

UNIVERSITY OF EDUCATION, WINNEBA

**USING THE INTEGRATED TEACHING METHOD TO TEACH
THE IDENTIFICATION OF HEAD NOUNS; A STUDY OF FORM ONE
BUSINESS 1B STUDENTS OF CHIANA SENIOR HIGH SCHOOL**

BUGANI CHARLES ABASEH

MASTER OF EDUCATION

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1B STUDENTS OF CHIANA SENIOR HIGH SCHOOL**

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**A dissertation in the Department of Applied Linguistics, Faculty of Foreign
Language Education and Communication, submitted to the School of Graduate
Studies in partial fulfillment**

**of the requirements for the award of the degree of
Master of Education Degree
(Teaching English as a Second Language)
in the University of Education, Winneba**

SEPTEMBER, 2019

DECLARATION

STUDENT'S DECLARATION

I, Bugani Charles Baseh, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for 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 dissertation as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Kwaku Ofori

Signature :.....

Date:.....

DEDICATION

This dissertation is dedicated to my lovely wife, Adisah, children Welaga, Atoudeawe and Awelana and my sisters Mercy and Patience.



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I am most grateful to God Almighty for giving me knowledge and wisdom to produce this research work. I also express my profound gratitude to my hardworking supervisor, Dr. Kwaku Ofori for his invaluable contributions, suggestions and the encouragement he gave me to accomplish this success.

Lastly, I am indebted to my family for their guidance and prayers, and the support they rendered to me in the course of making this vision come true especially my wife and children for their prayers and the love for me, as husband and a father. God richly bless you all.

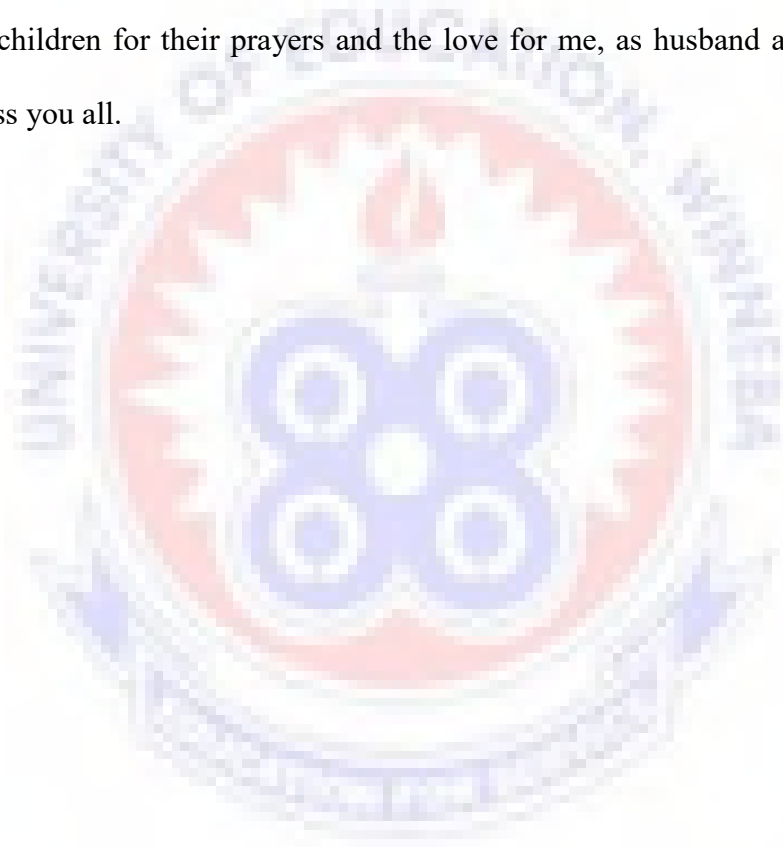


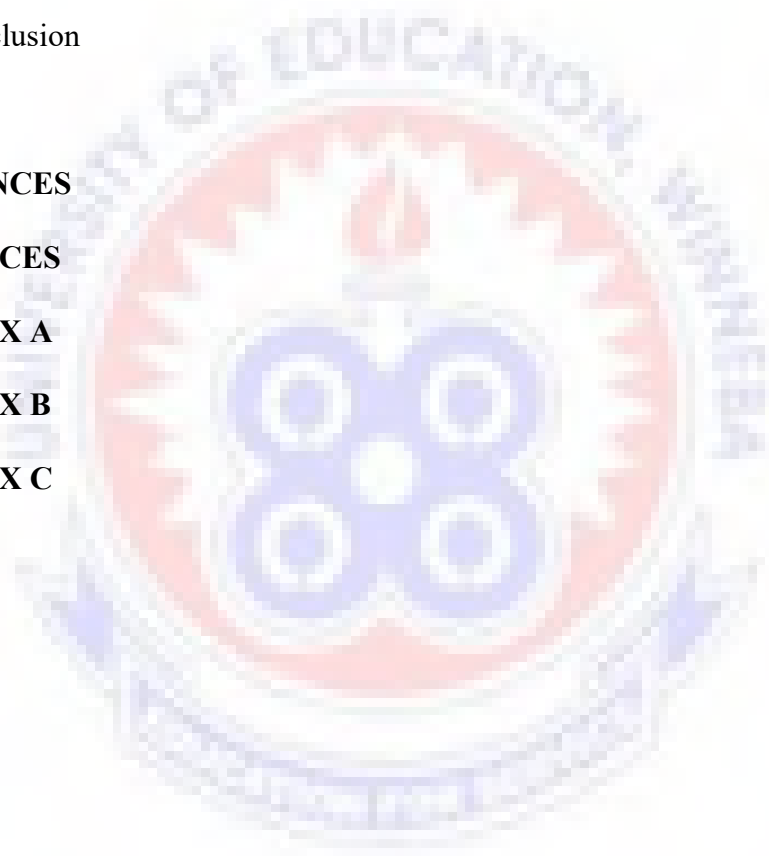
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ABSTRACT

