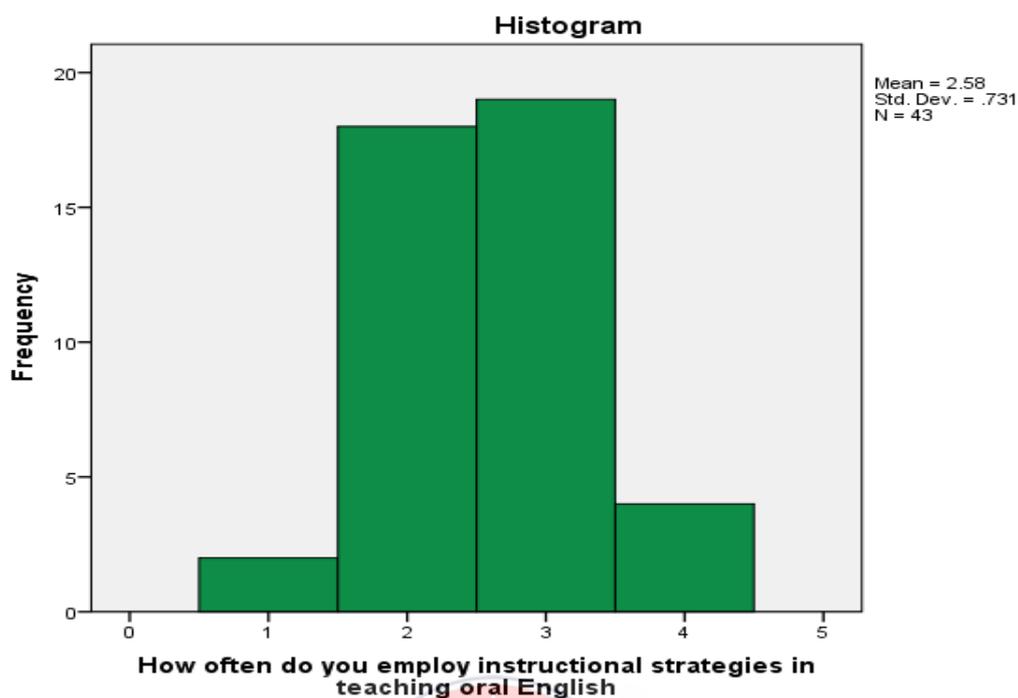
4.2.5 Role of instructional strategies on learning outcomes

Teachers were asked to indicate the extent to which they agree or otherwise to the assumption that the use of instructional strategies influences the learning outcomes in oral English lessons. Their responses are presented d below in table 4.2.5

Table 4.2.5: Do you agree that the type of instructional strategies used can influence learning outcomes during oral English?

SN Statement	Frequency	Percent	Valid Percent	Cumulative Percent
1. Strongly agree	24	54.5	55.8	55.8
2. Agree	18	40.9	41.9	97.7
3. undecided	1	2.3	2.3	100.0
4. Disagree	0	0.00	0.0	
5. Strongly Disagree	0	0.00	0.0	
Total	**43**	**97.7**	**100.0**	

87

From the data given above in table 5, statement 1 which is 'strongly agree' recorded the highest frequency value with a percentage of 54.5%. This explicitly shows that most of the teachers are aware that the use of instructional strategies in teaching oral English s influence and have a direct effect on the learning outcomes. 18 of the respondents, which is close to half of the total number also agree with the statement. This number represents 40.9%. The rest of the statements, that is statements 3, 4, and 5 did not record significant figures. Though the responses indicate a strong sense of consciousness as far as oral English teaching is concerned, it is however interesting that the reality on the grounds appears to be different.

4.2.6 Teachers' oral proficiency and competence in oral English

The final question in part A of the questionnaire enquired about teachers' views on how they would rate themselves as the use of the English language teachers and in particular, their oral English competence. It is expected that English language teachers show competence and a degree of proficiency or command over the English language. This is because teachers are models of what they teach and learners depend largely on teachers for knowledge and information hence teachers who exhibit great proficiency are mostly preferred. Table 4.2.6 represents their responses.

Table 4.2.6: How would you rank your oral proficiency and competence in oral English?

SN Statement	Frequency	Percent	Valid Percent	Cumulative Percent
1. Very proficient	10	22.7	23.3	23.3
2. Proficient	20	45.5	46.5	69.8
3. Average proficiency	13	29.5	30.2	100.0
Total	**43**	**97.7**	**100.0**	

Responses from table 7 show that 45.5% of the teachers with a frequency value of 20 believe that they are proficient in their oral performance as far as the English language is concerned. To be proficient in a language require a great deal of expertise both in the linguistic and socio pragmatic aspect of the use of language. Statement 1 on the other hand recorded a value of 10 as frequency and a percentage of 22.7%. This number represents teachers who believe have very proficient knowledge, experience, and skills in the English language and by extension oral English. According to Richards (2008) mastery of oral skills in another language is indeed a complex process and requires a variety of both linguistic and non-linguistic elements to execute it effectively. This, therefore, means that for these teachers, instruction in oral English should not be a problem for them at all. Yes, spoken English is arduous however speakers who are very proficient or exhibit advanced proficiency exhibit communicative strategies like social affective strategies, accuracy-oriented strategies, politeness, and fluency-oriented strategies in their communication and are not expected to encounter a lot of difficulties (Pawlak 2015). If a number of these teachers believe and rate themselves as very proficient in oral English, then it is expected that they exhibit competence in their oral English lessons. Surprisingly, a total of 13 individuals representing a percentage of 29.5% rate themselves as average proficient speakers with regard to their oral English competence. This confirms an observation made by the researcher during the pilot study where most teachers felt they were not competent enough in teaching some oral English topics and therefore relied on other colleagues to take up such lessons. A histogram of the results is presented below

Figure 4.2.6: Teacher's oral English proficiency
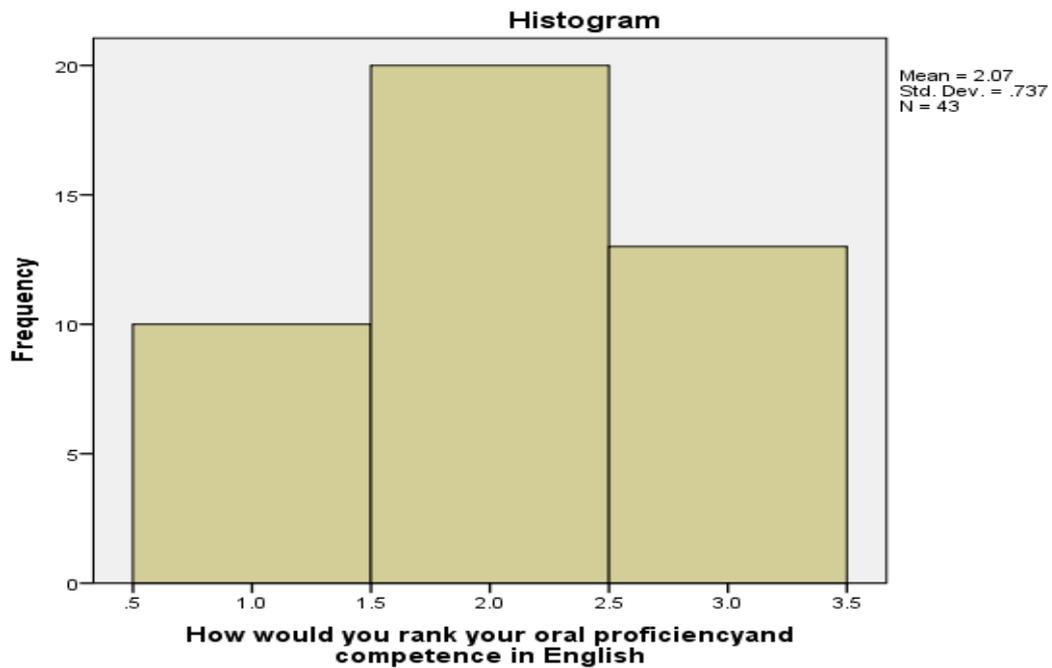
4.2.7 Teaching and learning materials used in teaching oral English lessons

Part B of the questionnaire focused on the teaching and learning materials teachers of English use during oral English lessons. It mainly focuses on soliciting information from the respondents to answer research question 3 which states: What are the types of teaching and learning materials used in teaching oral skills? Employing instructional strategies in lesson delivery would require the use of specific teaching and learning materials to appropriately achieve the desired learning objective. It was therefore important for this research question to be asked. The findings are analyzed and presented in Table 4.2.7

Table 4.2.7: Types of teaching and learning materials used for teaching oral English lessons

SN	Statement	N	Mean	Std. Deviation
1.	Pictures and Photographs	43	3.27	1.032
2.	Resource People	43	3.10	1.162
3.	Textbooks	43	1.54	.522
4.	Newspaper/magazine cuttings	43	3.26	1.482
5.	Audio Visual materials	43	1.96	.975
6.	Flashcards	43	3.79	1.013
7.	Crossword Puzzle	43	2.05	.845
8.	Vocabulary Tree	43	1.33	7.836

According to the data presented in table 7, textbooks and the use of audio-visual materials stood out as the preferred teaching and learning materials in teaching oral English. They both recorded mean and standard deviation values of 1.54, .522, and 1.96, .975 respectively. This result probably stems from the fact that for most teachers, the textbook is the primary and, in some cases, the only teaching and learning material they refer to during teaching lessons. Byrd (2001) avows that most teachers depend on textbooks - often as a required tool because they provide content and activities that shape what happens in the classroom. It also gives the impression that most teachers within the study area do not employ a variety of teaching and learning materials during instructional delivery. Beyond the use of textbooks, the respondents also indicated that they make use of audio-visual materials to facilitate oral English lessons. This result was in sharp contrast to the observation made by the researcher during the initial pilot study. In all the lessons observed, there was only one instance where audio-visual material was employed in teaching an oral English lesson. This shows that even though most teachers use this teaching and learning material, most of them do not actually use it in the classroom. The use of flashcards, pictures and photographs followed down with

mean and standard deviation values of 3.79, 1.013, and 3.27, 1.032 respectively. Afandi (2018) reports that flashcards are useful teaching and learning materials, particularly in lessons that employ drills, question and answer, and dramatization or role-play techniques. She adds that it is a good prompter for arousing learners' interest in the lesson. Even though this teaching and learning material coupled with the appropriate instructional strategies yields good results, it appears from the findings however that most teachers do not use them. The use of resource persons to aid the teaching of oral English lessons appears not to be a common practice as it recorded a mean value of 3.10, a relatively low response rate for such a useful resource tool. In recent times, the use of resource person/s during instructional delivery has become an easy way for teachers to be able to present teaching lessons in a holistic manner. Because they are seen as 'experts' in an area or topic, their contributions to lessons are usually taken very seriously. The results indicate that on average, most teachers do not use resource persons during classes.

4.2.7.1 Degree to which teaching and learning materials are used during oral English lessons

Information regarding the rate at which teachers employed teaching and learning materials during oral English lessons was asked. This was aimed at confirming or otherwise what the teacher had indicated in part B of the questionnaire. Table 4.2.7.1 presents the responses provided.

Table 4.2.7.1: How often do you employ TLM in teaching oral English lessons?

SN	Statement	Frequency	Percent	Valid Percent	Cumulative Percent
1.	Always	4	9.1	9.3	9.3
2.	Mostly	27	61.4	62.8	72.1
3.	Randomly	12	27.3	27.9	100.0
Total		**43**	**97.7**	**100.0**	

From the descriptive analysis presented in table 8, most teachers indicate that they mostly use teaching and learning materials during instructional periods. This is statistically represented by a frequency value of 27 out of 43 respondents and a percentage of 61.4%. Since the use of textbooks was the most preferred teaching and learning material and has to a larger extent become a default instructional aide, many teachers, therefore, indicated that they mostly use teaching and learning materials during oral English lessons. If the use of textbooks alone as an instructional aide is anything to go by, then this result is not far from what was observed. Statement 2 accrued a frequency of 12 and a percentage of 27.3%. This number shows that a section of the teachers hardly makes use of teaching and learning materials in the teaching of oral English lessons. Hammer (2001) emphasizes that Lack of and unregular use of suitable teaching and learning materials hinder students' participation in oral language lessons and in some cases make teachers uninterested in teaching oral skills. The results for statement 1 show that 3 of the total number of respondents always make use of teaching and learning materials in teaching oral English lessons. Although the percentage value of 9.1 is not too encouraging, it shows that at least some teachers appreciate the role of TLMs in instructional delivery.

4.2.8 Difficulties Faced by Teachers during Oral English Lessons

The last part of the questionnaire, part C focused on eliciting from teachers some challenges that hinder their instructional process, understanding, and excellence in oral English teaching. The results from the data analysis is presented below in Table 4.2.8

Table 4.2.8: Difficulties faced by teachers in the teaching of oral English

SN	Statement	N	Mean	Std. Deviation
1.	Interference of mother tongue	43	1.53	.767
2.	Ineffective instructional methods used in teaching oral English lessons	43	1.40	.623
3.	lack of constant oral practice	43	1.60	.728
4.	Inadequate resource material	43	1.28	.797
5.	Teachers Level of Proficiency or Knowledge	43	2.40	.821

From the analysis from table 4.2.2, lack of constant oral practice, and interference of mother tongue recorded mean values of 1.60 and 1.53 respectively indicating that majority of the teachers agreed to these two statements. The former is almost a widely accepted challenge and the latter is a developing one. For most English language teachers, a major challenge as far as teaching oral English lessons is concerned has to do with the interference of one's L1. This is because it is not only the learners who exhibit such challenges, teachers do as well and the more apparent this difficulty becomes, the fewer teachers and students alike commit to oral English lessons. Indeed, some previous studies (Danseih, 2018; Gyasi, 2019; Osei-Tuffour, 2017; Yeboah, 2020) established that the speaker's first language is a major threat to their performance and competence in the English language and it is more profound with the spoken aspect of the language. Zhang (2009) therefore maintains that speaking skills remain the most difficult skill to master for the majority of English language learners. While statement