The essence of this study is to identify noun errors, why students commit such errors and suggest measures which can be used to enhance students' knowledge on the identification of head noun within a noun phrase by students of Chiana Senior High School. The study sets forth to ascertain the specific grammatical problem areas students of Chiana Senior High School (CHIANSEC) faced, to find out the possible factors that account for the challenge, and to suggest ways of solving it. Data were collected from Form One Business 1B students of the school by way of interview, questionnaires, an in-class objective test. Students' comprehension, composition and summary for end of term examination scripts were also analysed using percentage chart. The findings revealed that students of CHIANSEC could not identify noun head in context that is making them to commit the following errors, concord, selecting adjectives as nouns, using adjectives as post-modifiers, making pre-modifiers number and genitive problems and others. The findings also point to the fact that the challenge was due to the Effects of the Affective Factors (motivation, attitude, intelligence and anxiety). It was also disclosed that students attitude towards their personal study of English Language is the cause of the poor performance.



CHAPTER ONE

INTRODUCTION

Language is an integral part of human life, without which an individual would be incomplete. The incompleteness sets in as such an individual will be handicapped in terms of communicating effectively with other people. Unlike the other counterpart who possesses all it takes to communicate. The one who is not able to communicate effectively in one's own language could be that the person did not learn the language due to influence of the parents. Some parents do not use their mother tongue to communicate with their children. The environment in which the person finds himself is another factor to determine one's proficiency in a particular language.

The speech impaired person may not be totally isolated in the sense of the unique nature of language; since language could be represented in different forms. That is, in spoken and written. These features create opportunity for the non-communicant to also present his/her thoughts either through sign language or in written form. However, if the person's thoughts are not well disseminated, then, there will be miscommunication. As cited in Yule (1996). The genesis of language is not to be sought in prosaic, but in poetic side of life, meaning the beauty of a language is through poetic presentation and not a mere writing down of words to narrate or present one's thoughts. It is in line with this that Jespersen (1921) also stated that language was born in the counting days of humankind.

Therefore, before one can use the English language effectively, there is the need for the person to know its structure and the grammatical rules which govern the language in order to use it as appropriately as possible. To ensure effective communication the English language has grammatically grouped words in nine different forms /parts of speech. They include nouns, pronouns, verbs, adjectives, adverbs,

prepositions, conjunctions and interjections which form the syntactic structure of the English language. It is these forms which will be grouped pertaining to the rules and regulations of the language to semantically produce meaning in context. When these parts are ill-formed the speaker or the writer will be miscommunicating to either the listener or the reader.

As a result, students should be helped to study the parts of speech very well in order to equip them with the required knowledge to enhance efficiency both in written and spoken language.

Noun phrases as one of the word classes play essential role in English language due to their numerous functions in sentences and context. Based on these all important roles that noun phrases play in sentences, teachers of English Language must treat this aspect with extra care.

According to Agarwal (2016: 6) "noun refers to individuals, things, ideas and different items around us on the planet. They are the first and focal building square of language". Agarwal further stated that "of the considerable number of parts of speech, they are or may be the most essential."

With this all important roles of the noun phrases as grammatical unit, they need to be taught in every level of learning where the learners are learning English as a second or first language due to their crucial role in grammaticality. In this aspect of learning, a learner who has not got the concept of noun phrases may stand the chance of miscommunicating or presenting ill-formed sentences in terms of writing contextually. Noun phrases also need to be taught because "It is often reported that children's first words are primarily nouns (Gntner, 1978; Macnamara, 1972; Nelson (1973). This has been interpreted as evidence that the concepts of referred to by nouns are particularly accessible to infants: They are different form, and conceptually more

basic than, the concepts referred to by verbs or prepositions. This is a position with a long history. As far back as Aristotle, we find arguments that the kind of things denoted by nouns are different from, and are more fundamental ontologically than, the kind of things denoted verbs Book Zeta, , quoted in Alston (1964). It is also a known truth that children learning English acquire nominal"s earlier. Not only that, anyone who wants to learn English not for academic purpose but for job security or to enable him\her to be fit in the modern Ghanaian society and the word at large, needs to also take a crucial look at this grammatical unit in the parts of speech which is the spine of which the rest of word classes build on to convey a meaningful grammatical piece in appropriate context.

It should also be noted that, the other parts of speech such as verbs, adjectives and, adverbs can be metamorphosed into nouns which is another unique characteristics of nouns. This particular part of speech can exclusively occur to express a thought without any grammatical error provided they follows the grammatical rules as suggested in academic field of learning. Noun phrases can also graduate from their traditional functions to perform certain roles. It is also an undeniable fact that noun phrases also serve as base for language starter, more especially children, irrespective of whether the learner is learning the language as a mother tongue or second language learner there is need for the concept of noun phrases not only to be taught, but to be taught with the required pedagogy .The child"s immediate environment must also be considered in the learning.

It is in line with this that the researcher tried to test students" knowledge about noun phrases at Chiana Senior High School.

The responses indicated that, more than half of the students in this institution find it difficult to identify a noun phrase in its appropriate context .These results

necessitated the move for helping students to identify nouns appropriately in context a case in Chiana Senior High School.

1.1 Background of the Study

Language is a medium of communication through which thought and beliefs are disseminated. Robin (2013) says “language is the set of symbols being used mainly for communication”. These symbols may be in written or spoken form. Depending on what the person wants to present. Language also serves as an integral part of human behaviour. In the early days of human existence language was only in the spoken form. But as civilization sets in it was developed into written form. It was done for documentation and to also communicate to their people at a distance. The civilized men at that time needed some information or things which were not in their jurisdiction and in order to get access to such information or things, there is the need to write in order to satisfy this concern.