94

1 recorded a percentage value of 62.8%, statement 4 recorded 67.4 % indicating that although the interference of one L1 is widely known as a major difficulty, most of the respondents believe that the lack of constant practice in the target language surpasses the influence of one's L1. The goals of oral language instruction are to develop in learners, English that is intelligible and not confusing to the listener and helps them become communicatively competent. This however comes with constant and regular practice (Butler Pascoe & Wiburg, 2003). Hence when teachers and students alike constantly practice, they are likely to overcome their difficulties and perfect their speaking skills. Others such as the teacher's proficiency level, Ineffective instructional methods, and inadequate resource material also recorded significant mean and standard deviation of figures of M=1.40 SD=.821, M=1.40 SD=.623 and M= 1.28 SD=.797 respectively. The statement 'inadequate resource materials' recorded the lowest mean value of 1.28, hence making it the most preferred challenge as far the teaching of oral English is concerned. This notwithstanding, the concentration of the teachers' positive responses towards the other statements further reveal how each of the statements mentioned plays a critical role in one's oral language skills. These findings further reveal that each of the statements given had a direct impact on the teaching of oral English. That is to say, they each recorded a significant number of teachers either strongly agreeing or agreeing to the statements with just a few disagreeing. On the average, each statement recorded a frequency of 23 respondents strongly agreeing and as low as 2 respondents strongly disagreeing. This is a strong indication that the challenges involving oral English instruction need to be taken seriously. Oderinde (2003) therefore remarks that the teacher's proficiency level as well as experience in the use of appropriate teaching methodologies are vital in teaching, adding that when they go wrong, they may result in serious comprehension challenges for the learner. An

observation from the field revealed that beyond the classroom, there is little or no use of the English language at all. This is not only among the students; most teachers also do, among themselves and students. This coupled with inadequate resource materials are among the challenges teachers indicted as regards the teaching of oral English.

4.2.8.1 Problematic areas of oral English instruction

This question elicited teachers' views on areas of oral English that they find problematic in teaching and that learners also find difficult to understand. The findings are presented and discussed below in table 4.2.8.1

Table 4.2.8.1: Problematic areas of oral English instruction

SN	Statement	N	Mean	Std. Deviation
1.	Sound production	43	1.63	.489
2.	Intonation patterns	43	1.51	.506
3.	Stress placement	43	1.42	.499
4.	Sound Discrimination	43	1.56	1.547
5.	Connected Speech	43	1.42	.499
6.	Intelligible Conversation	43	1.07	.258

The results from table 4.2.4.1, show that statements 6 and 2 are the major areas of concern to teachers as far as oral English instruction is concerned. With mean and standard deviation values of M=1.07, SD =.258 and M=1.42, SD=.499 respectively, intelligible conversation and placement of intonation patterns recorded the highest mean values. This indicates that for most of the teachers, the ability to communicate intelligibly using the English language is problematic. Since the primary goal of oral English instruction is to enable speakers to communicate intelligibly, it becomes worrying when this goal appears far-fetched. Burns (2003) explains that it is important for speakers of English to achieve: intelligibility, comprehensibility, and

interpretability in their conversation. He advances further that these three areas go a long way to affecting what is communicated between a speaker and a listener, and when there are inconsistencies, meaning may be distorted. According to Derwing (2010), the degree to which a listener understands a speaker is intelligibility and comprehensibility is a rating of how easy or difficult it is to understand a person's spoken language. The role of intonation as a suprasegmental feature is undermined in L2 English learning and this causes serious communication problems. Teachers often do not teach the suprasegmental aspects of the oral English course due to its complex nature. Jenkins (2000) therefore underlines that effective communication in spoken English can be achieved by enhancing suprasegmental performance. Statements 3, 4 and 5 recorded the same mean values of 1.42 however, whereas statements 3 and 5 recorded the same standard deviation values of .499 each, statement 5 recorded a value of 1.547 indicating a spread out of the responses to the other statements. Statement 1 recorded a mean and standard deviation values of 1.63, and .258 respectively. These values, particularly the standard deviation value indicate a concentration of near negative responses around the mean value. This means that most of the respondents selected this statement and tend to nearly disagree to it. While on the field, most of these things were observed and experienced first-hand. Even among some teachers, these problems were apparent and came up on several occasions in our conversations.

4.3 Summary of the Questionnaire Analysis

This section has discussed the responses obtained from the questionnaire which served as a primary data collection instrument for the study. Key areas such as the demographic background, instructional strategies, teaching and learning materials, etc. have been looked at through the lenses of SPSS where statistical and descriptive interpretation of the responses collected from the field were outlined. Other things observed from the

schools visited during the pilot study were also juxtaposed with the general interpretation of the responses obtained from the questionnaire. This provided a correlation for the analysis.

4.4 Analysis of the Interview

An interview guide was also employed in the data collection process. This data collection instrument aimed at getting information beyond what was presented on the questionnaire. It sought to provide an opportunity for the teachers to openly speak to and share their views on the research questions as well as other information that may be relevant to the study. Interviewees were voluntarily selected based on their willingness to continue the conversation beyond the questionnaire. All the questions centered around the research questions outlined for the study. The thematic analyses are presented below in A, B and C

4.4.1 Teachers' thoughts on instructional strategies

There was no doubt that teachers had knowledge of instructional strategies and their roles in teaching. Except most of them were not so much enthused about these strategies in relation to teaching topics in oral English.

RTM1

> *"I think that for most of us, we do not think about the use of instructional strategies. When we do, it is usually questions and answers technique. It is so unconscious that we hardly think about it before using it. I would say it is the default strategy for most of us."*

RTM2

> *"I'd say drills, question and answer and sometimes role play. When I really plan my oral English lessons, I am able to chip in some of these strategies but these days everything*

happens so fast that I hardly use other strategies apart from drills and question and answer " (interviewee).

Another also remarked that:

RTF3

> *"I think I use question and answer more often because I'm able to get the class to focus and contribute to the lesson. I also use other techniques sometimes and try my best to present the lesson well using the appropriate spoken language. Sometimes the students even laugh when I say a word or use a phrase that differs from how they do."*

This information revealed how some teachers felt about instructional strategies and their use in oral English lessons. Kompa, (2012) however, emphasizes that teaching techniques when appropriately used can effectively help learners to accomplish tasks or meet goals. Thus, there are strategies that best fit instructional delivery at secondary Schools.

RTM4

> *"Using modelling speaking as an instructional strategy is not easy. Even though we are teachers and are supposed to know or act for students to imitate, we also have our own difficulties sometimes and are sometimes shy to make mistakes so we end up with   questions and answers, drills, and oral reports. I also encourage the students to communicate a lot in English.*"   (A teacher remarked)

RTF4

> *"The most effective strategies for me are question and answers obviously, drills and maybe discussion. I think the others require more planning… and I don't think the period is enough for all of that. Maybe when there is time, the others could be used effectively as well."*

99

RTM 2

> *"My oral English lessons are not complete without drills...*
> *actually, I do like it and use it a lot along with questions and*
> *answer. Occasionally we do some role play but these days*
> *there is a lot to do so I do not do that much of it"*

From the conversation with the interviewees on their thoughts on instructional strategies, it was noted that most of the responses were spontaneous and more sincere as the interviewees had more space to share their experiences on the grounds. Undoubtedly the use of questions and answers dominates the many strategies teachers of English can use in teaching oral English lessons. This strategy has become the preferred instructional strategy due to its simplicity as has been expressed by most teachers. The use of brainstorming also came up in some of the conversations. This strategy was not mentioned on the questionnaire however some of the interviewees made reference to it as one of the strategies they use, usually alongside drills or questions and answers. All these outcomes attest to the fact that teachers acknowledge the use of instructional strategies in their lesson delivery even though they are not effectively used.

4.4.2 Factors that influence teachers' selection and use of instructional strategies.

The interview sessions on this theme were revealing. It brought to the fore some reasons that account for teachers' selection and use of instructional strategies in teaching oral English lessons as well as why some teachers are not motivated to employ these strategies in their oral lessons. There is no doubt that teachers face difficulties in selecting appropriate instructional strategies for teaching language-related topics. According to Smith (2012), the choice of instructional strategies is determined by the content, the level of learners, and the expected level of competency. Choosing the

appropriate instructional strategies, therefore, allows a teacher to strengthen key areas by finding aspects of teaching performance that may need development.

RTF1

> *"The first thing I consider is the topic to be discussed. This helps me know exactly what strategy and TLMs to use. Some topic requires specific teaching strategies. For example, when I want to teach intonation patterns, I usually get the students to role-play and watch videos. I also consider the time or period and the mood of the learners. Afternoon lessons in this school are mostly difficult to handle. I don't know if it is just this school. Mostly the learners look so tired, sleepy, and not motivated so I end up using a strategy that will keep them active otherwise they will sleep."*

Littlewood, (1984) observes that motivation whether intrinsic or extrinsic is a determiner of whether a learner engages in an activity or not, the extent to which they engage themselves, and for how long they can it. Different strategies do work best in different circumstances and teachers must be aware of this Iyorza (2012). Another teacher commented that:

RTM1

> *"There are a lot of things to consider, such as the class size, the lesson objectives, the level of learners' understanding, and sometimes even the teacher's own understanding of the topic. I think most teachers don't consider it but I have realized that if you understand a topic very well and are conversant with it choosing a teaching technique wouldn't be a problem at all because you know exactly what you are about."*

RTM2

> *"I mostly consider the class size and the materials I can use to support my lessons. errm .. In our school, the numbers are many, I*

> *think the least is like 47 or close to 50 actually… This makes it difficult to even use some strategies even though they would be of great help for the lesson."*

RTF2

> *"You know. I actually don't think about it but for sure, it is, it's the topic.. you know some topics need specific strategies. The number of students and the period also matter.. honestly, a lot of things are mostly considered..it's just that we do not usually talk about them.."*

These responses resonate with Frevert & Pritchard (2015) idea that language teachers could benefit greatly by assessing their own understanding, styles, and strategies so that they will be conscious of their biases and preferences. They add that teacher's awareness of the things that contribute to the use of appropriate instructional strategies in the classroom invariably affect the outcome of their lessons.

4.4.3 The role of instructional strategies in oral English lessons

Understanding the role of the use of instructional strategies in lesson delivery is key to achieving learning objectives. This interview theme expanded the conversation on what teachers think about the use of instructional strategies: their role or purpose in the overall instructional process as well as how they contribute to the learners' understanding of the concepts. Some key highlights are presented below

RTF1

> *"Generally, I'd say using appropriate instructional strategies make oral English lessons lively. They take away the tension and make students enjoy what they are studying… and for me because I know how relevant they are during lessons I usually get excited myself when using them even though I do not use varieties of them it all the time."*

Another teacher also stated:

RTF2

> *"If you know students, then you would agree that they get excited when they do new things. Anytime I use a strategy other than what they are familiar with, they get so excited and motivated. They become active in the lesson and do their best to take part in the activities so I think using instructional strategies really do contribute positively to the lesson delivery."*

RTM5

> *"I agree that instructional strategies contribute to the success of the lesson. You see … it's like a farmer and a cutlass. Farmers always have cutlasses when they go to the farm so ideally, one cannot have a successful lesson without an instructional strategy.* Yes, it guides you and makes the lesson interactive and all but, in our case, I will say we are trying or at least some of us are. That's all I will say, yeah."

4.4.4 Teaching and Learning Materials Teacher use during oral English Lessons

Achieving oral language competence in English is also dependent on the teaching and learning materials teachers use during instruction, Chen (2012) sheds light on the use and relevance of teaching and learning materials in lesson delivery. Below are some contributions from the interviewees.

RTF6

> *"I think that for most of us, textbooks are the easiest and most common teaching and learning materials we employ. In most cases, when it is time to go to the classroom, I just pick up my textbooks and teaching notes and get to class. I think this is what most teachers do so I'd say textbooks and maybe manila cards, yeah sometimes."*

RTM2

> *"Coursebooks, errm … particularly the oral English coursebook is what I mainly resort to as my teaching and learning material. Already, there isn't enough time for the period so if you want to do different things at the same at once, time will always catch you and you will not be able to even finish the topic… so me I mostly use the oral English course book. However, I sometimes include audio tapes from previous tests and video files. I mostly do this when I have an upcoming test with the students."*

RTF3

> *"Truth is, it is not easy at all to employ different teaching and learning materials in teaching oral English because you need other logistics such as PA systems and screens to help you do it better, unfortunately, the school hasn't got them so the teachers mostly rely on the textbooks. Personally, I do well to invite other teachers who are good at spoken English to teach some topics. I noticed the students liked them. If we get some of these materials to supplement the textbooks, I believe it will enhance lesson delivery."*

From these comments, it is obvious that the use of textbooks or coursebooks dominates the space of teaching and learning materials in oral English instruction. This certainly reflects the responses given on the questionnaire. It also confirms a study by Mogaka (2001) who observed that English language teachers have a tendency to strive to cover the syllabus. According to Mogaka, this meant using textbooks in the classroom, leaving no room for their (teachers') own innovativeness and creativity, as well as denying students active classroom participation and it may in the long run negatively affect students' performance in examinations and conversations with others. Teaching and learning materials such as radios and audio tapes/cassettes, video widgets, resource persons, laboratories, etc are pivotal in the successful teaching of oral English lessons

therefore teachers who were interviewed are of the opinion that the teaching of oral skills would be effective if supplementary materials were used alongside textbooks.

4.4.5 Challenges teacher encounter during the teaching of oral English lessons

Instructional delivery in oral English is not at all a seamless task, rather it is known to be characterized by many challenges that affect both teachers and learners. Mbui (2013) established in a study that, the learners acquisition of oral English skills is mostly hampered thereby making it less attractive area for both teachers and learners. When engaged in the interview sessions, some interviewees provided profound information regarding the challenges or difficulties they encounter in the course of oral English lessons. Some are given below:

RTM1
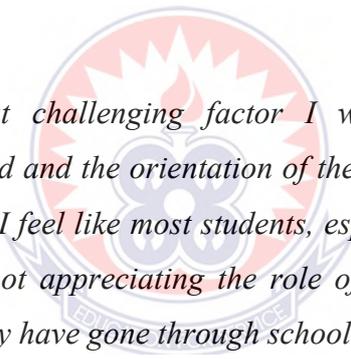
> *"The most challenging factor I would say is the linguistic background and the orientation of the learners toward the English language. I feel like most students, especially those from this town grow up not appreciating the role of the English language even though they have gone through school. This affects the attitude they put up anytime they realize that the topic for discussion is oral English"* (a teacher stated).