The prominence of a language largely depends on the number of people who use it. The English language is one of the most which is extensively spoken worldwide. According to Quick (1968, p.76) “The uses to which English is put are as various as the peoples and societies that use it”. Therefore one will not be far from the truth to say that English has become a second language for a great number of countries worldwide. Ghana as a nation is not an exception. Ghanaian urban dwellers even master the English language in terms of fluency and proficiency than their mother tongue. Most of them cannot even construct a well formed grammar, be it in spoken or written in their mother tongue.

This situation has necessitated the need for every learner to know the rules governing English language in order to communicate as the native speaker would have

done, devoid of the ascent. The learner who uses English with competence stands to benefit a lot.

Thirumalai (2002, p. 27) says “English is learned everywhere because people have found out that, the knowledge of English is a vehicle for a good career”.

As we all strive for job opportunities English has become an inevitable tool for every Ghanaian student. But our mother tongue has been an impediment in learning English as a second language. Languages may have similarities, notwithstanding, they still have distinctions pertaining the rules governing each language. This behaviour usually throws the learner into crossroads, resulting in negative transfer of one’s knowledge in one language into another language.

Hence, the use of English language cannot be underestimated with Ghanaians, most especially the students. Sey (1962) stated that “Even among the educated people, there are only a limited number of situations in which language is used. Outside the classroom, government offices, the press and letter writing, we have to use English”. Apron (1974, p. 54) also indicated that “Whether we like it or not, English language is the ruling class. It is estimated that only about forty percent of the inhabitants of Ghana speaks English” this therefore suggests that, English language has more influence than other subjects in the classroom; it also served as a language of education by Ghanaians.

In addition to that, English is one of the requirements for every Ghanaian student to enter into any institution upon completion of junior high school or senior high school. English has also being a requirement for every Ghanaian seeking for employment either in private or public institutions in the country.

This could be a reason for some parents to neglect their mother tongue and communicate with their children in English in order to enhance their proficiency in the language.

The abysmal performance of students in English language in schools during public examination has put teachers into disrepute. A good number of students cannot construct a meaningful sentence on their own. Some have a lot of vocabulary but do not know how to organize it. In the end, they keep on writing run-on sentence full of addition or omission of words. Others also have inadequate vocabulary and find it difficult to put them into good use as required by the rules and regulations governing the language usage.

In order to find a solution to this challenge, teachers of the language have to take students through the acceptable techniques of teaching English. Nouns are very crucial in getting the meaning of a context, if the user does not know the appropriate noun to use the reader or listener may not comprehend the content.

Noun phrases as elements of grammar are more often than not carry or contain the essential message which sentences seek to address in a discourse. Therefore in a quest to convey information to either the listener or the reader, special attention must be paid or given to this vital element. But there is a struggle in getting this element in its appropriate context due to numerous factors which have negatively influenced the learning of noun phrases for effective communication whether informal or formal sense. Such problems include; students do not have interest with regard to the usage of English language but they are rather enthusiastic with their first language with which they believe they can comfortably express their thoughts or ideas. Another Obstacle is the community in which the school is located. In addition, the methods which were used in teaching students at their basic level of education have enormous influence in students learning, last but not the least is the influence of the mass media. The researcher will therefore discuss these challenges one after the other:

The issue of students not having interest in learning how to use the English language but they are rather interested with their first language is very prominent. These days, hardly will you observe a group of students speaking English language in their normal interaction. This could happen if only such students do not understand one another in their mother tongue, which may compel them to use the English language „in away“. The expression „in away“, implies that they will not use the language as they are require to present, but students will rather resort to pidgin, or an inter-language which is neither their first language non the second language (English) . This kind of language is often understood within their group and not meant for the third party. Otherwise their focus is on the first language which they consider they can freely express themselves. This behaviour of students makes it very complex for them to learn. Because interest is very dear in second language learning process and as an aspect of human's life. If students are not well motivated to use the language as anticipated of them, it will be extremely difficult for the students to express themselves as one would have expected them to accomplish at a certain stage of their schooling.

It is also a known fact that language is better learnt if only the learner learns with zealous and curiosity and not as an imposed task. Besides, if students are made to understand that one's ability to express his/herself in a variety of languages, such a person have potential to develop a lot of vocabulary and also boost up one's competency in language usage. People of this background will have brighter job opportunity comparable to a monolingual. As students get to know that every language has what it takes to express themselves as they would have done with their first language and the benefits attached, it will encourage them to learn with seriousness. Since students have these notions in mind, it will also go a long way to reduce the

strenuous stress teachers of English have to take in teaching students most especially in grammar.

Another factor that has influenced the teaching of noun phrases as a grammatical component is the community in which one finds his or herself in will determine the prosperity of one's language development. Chiana as a community is not an exception to be without this challenge. She is predominantly a farming community of which about ninety percent of its populace is indigenous.

As a result the usage of the first language has more influence over any other language in the vicinity. One cannot also deny the fact that, those communities which have people with different background in terms of language usage have opportunity to use English in modern Ghanaian society and vice versa.

Usually, the presence of institutions in a particular community bring people with different background to that locality but Chiana as a farming locality lack such institutions. She can only boast of one senior high school and a clinic which serve four traditional areas: Kayaro, Nankong, Katiu and Chiana tradition area itself.