RTF2

> *"Learning to communicate well in English is not easy and I think the problem starts with basic schools, especially most of the government schools. Mostly at that level, little attention is paid to how the students use English and the pedagogical strategies teachers employ. This coupled with L1 interference and the lack of regular practice are some of the challenges. Some of us also don't it serious because we feel we understand and can easily express ourselves."'*

(Another also remarked)

RTF3

> *"I think that beyond what all of us know as challenges affecting oral English teachings such as L1 interference, poor foundation, or exposure, there is also what we fail to talk about and that is the teacher's competence. I have observed that some teachers are handicapped in that aspect of English so they barely teach it or end up not teaching it at all. I also think that the fact that there aren't enough teaching and learning materials is also a challenge."*

From the comments highlighted with regard to the challenges associated with oral English instruction, it is evident that the task seems to get more difficult by the day. A study by Iyorza (2012) confirmed that there are issues with the teaching of oral English. The findings revealed that teachers complained bitterly about the scarcity of instructional materials such as audio-visual media to help students practise and even imitate and or model production from a listening source. As mentioned in the theoretical framework, imitation is important in the instructional process as it allows both teachers and learners to actively participate in the lesson delivery (Bandura, 1970). Beyond this, there is also an excessive transfer of forms from the learner's L1. This means that If the students use their mother tongue in the majority of their interaction activities, their opportunities to practice using English would be limited (Kaniu 2003). Sotiloye (2007) therefore argues that because the oral aspect of the English language syllabus has been met with many challenges, students, teachers school authorities, and the government as a whole pay little attention to it.

4.5 Summary of Interview Analysis

The analysis of the interview has presented a deeper look at what the respondents for this study consider to be of concern as far as their understanding of the research topic is concerned. Indebts thoughts and information regarding the research questions have

been thoroughly highlighted to facilitate the achievement of the research objectives. The interviews centered on teachers' thoughts on instructional strategies, their roles, what teachers consider before selecting instructional strategies, the use of teaching materials in the instructional process and their roles in their instructional process as well as the challenges they mostly encounter during oral English instruction.

4.6 Analysis of Documents

Another data collection tool that facilitated data collection was the analysis of existing documents on teaching. Documents such as lesson notes, scheme of work and teaching notes were examined to determine how the research objectives reflected in the teaching materials of teachers of English. From the lesson notes analysed, it was discovered that some teachers indicated specific instructional strategies such as question and answer, drills and oral reports in their teaching notes, while others also simply did not indicate any at all. Teaching and learning materials such as textbooks, audio tapes, and computers were also recorded in the lesson notes of some teachers. Eight (8) lesson notes from eight teachers were examined, twelve (12) scheme of work from teachers of the various schools were also examined along with teaching notes that were readily available during the data gathering period. The inept analysis of the documents also showed that only few teachers provided some teaching strategies as well as the teaching and learning materials relevant to support their instructional process in their teaching notes, lesson plan and scheme of work. These details provide extra information to support what was gathered from the questionnaires and the interview. They also provided some sort of proof to strengthen or otherwise what the teachers wrote. Appendix A provides details of scanned images of some documents analysed for data interpretation.

4.7 Conclusion

The chapter has presented and discussed data collected as part of a study on instructional strategies in oral English teaching. Data collected from the questionnaires, observation, and interviews have been thematically analysed and interpreted in relation to the research objectives and questions set out in this study. The questionnaire comprised three parts: A, B, and C with each part focusing on addressing a research question. Considering how crucial the role of instructional strategies is to the teaching of oral English lessons, coupled with the fact that this aspect is one of the most difficult aspects for most English language teachers. Strategies such as question and answers, drills model speaking, partner conversation, etc were mainly employed and noted by teachers as prevalent in their oral English instruction. Success in the oral English class is easily achieved when teachers employ the appropriate instructional strategies as well as teaching and learning materials. This then calls for the teachers to set realistic and also focus-oriented lesson objectives for their classes to greatly benefit themselves and their students. Teaching strategies as well as other relevant instruments regarding instructional delivery in oral English lessons must therefore be centred around the development of the learner's language competencies.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

5.0 Introduction

The current study examined the instructional strategies used in the teaching of Oral English in senior high schools within the Awutu Senya District in the Central region of Ghana. Guided by carefully selected research questions, the study engaged teachers of English language within the district and gathered their views primarily through the use of questionnaires and interviews. Beyond these primary data collection tools, a key observation of lessons and other documents also provided vital information to the study. The findings in this chapter are looked at based on the research objectives pursued by the study with the findings intended to make a direct contribution to knowledge and policy formulation and practice. This chapter of the study, therefore, discusses the summary of the findings or results gathered from the study. It also highlights the pedagogical implication as well as the relevant recommendations and suggestions needed for future studies.

5.1 Summary of Findings

This research primarily aimed at establishing the instructional strategies teachers of English employ in teaching oral English lessons in senior high schools within the Awutu Senya District. As the pathways to achieving specific learning outcomes in the instructional process, instructional strategies facilitate teaching and learning and make both teachers and learners establish comfortable grounds for instructional delivery (Bonk 2001). Chapter one of the study provided the background to the study and also set out the research objectives that drive the study. The relevant literature that supports the study and helps appreciate its relevance was discussed in chapter two with its theoretical foundations anchored on Adam Bandura's Social Learning Theory.

The study employed the mixed methods approach hence questionnaires, verbal interviews, and observation served as the basic data collection instruments. It comprised a population of teachers within the study area however only 45 were purposively sampled for the study. Data collected from the questionnaires were descriptively analysed using SPSS and presented in the form of frequency tables and percentage forms with mean and standard deviation values whilst data from the verbal interview were thematically discussed in relation to the research questions. The key takeaways of the study are presented below according to the research questions.

5.1.1 Instructional strategies used by teachers to teach oral English lessons

Objective one of this study focused on establishing the instructional strategies used by teachers of English to teach oral English lessons. It is established from the findings that among the many instructional strategies that could be used to facilitate oral English instruction, the question-and-answer strategy is the most common instructional strategy used by teachers of English within the senior high schools of Awutu Senya District to teach oral English lessons. This finding, although positive presupposes that as far as the use of instructional strategies is concerned, there is a lack of variety and creativity among the teachers as teachers rely mostly on direct instructional strategies. Beyond the regular use of the questions and answer strategy, drills, and paired conversations are sometimes used in addition to the question-and-answer strategy, even though it is rare. The data further reveals that teachers employed either only the question-and-answer strategy or a combination of the question-and-answer strategy and drills, or paired conversation. It was also established that the teachers know and agree to the relevance of the use of instructional strategies in their lesson delivery, however, only a significant number of the teachers employ instructional strategies only randomly in teaching.

Some responses from the interview sessions coupled with information from lesson notes, scheme of work, and teaching notes suggest that the use of the question-and-answer strategy in oral English instruction is spontaneous and usually unconscious because most teachers do not think about exploring and using other strategies to facilitate their lessons. This is as a result of little or no preparation for oral English lessons and perhaps a disregard for the aspect.

5.1.2 Factors that account for the selection of instructional strategies

On the factors that account for the selection and use of instructional strategies as captured in research question two, the findings show that factors such as the learners' RPK and Lesson objectives, class size, availability of teaching and learning materials as well as the level of teacher's pedagogical skills influenced their choice of instructional strategies. Data from the questionnaire showed that most teachers thought it was necessary to consider the class size, objectives of the lesson and available teaching and learning materials as primary factors before making plans to select instructional strategies. Although other factors were also considered relevant to which strategy one could select and use. When engaged in the verbal interview, some teachers also revealed that factors such as the topic to be taught and the general mood of the learners also influence their selection of instructional strategies. As observed from the field most of the lessons happened in the afternoon, usually after lunch. This created a different learning atmosphere. One that many teachers did not appreciate hence causing changes in their teaching plans. In some situations, the large class sizes inhibited teachers from selecting appropriate instructional strategies for teaching.

111

5.1.3 Teaching and learning materials used by teachers to support instructional strategies during oral English instruction

Teaching and learning materials work closely with instructional strategies to achieve better learning outcomes. The third objective examined the teaching and learning materials teachers use to enhance their teaching in oral English. The responses from the questionnaire show textbooks or course books served as the primary teaching and learning material for oral English instruction. This the teachers revealed is usually accessible and provides the foundational support for most of the topics to be discussed. Audio-visual materials and the use of flashcards were also found to be other teaching and learning materials teachers used in teaching orals English lessons.

Interview responses also confirmed the regular use of textbooks along with teaching notes as the default teaching and learning materials for instruction in oral English lessons. It was also confirmed that the use of audio-visual materials such as tapes and videos were occasionally used. Large class sizes and the lesson duration was observed to be the main issues that prevented teachers from using specific teaching and learning materials during teaching. Meanwhile, on average, teaching and learning materials were mostly used in instructional delivery.

5.1.4 Document Analysis

Findings from the documents analysed: lesson plan, teaching notes, scheme of work and textbooks revealed a less significant information about the specific instructional strategies used in teaching oral English. Although some of the documents examined had information on the instructional strategies and the teaching materials used in lesson deliveries, not much information was provided as documentation as far as the strategies teachers employed in teaching oral English lessons were concerned.

5.1.4 Role of instructional strategies in oral English instruction

Responses gathered from the questionnaire and interviews emphasize the role of instructional strategies during the instructional process in oral English lessons. Most teachers believe that the selection and use of appropriate instructional strategies perform roles such as, making lessons lively and attritive, aiding in recall and lesson retention, providing opportunities for learners to be active participants in the classroom, reduces tension in the classroom among others. These findings seem to consolidate the relevance of instructional strategies in the instructional process of oral English lessons. The findings further reveal that although most teachers acknowledge the role of instructional strategies in oral English lessons, they do not mostly make use of these strategies in their instructional process.

5.1.5 Challenges associated with oral English instruction

From the results, the majority of the respondents opined that the lack of constant oral English practice constituted the main challenge associated with oral English instruction. This finding reveals a slight deviation from what other earlier studies have established where the influence of the mother tongue is noted as the major challenge for oral English instruction. Even though this study also establishes that the influence of the mother tongue hampers instruction and learning in oral English, it did not emerge as the most challenging factor. Another challenge that was discovered was the teacher's own knowledge of spoken English. Some teachers felt they were not competent or knowledgeable enough to appropriately teach some concepts under oral English hence they played around with it or avoided teaching it. It was observed from the observation that the problem of mother tongue influence actually demotivated some teachers from being committed to the aspect of oral English teaching. It was also established from the interview sessions that the orientation one gets about the English language as well as

113

the pedagogical strategies and competencies of teachers at the basic levels of education poses a great challenge to oral English instruction at the higher level.

5.1.6 Other findings

The study also found that most teachers within the study area believe that they are proficient in the English language and therefore exhibit good knowledge of the subject matter, content, and teaching skills. About one-fourth of the respondents maintain they are very proficient in the English language. A number of them also indicate that they have average proficient knowledge. It was also established that lessons in oral English are mostly not planned at all or not planned well. In some situations, there were no instances of oral exercises given to students as a form of practising the concepts they have been taught. Most of the teachers also prefer sitting away from teaching oral English lessons due to their incompetence in the area. However, others were also willing to learn from their experience and other colleagues to enable them to teach oral English lessons appropriately. There was also very little information documented by teachers as far as oral English teaching is concerned. Information on the instructional processes, including instructional activities, resources and relevant materials had little or no documentation on them.

5.2 Pedagogical Implications

Beyond the objectives set out in this study, this research work and its findings can provide implications for theoretical, empirical, and advanced studies as well as for educational practices. The findings of this study can help English language teachers in senior high schools select and use a variety of instructional strategies in their oral English lesson delivery. This will not only enhance their performance and delivery but

would also create a livelier and more interactive ambience for teaching and learning to thrive.

Practically, the findings of this study serve as a cogent reference material that highlights the link between the instructional methods employed in teaching and the possible learning outcomes. Teachers of English and language education specialists therefore, can rely on it for information regarding teaching strategies, their roles, and what to consider before their selection as well as the relevant teaching and learning materials that can be used to facilitate instructional delivery in oral English.

Further, the findings of this study have implications for tertiary education program designers, course coordinators as well as curriculum designers, to include in their programs practical instructional methods that meet current trends in education and second language instruction, especially for schools whose main aim is to train teachers and educational professionals.

5.3 Recommendations

In any research study, recommendations play a pivotal role and contribute greatly to the overall relevance of the study. The issues outlined as recommendations in any given study offer pseudo-solutions as well as practical approaches to the research problem being worked on. They act as foreshadows to the 'ideal' situation and highlight specific actions relevant to be considered with regard to practice, theory, policy, and subsequent studies. The study has revealed that instructional strategies, their appropriate implementation as well as the use of teaching and learning materials in oral English instructions contribute greatly to the teaching and learning process, especially on students' oral language development. Based on the findings, the following recommendations are made:

- More creative and interactive instructional strategies such as paired conversations, mini debates, role play, oral reports, and recitals should be developed by teachers of English to enhance their oral English instruction.

- English language teaching at the basic and JHS levels should be taken seriously and well-monitored such that English teachers at that level will be made aware of how crucial their role is towards the development of the learners speaking skills. They should also be exposed to the best teaching strategies. This will help reduce the difficulties associated with oral English learning at the high school level.

- Regular and effective in-service training sessions should be organized to equip English language teachers with current teaching methodologies and strategies. Others could also be sponsored to receive further studies and training in second language instruction.

- English language teachers should also not be ashamed or feel shy to occasionally invite resource persons or individuals with advanced knowledge of oral English instruction to facilitate certain topics. It will go a long way to improve both the teacher's and the learners' competence. It is much better than not teaching this aspect at all based on one's own insecurities.

- The government through the Ministry of Education in collaboration with the Ghana Education Service and other relevant stakeholders could support senior high schools with other relevant teaching and learning materials such as audio-visual equipment, language labs, etc to properly facilitate oral English instruction.

5.4 Suggestions for Future Studies

Oral English instruction forms part of the senior high school English language syllabus and is believed to be taught in all senior high schools across the country. This study focused primarily on the instructional strategies teachers of English employ in teaching oral English lessons within the Awutu Senya District of the central region. Based on its limitations, the following suggestions are recommended for future studies.

- Research to examine the instructional strategies employed by teachers at basic schools to teach oral skills would certainly be relevant in language education.

- It would be worth looking at the same study on a much wider scale; metropolitan, municipal, or even at the regional level with a greater population and sample size. Its findings will present a broader picture that could inform bigger policy decisions.

- Future studies could look at the need to incorporate speaking tests as part of oral English instruction. This is necessary because people engage in speaking more than any language skill. It could also be a means to improve the oral skills of learners.

- A study could also be conducted on English language pedagogy, particularly for those who seek to become English language teachers at junior secondary and senior secondary school levels of education. Where a look at the program content, preparation, and specializations could be the focus.

5.5 Conclusion

Oral English instruction in Ghanaian schools is one of the aspects, if not the aspect that is least worked on in terms of research and empirical studies. Even though this aspect drives all other aspects of language teaching and by extension the teaching of other subjects, there still remain lacunas in the literature that calls for urgent attention. This

study, though on a small-scale level aimed at establishing the instructional strategies teachers of English within the Awutu Senya District employ during oral English lessons. Its findings reveal a traditional, direct and non-engaging strategies coupled with underlying factors affecting both the selection of strategies and the use of appropriate teaching and learning materials during the instructional process. Even though the role of oral English instruction has been undermined in the study of English Language, particularly in Ghana, this study has contributed greatly to the existing literature and foreshadows other relevant areas that could be looked at thereby helping to bridge the lacuna existing in oral language instruction, particularly with regard to English language instruction in Ghanaian schools.