The few workers who worked in these institutions too are not also integrated in the society but they are rather accommodated within their place of work thereby heightening the language barrier. They barely go into the neighbourhood. They will only be seen when they need information or they want to buy something from the indigenes. Hence creating the dominancy of the mother tongue and impeding the progress of English language. If these people were integrated in the communities, their children would definitely have to also interact with other children in the locality and once they cannot express themselves in their own language for the local folks to comprehend them, the obvious choice would have been English, looking at the variety of languages spoken in the region. Since children learn better and faster at their age these

children would have grown with little knowledge of English language but this opportunity is lacking in the society. In addition people of these communities do not enrol their wards in school on time. Children are usually left at home for a minimum of six years before they are enrolled in school. At this age children have already developed maximum vocabulary in their first language and will have negative effect on the child in learning a second language. "For a child who has already acquired the first language will assume an increasing dominance, such that, eventually, one tends to hear all speech sounds in terms of one's own system. Therefore, when one embarks upon the learning of a second language, the first requirement is for one to overcome the first language pronunciation prejudices.

Before producing sounds that are new to us, it is essential that we perceive the differences that exists between the sounds of the new language and those of our first language. Gimson, (1975, p. 1).

At that level too, children are often shy in learning the English language hence affecting their ability as to compare to other children who would be enrolled in school as early as two (2) to three (3) years of age. Parents of these children often buy basic grammar books for their wards at this early stage enable them to have access to proper foundation. Even some people in the urban centres engage private teachers to teach their wards. But the story is different in Chiana as a community.

Most often, students are found in the classrooms without pen or an exercise book, some parents prefer to use their last pesewa on alcohol instead of providing their wards the needed material for effective teaching and learning in the classroom. Sometime too, some the students who do not have the necessary material to learn in the classroom are often teased by their peers. This attitude usual leads to habitual absenteeism on those who are regularly teased. These attitudes hamper the students

learning process. Even parents who are able to provide their wards with exercise books and pens do not have time to buy extra material for their students. Those innocent students will only rely on teaching notes and old textbooks which are of substandard thereby misleading the students. Not only these problems that the community encounters, library is another essential facility for learning but the locality also lacks this vital facility in order to argue teaching and learning. As a result, students of this calibre will come up with poor foundation making the learning of noun phrases as a grammatical unit complicated to correct whenever they get to the second cycle institutions.

The community also has few people who are enlightened. Majority of the people do not know the benefits of education. Some only enrolled their wards in school in order for them to have ample time for their farming activities. Others are even of the view that they have seen a good number of people who used their last sweat to educate their wards but some of them end up in abject poverty simple because, either their wards do not perform well or after their education they had better jobs which took them away neglecting such parents in hopelessness.

More so, influence of mass media and the so call business language is another factor which affects the teaching of noun phrases as a grammatical item. Speaking of pidgin and broken English has become a fashion among most of the Ghanaian populace especially the youth and those who are into business. These category of people have no respect for the rules of grammar in transacting their businesses. Some students too ignorantly copy journalists, radio and television presenters. Apart from that, students also observe or listen to some of their teachers who are fond of using English in this form. Since students are looking up to those teachers as their role models they will end up deviating from the norm.

An example is cited in an article captioned, “our poor English “(Daily Graphic: August 30, 1997), Owusu Ansah lends support to a statement made by one Nicholas Ahator that “we all contribute to the decline of English language without realizing it” (Ghanaian Times: August 1:1997).

According to Owusu Ansah, teachers, parents, the media, administrators and even the West African Examination Council (WAEC), have questions to answer for “subtly” teaching the youth wrongly”. His argument was that such mistakes are generally over looked since the communicator is able to use language to influence the listener or the reader; it is considered that communication has taken place; the issue of grammaticality is seen as the norms of nowadays Ghanaian society. Another clear cut of example is a passenger who wants to get down from a “torotoro” and tells the driver” I will drop here”. Semantically, this is not acceptable because that person is not an object to drop.

In addition when a mobile phone is malfunctioning the notion is usually drawn that “it has spoiled”. Meanwhile this malfunction can be corrected or repaired.

Also in the absence of a person to receive a phone call which was made by another caller, this person upon observing he or she had an unanswered call with the express “I saw your miscall “, instead of saying “I missed your call. ”

(a) Spelling in English is not a clear guide to pronunciation and

(b) The existence of more vowel sounds in English is more than in Ghanaian languages.

Whilst there are twenty vowel sounds written with five letters or a combination of letters in English, unlike Ghanaian languages has vowel quality.

However, all Ghanaian languages have tone and length. As a result, it is not feasible to pronounce English words simply by using the sound of Ghanaian language and vice versa. For example, Twi or Akan cannot be spoken using English. Seidu (1995,p.34, 54).

The inconsistency in English usage is making it very difficult for students to use the language effectively.

Last but not least of the problems associated with the teaching of noun phrase as a grammatical is the over dependence on the textbooks by the teachers as well as the students and with the continuous absence or inadequacy of these materials especially in most of our rural schools.

Teachers must first of all know that, teaching of noun phrases as part of grammar in isolation has negative influence with students learning. Instead of teaching noun phrases in context some teachers of English rather teach all the parts of speech in isolation.

The examinations today dictate the curriculum instead of following it, this prevents any experimentation which in effect hampers the proper treatment of subjects and sound methods of teaching; foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education. Pupils assess education in terms of success in examinations. Teachers, recognizing the importance of the external examination to the individual pupils, are constrained to relate their teaching to an examination which can test only a narrow field of the pupil's interests and capacities and so inevitably neglect qualities which are more important though less tangible Bishop,(1985, p. 226).

Schools currently are focused on WAEC syllabus in order to ensure a good percentage pass at the end of each year when they present candidates for the examination. The holistic development of students in English language is usually undermined. Students of this caliber often find it thorny to translate what has been thought in the classroom in real life situations. Products of this category turn out to be semi-literate. This attitude has become a big problem for all stakeholders in education.

The use of noun phrase is a problem in most schools of which Chiana Senior High School is not an exception. This challenge has necessitated the researcher to use the demonstrative method of teaching in context to suggest how the teaching of noun phrase can be tackled in schools.