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APPENDIX A

TEACHERS QUESTIONNAIRE

THE TEACHER'S QUESTIONNAIRE

Preamble

The purpose of this study is to find out the instructional strategies employed in the teaching of oral English in Senior High Schools within the Awutu Senya District. You have been selected because of your role as an English language teacher to assist in providing information that would help in answering the research questions, as your views are considered vital to the study. You are not required to fill in your names. All information given will be treated with the utmost confidentiality and would only be used for the purposes of this study.

Instructions

Please respond to the questions as accurately, completely, and as honestly as possible and tick (√) one response as appropriate or fill in the space provided.

Part A: Background Information

1. Indicate your sex   Male [ ] Female [ ]

2. Please indicate the age bracket in which you fall under

Below 25 years [ ] 26 – 35 years [ ] 36 years – 45 years [ ] 46 years – 55 years [ ]

Above 55 years [ ]

3. What is your level of education?

Certificate (P1) [ ]   Diploma in Ed [ ]   B.Ed [ ]   M.Ed [ ]   MPhil [ ] PhD [ ] Other

4. How long have you been teaching?

Less than 5 years [ ]   5 to 9 years [ ]   10 to 14 years [ ]   15-20 years [ ]

21 years and above [ ]

5. a. Do you do aspect teaching as far as teaching the English language is concerned?

Yes [ ]   No [ ]

b. If you selected yes in 5a above, kindly list the aspect or aspects of English you teach.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

Part B: Teaching Strategies Used by Teachers to Promote the Development of Oral English Skills

1. The following are views on some teaching strategies teachers use to teach oral English lessons. Please state the extent to which you agree or disagree with these statements by ticking the most appropriate response

Teaching strategies used by Teachers to teach Oral English Lessons	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. Use of question and answer is essential in teaching oral English lessons					
2. Model speaking arouses learners' interest in learning oral English					
3. Discussion should be encouraged to teach oral skills in English					
4. Dramatization/Role play is the best strategy to teach oral English					
5. Scripted conversations as a technique enhance learners' interest in oral English					
6. Reading aloud is a good strategy in oral English Lessons					

2. Which of the following instructional strategies do you use most while teaching oral English lessons? Please tick to indicate. (It could be more than one)

a. Drills (mechanical and Communicative)

b. Oral reports/storytelling

c. Roleplay / Dramatization

d. Modelling

e. Discussions

f. Question and Answer

g. Paired talking / Partner Conversations

h. Use of poems / recitals

i. Debates

j. Others (please specify)

………………………………………………………………………………………

………………………………………………………………………………………

3. In order of efficiency and effectiveness, list at least five instructional strategies you employ MOSTLY in teaching oral English lessons

A……………………………………………   E………………………………...

B…………………………………………….   F…………………………………….

C…………………………………………….   G……………………………………..

D…………………………………………….   H……………………………………..

Some factors that account for the selection of teaching strategies by Teachers to teach Oral English Lessons	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. Leaners' RPK and Lesson Objectives					
2. Class Size					
3. Level of learners' comprehension					
4. Availability of teaching and learning materials					
5. Level of teacher's pedagogical skills					
6. Teaching environment (learners' mood, classroom conditions etc)					
7. Level of learners' language proficiency					

4. How often do you employ instructional strategies in teaching oral English?

A. Always [   ] B. Mostly [   ] C. Randomly [   ] D. Rarely [   ] E. Never [   ]

5. Do you agree that the type/ types of instructional strategies used can influence the learning outcomes during oral English lessons?

Strongly Agree [ ] Agree [ ] Undecided [ ] Disagree [ ] Strongly Disagree

6. How would you rank your oral proficiency and competence in oral English?

A. Very Proficient [   ]

B. Proficient [   ]

C. Average Proficiency [   ]

D. Below average Proficiency [   ] E. Low Proficiency[   ]

Part C: Types of Teaching and Learning Materials Used for Teaching Oral Skills

1. The following are some of the common materials used in teaching oral skills in English.

     Please indicate the extent of use of these materials during your classes

Teaching & Learning Materials	Mostly Used	Used	Undecided	Rarely Used	Least Used
Pictures/photographs					
Resource people					
Textbooks					
Newspaper/magazine cuttings					
Audio-visual materials					
Flashcards					
Crossword puzzles					
Vocabulary Tree					

2. How often do you employ teaching and learning materials in teaching oral English Lessons?

A. Always [   ] B. Mostly [   ] C. Randomly [   ] D. Rarely [   ] E. Never [   ]

Part D: Difficulties Faced by English Teachers While teaching Oral English lessons

1. The following are teachers' views on difficulties they face while teaching English oral skills. Please state the extent to which you agree or disagree with these statements

Difficulties Faced by English Teachers While Teaching Oral English	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. Interference of mother tongue					
2. Ineffective instructional methods used in teaching oral English lessons					
3. Lack of constant practice in the use of oral skills					
4. Inadequate resource materials					
5. The teacher's level of proficiency or Knowledge					

2. Which area or areas of listening and speaking or oral English do your students find more problematic? Tick (√) as many as may apply.

a. Sound production / Pronunciation

b. Intonation patterns

c. Stress placement (word and sentence)

d. Reception / Listening and sound discrimination

e. Speaking /connected speech

f. Intelligible communication

g. Others (please specify)

…………………………………………………………………………………

Sample questions adapted from (Afandi, 2018; Yeboa, 2020; Salomey, 2021)

Field Questionnaire, 2022

APPENDIX B

INTERVIEW GUIDE

TEACHERS OF ENGLISH INTERVIEW GUIDE

This interview schedule is for the purpose of determining the instructional strategies that teachers employ in the teaching of oral English lessons in Senior High Schools within the Awutu Senya District. Kindly respond to these questions with the utmost honesty. You are not required to fill in your names. All information given will be treated with the utmost confidentiality and will only be used for the purposes of this study.

1. What teaching strategies do teachers of English use in teaching oral English lessons?

2. Which instructional strategies do you mostly use during oral English lesson

3. As a teacher of English Language, what factors influence your selection of instructional strategies for oral English lessons?

4. How do instructional strategies contribute to oral English lessons?

5. Which teaching and learning materials do you use during oral English instruction?

6. What is the relationship between the use of teaching and learning materials and the performance of learners in oral English?

7. As a teacher of English, what are the main challenges you encounter in teaching oral English lessons?

APPENDIX C

TEACHING DOCUMENTS (LESSON PLAN)

...bea Anderson), A Course in Oral English (Florence Abena Dolphyne)

Activities	Teaching & Learning Materials	Core Points	Evaluation & Remarks
...NTATION.		Short Vowels: /i, e, æ, ɔ,	
...P.K of		ʊ, ʌ, ə/.	
...nd Consonants		Long vowels: /i:, a:, 3:,	
...nswers.		ɔ:, u:/	
		Diphthongs: /ei, ai, ɔi,	
		iə, eə, ʊə, aʊ, aʊ/	
		Drill on /e/ /ei/	
		Sent Saint	
		hell hail etc.	
...ounds and		/Iə/ /eə/	
...ffor her.		beer bare	
...ents on the		dear dare etc.	
...g.		Drill	
...oflls students		/ʌ/ - cap, corn, nun, tough	
		/ʊ:/ - good, book, food, foot	
...ndents on		/e/ = mend, bird, purse, word	
...rd vowels in		/a:/ - further, fatter, feather, father	
		/ə/ - able, about, apple, arm	
...Students		/æ/ - bend, care, sand, hard	
...ounds at		/ɔ/ - sore, caught, son, nut	
...nd of words.		/I/ - read, hid, meal, site	
		/3:/- curl, bend, here, hair	
		/ɔ:/ - four, tower, pole, phone	
		/ʊ/ - mood, putt, caught, could	
		/i:/- bill, hide, feed, fell.	

134

English (Jemima Asabea Anderson).

Activities	Teaching & Learning Materials	Core Points	Evaluation & Remarks
PRESENTATION	Music box		Lesson was
...udents R.P.K	laptop	Development of	Successful
	Recorded audio/	Speaking, listening,	and fun since
using the rise	statements.	analytical skills).	the involvement
in their conversation			of the recorded
...m on the use of		Intonation is the rise	audio caught
...and answers.		and fall pattern of the	their utmost
...udents to say		voice. It is done depe-	attention.
...ifferent conditions		nding on the meaning	
...e angry, happy,		we intend to convey to	
		listeners and in so doing	
		our voices may rise or fall	
...TATION		on one part of the utterance.	
Students to		Rising Intonation: The	
...ng intonation		utterance begins from a low	
...e they can be		pitch and rises as it gets	
		to the end of the utterance	
...recorded sample		and the final stressed syllable	
...oduce and indicate		in the utterance carries the	
...hear at the		highest pitch.	
		− Polar questions	
		− Polite requests.	
DRILL		−The first alternative in	
...entences on		an alternative question.	
...students to		−Phrases or clauses that	
		are not the final in sentences.	
...maginary scenario		Falling Intonation: It	
...engage in a		begins with the highest	
		pitch on the first stressed	
...ring instructions		syllable and the succeed-	
...brother at home.		ing stressed syllables is	

Syllabus, A complete Course in Senior High Sch, Oral English (Jemima Asabea Anderson)

Activities	Teaching & Learning Materials	Core Points	Evaluation & Remarks
...ATION.	Marker Board illustration.	Syllable. The minimum	lesson was
Sounds with		unit of pronunciation which	successful
...on the long and		can be a word or part of	in both
diphthongs.		a word containing a vowel	classes bec-
		or diphthong.	ause, SD ?
...V		Eg I, are food, teacher etc	...of students
...to give examples		Stress: the emphasis	had high
		that is placed on a	marks in the
Come Canteen		particular syllable. the	exercise
...all learners etc.		strong stress is exertion	conducted.
...syllable to		a stressed syllable and an	
...from examples		unstressed syllable has weak	
...words (polysyllable)		or no stress.	
...the meaning of		— Most stressed syllables	
		have either a long vowel	
...rules of		or a diphthong ∕i: ɑ: ɔ: ɜ: u:/	
...and verbs and		— All monosyllabic nouns	
...ker (')		and verbs are stressed	
...udents to		when they are pronounced	
...ntifying the		in isolation.	
...rds.		— Disyllabic Nouns usually have	
...words and		their first syllables stressed.	
...ables and		Eg "CONvict, REcord, IMport	
...ne.		CONtent, PREsent. etc.	
		— Disyllabic Verbs mostly have	
...TION.		their second syllables stressed.	
...ts exercise		Eg con VICT, reCORD, imPORT,	
...ctions		conTENT, preSENT etc.	
...ables.			

136

Week Ending 11th March 2022.

Subject English Language (Oral English)

Reference A Complete Course in SHS Oral English (Jemima A

Day /Duration	Topic / Sub-Topic /Aspect	Objective / R.P.K	Teacher & Learner
DAY	ASPECT	OBJECTIVES	RRE - PRES
friday	Listening and Speaking.	By the end of the lesson, the student will be able to;	- Teacher Review Students on vowels with questions and
		- articulate the vowels and Consonants.	
		- Use the vowels correctly in speech.	
	TOPIC	- Use the Consonants correctly in different	PRESENTATION
	Vowels and Consonants	positions in words	- Teacher produc Students repeat.
DURATION	(Review)		- Teacher drills st
2hrs			/e/ and /ei/ diphtho
			- Teacher further
			on the pure vowels
			- Teacher drills
			the usage of some
		R.P.K	a passage.
		- Students have been introduced to Vowels and Consonants in Year One.	- Teacher dri on the Consonard initial, midial and

137

Week Ending 12th November 2021

Subject English Language.

Reference A course in Oral English (F.A. Delphine) English

Day /Duration	Topic / Sub-Topic /Aspect	Objective / R.P.K	Teacher & Learner
DAY Monday (11:05am - 12:55pm) (1S1)	ASPECT Listening and Speaking.	OBJECTIVES By the end of the lesson, the student should be able to - Identify the number of Syllables a word has.	- PRE-PRESENT - Revision of vowel a short dictation short vowels and PRESENTATION - Teacher asks students
DURATION 2 hrs	TOPIC Word Stress	- Identify Syllables which are to be stressed. - stress mono and disyllabic words to distinguish nouns and Verbs.	of Nouns and Verbs Expected Answers: go boarding house during - Teacher introduces students and gives of mono and disyllabic
DAY Wednesday (12:00pm - 2:35pm) (1A5)	SUB-TOPIC Monosyllabic and Disyllabic words.	R.P.K. Students have been introduced to Sounds (vowels and Consonants)	- Teacher explains Stress to students - Teacher exposes Stress in nouns teaches them the Stress - Teacher guides use the rules in stressed Syllables in - Teacher pronounces Stresses the stressed asks students to do
			POST - PRESENT - Teacher gives stu Comprising ten (10). to indicate the stressed

APPENDIX D

RESEARCH PERMIT

GHANA EDUCATION SERVICE

In case of, reply the date and number
of this letter should be quoted:

REPUBLIC OF GHANA

AWUTU-SENYA DISTRICT EDUCATION OFFICE
PO BOX 11
AWUTU-BEREKU

E-mail: awutu.senya.ges@gmail.com
awutusenyawest@ges.gov.gh

My Ref No: GES/CR/ASDO/202/VOL.11/3

Your Ref No: ....

4th October, 2022
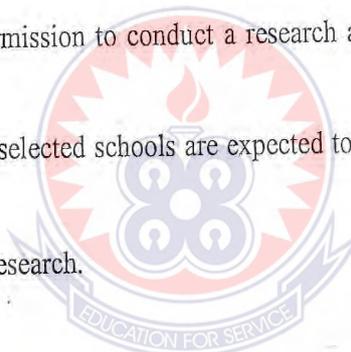
RE: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH

EMMANUEL APPIAH GYASI

You have been granted permission to conduct a research at selected Senior High Schools in the District.

By this letter Heads of the selected schools are expected to co-operate with you during the period of your research.

We wish you a successful research.

....
ISAAC GODWIN KWESI ACQUAAH-ARHIN
DISTRICT DIRECTOR OF EDUCATION

EMMANUEL APPIAH GYASI
DEPARTMENT OF APPLIED LINGUISTICS
UNIVERSITY OF EDUCATION
WINNEBA