1.2 Statement of the Problem

English is an essential language for communication in Ghana and the world at large. Therefore, if any student wants to climb the ladder of education, one must learn English with seriousness. Unfortunately students of Chiana Senior School have seen it as a common subject. Some of the students are even of the view that, they do not need to study English as a subject.

Apart from this behaviour put up by the students, most of them were taught by untrained teachers at the primary and junior high school. These teachers who are mainly graduates from senior high schools do not have sufficient knowledge (content) of the subject itself. They also lack the pedagogy to teach as they are not trained. In addition, most of the students are from the same locality and they are used to their mother tongue. They hardly speak English among themselves.

Based on this, recently, students' performance in English language is appalling right from the basic schools to the second cycle institutions. This problem has persisted

for almost a decade and it continues to get more alarming. It is as a result of this situation that the students cannot identify headword in a noun phrase and therefore have problem with subject verb agreement.

This is evidenced in students' exercise books, and their composition as well as their spoken language too.

The big challenge here is where students were required to write four hundred and fifty (450) words but they ended up by either under writing or copying comprehension or the summary for their composition regardless of whether the topics have any link with the questions, which students are asked to respond to.

This behaviour put up by students obviously suggests that they really lack vocabulary to express themselves and to also provide accurate information to comprehension and summary questions.

1.3 The Purpose of the Study

The essence of this study is to identify noun errors, why students commit such errors and suggest measures which can be used to enhance students' knowledge on the use of noun phrases by students of Chiana Senior High School.

1.4. Objectives

Based on the kind of blunders students of Chiana Senior High School committed, the researcher finds it appropriate to help the students through the objectives below to:

- i. identify the reason why students have problems with identification of head noun in appropriate context.
- ii. help learners to make teaching and learning of grammar easier and effective.

iii assist teachers to have mastery on the teaching of identification of the head noun with confidence.

1.5 The Research Questions

- i. What are the causes of students' inability to identify noun heads in appropriate context?
- ii. How can the integrated method of teaching make teaching of identification of noun heads effective?
- iii. Will this project work be efficient to assist students to overcome this challenge?

1.6 Significance of the Study

The essence of this project is to assist both students and teachers with the required knowledge to identify head nouns through the integrated method of teaching. This project is not restricted to only Chiana Senior High School but to also support every teacher of the English Language to teach students the noun phrases appropriately in their classroom.

In addition the result of the study will serve as a source for the incoming generation to be well impacted with English Language as root of all subjects since this project is documented. The document may also serve as a source of reference for curriculum and syllabus designers in relation to the national goal with regard to the English Language.

The work is to identify reasons why students have difficulty in learning English grammar. It will also suggest appropriate method of teaching grammar in schools.

This project will serve as a source of reference material for basic and second cycle institutions students and teachers and any other person who wants to learn English as a second language.

1.7 Limitation of the Study

The limited time for the research is a hindrance.

My financial strength is another factor which will not allow this research to travel beyond the class.

1.8 Delimitation of the Study

The use of interactive /demonstrative in teaching noun phrases is restricted to business 2A students of Chiana Senior High School only. I wish there is room for me to include the entire school, the district and possibly the whole region.

1.9 Organisation of the Study

The research is presented into five chapters.

It begins with introductory chapter which deals with background of study, statement of the problem, purpose of the study, the research questions, significance of the study, the limitation and delimitations of the study, and it ends with organization of the study.

Literature review would be covered in Chapter 2. Chapter 3 would contain; the research methodology, the population sampling strategies, data gathering processes, challenges and how to confront them, reason for preferring group interview to collect data is also explained, research area, data analysis and how these are organised. Chapter 4 will deal with the outcomes and discussions of the causes of research problem. Finally Chapter 5 is the summary of the project and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is a literature review of related materials on noun phrases as a grammatical component of the English language of which the researcher is understudying. Nouns play a central role in dissemination of information. Even though the other grammatical units have their part to play, they cannot carry any semantic sense without support from nominal groups.

Nouns possess unique features among their counterparts in the English parts of speech. According to Howard (1997) nouns constitute a very large class of words in English and they represent a semantic diverse set of words. Nouns are basically classified under two broad categories which include the proper nouns and Common nouns. In this category the proper nouns have unique reference, the common nouns refer to a class of things or to an individual instance of a thing Holt (2004). The common nouns are sub-divided in concrete and abstract. For example Abadi and Osei are proper nouns their reference are very specific. Unlike the common nouns we can have examples like books and ideas which represent concrete and abstract respectively. With the concrete nouns, they refer to entities which can be felt and perceived by the five senses. Nouns can also perform several roles in a sentence: they serve as subject or object of a verb, they play a complementary role, nouns can also function as subject or object of a preposition and opposition to another noun, they can also be grouped into phrases known as „the noun phrase“ which the researcher wants to work on.

That is why the framework on this chapter seeks to explain the meaning of noun in general with particular emphasis on the noun phrase and to review related materials on the noun phrase by some scholars on the field of study. How relevant these related

literature materials are to the research will also be explained. The noun phrase is actual a problem for students of Chiana Senior High School. These students cannot identify the headword in a noun phrase and therefore had problem with concord (subject verb agreement).

This problem was really identified when the researcher observed the way and manner students speak English language on campus. Hardly will you see a group of students speaking English language. They are used to their first language which they feel they can express themselves very better. The group which cannot understand themselves with the first language will usually resort to “Twi” or “Hawusa” language. Sometimes too, teachers do speak the first language with students simple because they think students will understand them better.

The researcher also went further to examine student’s exercise books and their end of term examination paper. Evidence from these materials actually proved beyond doubt that identification of headword in noun phrase really is a challenge for the students.

It is in the light of this challenge that the research will review related literature materials which are more relevant for the students to understand the noun phrase and how important it is for them to develop appropriate vocabularies which will in effect improve their concord in speaking and to use good grammar in their write-ups.

2.1 What is a Noun?

Yule (1996, p. 88) explains “Nouns are words used to refer to people , objects, creatures , places, quantities, and phenomena and abstract ideas as if they were all things”. He considered definition for only English language for it is varied in other languages. Yule also looked at this definition to be inadequate or inaccurate and suggested another approach in order to make way for the limitations in the

first definition. According to him, "nouns can be defined as a form of word that comes after an article (the, a) and can take inflections for possessive ('s) and plural (s). Of course not all nouns (e.g. information, mud) have all these characteristics." Based on these behaviours of nouns it implies that they are varied from one language to another language. The two examples used in "information" and "mud" simply mean some nouns do not take inflections as their plural or singular markers. Therefore if one wants to apply a rule that the inflection (-s) is a plural marker in nouns formation will be giving a wrong or over generalization.

Downing and Locke (2006, p. 401) defined nouns as "nouns refer to a class of entities; persons objects, places institutions actions abstracts ideas, quantities phenomena emotions and so on," They further explained that the term entity refers here not only to concrete entities such as persons, objects places institutions and other collectives, but also to the names of action (swimming, laughter), abstraction (thought experience), quantities (beauty, speed), emotion (anger, excitement) and phenomena (thunder, success) among others. Prototypical entities are those which are concrete, with well defined outlines and relatively stable in time (person; rather than thunder).

Holt (2004, p. 407) says "A noun is a naming word". This implies that everything that is identified by a name is a noun regardless of it being a proper or common entity.

Based on the relations between these two definitions we cannot deny the fact that, nouns are basic building blocks of which sentences are built. This attitude of nouns implies that once ability to grasp the concept of nouns enhances one's competency in English grammar. Historically, in English the word noun has its roots in the Latin word "nomen", which signifies "name". Therefore, one cannot be out of place to suggest that a noun is any grammar item that is in existence or thought to have influence is a noun.

Holt (2004, p. 406) said “A common noun names any one of a group of person, place, things, or ideas. A proper noun names a particular person, place, thing, or idea. Generally, common nouns are not capitalized”. It implies that with the proper nouns their referents are very specific, unique, and incomparable. For example, proper names like Buganibu, Afua, Mohammed, Navrongo, Kumasi, Kakum National Park, February, and Wednesday, these entities have no referents which make them arbitrary. With regard to the common nouns they refer to general things. Their point of reference is very common as the name depicts. An example is a „car“, „book“, or „boy“ these referents are general entities.

In academic field it would be improper for one to discuss nouns without incorporating their antecedents which are basically the pronouns; these parts of speech play fundamental roles in the presence of nouns. This habitually happens in order to avoid replication or monotony use of nouns within a sentence or in a context. The use of pronouns also makes it easy to further describe a person, a place, or object and so on, without repetition of their names. In addition, using nouns repeatedly in a piece of text can make it cumbersome and redundant, which is why pronouns are required to compile the neatly. Let us consider these examples;

1. Mr.Abuga was angry, so he destroyed the hat.
2. I saw the **boy** who installed your disk **he** left **his** bicycle here.

The term antecedent refers to the noun or pronoun that a pronoun refers to .Based on the decisive roles that these grammatical units play earned them the definition as “a word used instead of a noun or a noun phrase. Pronouns are often used to replace a noun that has already been mentioned .Example „she,“ „it“ and who”. Beside this definition, Downing and Locke (2006, p. 415), also stated that “the principal function of

pronouns is to help establish major referents in the discourse by setting up referential or identify chains by means anaphora”.

Pronouns play almost ninety percent roles of their counterparts, the nouns. Unlike nouns which are mutually inclusive, pronouns are mutually exclusive. For instance in terms of nouns mutual inclusiveness, it is possible to have ChianaNavrongo Bus Drivers Association Complex. Where the groups words; ChianaNavrongo Bus Drivers Association Complex could be a “noun phrase”. *Key differences that exist between nouns and pronouns tweet Thursday, 28th February, 2019; 10:30pm* “nouns are used to name people, places, objects, events, occurrences etc. A pronoun is a word that suitably replaces the noun in a sentence”. In short these words are generally subjects in a discourse and in the absence of nouns; both speech and text become impaired. They are also categorized into personal, possessive, and reflexive, relative, demonstrative and so on. One cannot be far from the truth to say nouns and pronouns play substitutive role in a discourse.

2.2 What is a Noun Phrase?

According to Kirkpatrick, (2009, p. 61) “A noun phrase, also called a nominal phrase, is a group of related words in which the main word is a noun and which functions like a noun in a sentence or clause. Thus, a very long black car is a noun phrase in which the main word is the noun car. A noun phrase can either act as the subject, object or complement of the sentence or clause. The word underlined in each the following sentences are noun phrases:

1. The most dreadful road accident has happened.
2. A terrible storm is forecast.
3. We have some interesting new neighbours.

4. I met a very charming woman at the party.
5. His father is a fairy talented artist.
6. My great –aunt later became as famous opera singer.

In sentence 1) and 2) the noun phrases act as the subject, in sentence 3) and 4) the noun phrase act as object, and in sentence 5) and 6) the noun phrases act as the complement.

Noun phrases are phrases that function grammatical as nouns within sentences, for example as the subject or object of a verb. Most nouns phrases have nouns as their head, Schleppegrell (2004 p. 45).

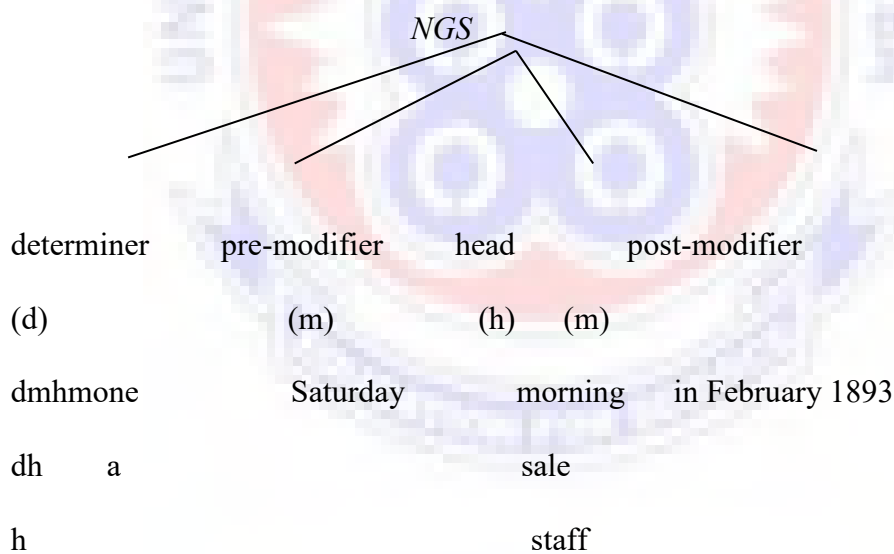
Such (2006) applied a rule-based approach to automatically identify generic noun phrases. Such used patterns based on part of speech tags that identify bare plural noun phrases, reporting a precision of 28.9% for generic entities, measured against an annotated corpus, the ACE 2005 Ferro et al (2005). Neither recall nor f-measure are reported. To our knowledge, this is the single prior work on the task of identifying generic NPs.

Recent work by Mathew and Katz (2009) presents automatic classification of generic and non- generic sentences, yet restricted to habitual interpretations of generic sentences. They use a manually annotated part of the Penn Tree Bank as training and evaluation set. Using a selection of syntactic and semantic features operating mainly on the sentence level, they achieved precision between 81.2% and 84.3% and recall between 60.6% and 62.7% for the identification of generic sentences.

In their view, these observations call for a corpus -based machine learning approach that is able to capture a variety of factors indicating generality in combination and in context.

The findings above have closed link with the topic in discussion, when students get to know the concept on which the noun phrase is used and are able to also identify the appropriate noun head in context, it will go a long way to enhance concord (subject verb- agreement). Students will at the end write comprehensive essays during their end of term examination and to use appropriate vocabulary in their spoken language too.

Some scholars in this field of learning, Downing and Locke (2006, p. 403) also say that the noun phrase (nominal group) has four primary elements or structures or functions: **the head** which is the central element, **the determiner** and **the pre-modifier functions** in the pre-head position and the **post-modifier** function in post-head position. Of all these elements the pre- and post-modifier can usually be omitted, while the head together with the determiner, when present, may realise the NPS (a sale, staff) as illustrated in the following examples:



The head is typically realised by a head noun or pronoun (book, it) instead of a noun we may find a substitute head realised commonly by one/ones (a good one/good ones). Adjective heads are limited in English, for example: the poor, the unemployed and the supernatural.

These output therefore suggest that one's ability to identify the head noun depended largely on the *Person's knowledge*, in the English grammar.

Clear cut examples can also be looked at the collective nouns which serve as noun phrases.

This research has link with my researcher work and it is also very relevant too, when one wants to deal with head noun identification and its appropriate usage. This is because if one wants to teach the noun phrases for students to identify the noun head in context the person can rely or look at the collective nouns(as head nouns) .

Some noun phrases are considered as a whole. They refer to a collection of things taken as a whole (Wikipedia). They are inseparably bound together and can be used as nouns in sentence. Consider this example:

A pride of lions was here this morning.

In the above sentence, „a pride of lions is considered as a whole entity and functions as a head noun. Since the whole phrase forms the noun, it takes the present singular verb „is“ because the concentration is on the „pride“, and not the „lions“.

Other examples could also be looked at under the following headings; human, animals, plants, goods, and vehicle.

Human:

1. A bevy of ladies is at the concert party.
2. A crowd of people watched the movie yesterday.
3. A class of students will write the failed class test.

Animals:

1. A swarm of bees hovered over the flowers
2. A colony of ants has been moving across the river.
3. A flock of sheep is at the backyard grazing.

Plants:

1. A bunch of flowers was given to at the naming ceremony.
2. The forest has been deforested.

Goods:

1. The baggage is too heavy for them to carry on their heads.
2. The traditional furniture was destroyed this morning.

Vehicle:

1. A fleet of cars was moving slowly with the minister.
2. The aircraft has been written off.

There is the instance where some noun phrases (collective nouns) are used with plural verbs as a shift from traditional to modern paradigm. Take a look at this example: The executive are coming next week. In this example, „executive“ is the head noun. However, the complete sentence would be „the executive members are coming next week“. If this is case, then the „executive“ becomes a pre –modifier. Therefore, the head noun position will be shifted to „members“. The attention people have, reading the first sentence actually will be on „members“ whether or not it appears in the sentence, so „are“ will grammatically make it correct.

Beside the above accession, the noun phrases also function as determiner, Downing and Locke (2006, P. 403) “the determiner function particularizes the noun referent in different ways: by establishing its reference as definite or indefinite by

means of the **articles** (a book, an actor the actor/the book), or relating the entity to context by means of the **demonstratives**; this, that these, those (which are **deicticorpointing words**), signalling that the referent is near or not near the speaker in space or time (this book, that occasion). The **possessive** signal the people to whom the referent belongs (my book, the minister's reasons) and are sometimes reinforced by own (my own book).

Other particularizing words are the wh-words (which book? Whatever reason) and the distributives (each, every, all, either, neither). **Quantifiers** are also included in the determinative function. Quantitative may be exact (one, seven, a hundred, the first, the next) or inexact (many, a lot, a few, some). All these classes of items that realise the determiner function are called **determinatives**.

With regard to their position in the NG, determinatives fall into three broad groups:

Central determinatives: the articles the demonstratives, the possessives, including the possessive, the quantifiers; each, every, either, neither, some, any, enough, no.

Pre-determinatives: all, both, half and once, twice, double, three times, such, what.

Post-determinatives: the ordinal numerals (first, second, etc.) and the semi-determinatives same other, former, latter, last, next certain, own.

The central determinatives are mutually exclusive, that is each NG has only one. They can combine with pre- and post-determinatives, however, as we shall see shortly.

The pre-head modifier

After the defining, particularizing and quantifying items of information, which selects the noun referent from others in the surrounding context, the **pre-head modifier** function (**pre-modifier** for short) describes or classifies the referent. Within this function, the **epithet** characterises the referent by attributing qualities to it, realised by

adjectives (smart, new rooms, a young man). The **classifier** restricts the referent to a sub-class (art lovers) and is realised by nouns (one Saturday morning, art lover's top ten) or (certain types of adjectives and participles (a political broadcast, general elections, leading articles).

The post-head modifier (post-head for short)

It includes all the experiential post-head items that are placed after the head noun and which, like the pre-head items, help to define and identify the noun referent still further. The **post-modifier**, for which one can also use the term **quantifier**, is realised by finite and non-finite clauses, (the film we saw, a man reading a news paper), PPs in February (2019) and to a lesser extent, by other groups: NGs (shoes that size) and adverbial groups (the car outside).

Supplementive (or „non-defining“) post-head elements are parenthetical as they don't define the noun referent, which is already defined, instead contribute additional information. Compare the integrated relative clause which helps to define the noun referent 1 with the supplementive 2.

1 I picked the umbrella that was lying on the floor. (= the one on the floor)

2 I picked the umbrella, which was lying on the floor. (= the only umbrella)

Different from the post-modifier is complement, realised for instance by content clauses (the fact he left, the belief that peace is around the corner...).

Nominal groups can also function in opposition to the head noun (they acknowledge Master Edgar Degas).

Lastly, the nominal group occurs as Adjunct (they left last Saturday).

In addition, another scholar Okrah (2004, p. 72 to74) says “A noun phrase consists of a noun as a key and all other words that either come before or after it. A noun phrase has the following characteristics:

- An *obligatory* noun or a noun-like word which acts as a headword.
- A *determiner* along with any associated words appearing before the noun.
- A *pre-modification* appearing between the determiner and the noun, for example adjectives and adjective-like words.

Examples of such words are: good (lexical adjective); broken (verbal adj.)
baby (nominal adj.).

- A *post-modification* appearing after the head word, noun example; infinitive, adjective, adverb, preposition, adjective clause.

2.3 The Structure of a Noun Phrase

First consider the following abbreviations:

Noun (N) ; Adjective(Adj); Adverb(Adv); prepositional phrase(pp); Determiner(Det) ;
Verbal(V); Adjective clause (Adj. C); Infinitive(I); Nominal(nom phrase).

Structure of noun phrase showing the pre-modification of nouns

Det. + N = A boy.

Det. + Adj.(lexical) + N = A good boy.

Det. + Adj.(verbal) + N = A broken heart.

Det. + Adj. (nominal) + N = A baby sitter.

Determiner pre-modification **Nouns** **Det. Adj. N**
 pre-modifiers of noun Pre-modifiers of nouns

Structure of noun phrase showing both pre-modification and post-modification of nouns.

Det. + Adj. + N + Inf. = An interesting book to read.

Det. + Adj. + N +pp. = The beautiful lady in the corner.

Det. + Adj. + N + Adj. = A good secretary **designate**.

Det. + Adj. + N + Adv. = A nice table **upstairs**.

Det. + Adj. + N + Adj.C. = The boy **who**
 Pre-modifiers Headword Post-modifiers
 came here.

Functions of Noun Phrases

Noun phrases perform the same functions as nouns. They act as:

- Subject.
- Objects: Direct and Indirect.
- Complements: to a verb and to a preposition.
- Apposition.

A noun phrase as subject:

- The boy beat the girl. Abuga is a boy

NP = subject of 'beat' NP = subject of 'is'

A noun phrase as direct object

- Kofi beat the small girl.

Np = Direct object of 'beat'

- The animals destroyed the beautiful garden.

Np = Direct object of 'destroyed'

A noun phrase as an indirect object (I.O.)

- The principal award the prefect a prize.

NP = I.O NP = D.O

- The teacher gave the poor children their preferred dish.

Np = I.O NP = D.O

A noun phrase as a complement to a verb

- Mr. Manu is a lawyer. All my friends are District Directors.

Complement to 'is' complement to 'are'

A noun phrase as complement to a preposition

- The children wrote interesting letters to their beloved friends.

Compl. to the prep. 'to'

A noun phrase as an apposition

- I visited Accra, the capital city of Ghana, yesterday.

Apposition

- Pele, the renowned footballer, is a Ghanaian.

This work done by Okra, has positive impact in my research, because if students know all the structures of the noun phrase it will enable them to identify the head noun in the appropriate context. The knowledge will also enhance their grammar in their write-ups.

It is believed that a good grasp and performance in grammar of a language is the key to good performance in other subjects. According to Ur (1966, p, 14).

“Grammar may furnish the basis of classroom activities during which it becomes temporary the main objective. Grammar should be seen in the long term as a means of acquiring a thorough mastery of the language as a whole but not end in *itself*”.

This explains why teachers of English as second language have to motivate students during grammar lessons. When teachers allow learners to express themselves freely in the course of learning, it makes the lesson interactive and encourages learners to participate effectively.

Breer and Locke (1967), as cited in Smith (1971) have attempted a fairly complete enumeration: A complete explanation of the wide variety in individual attitudes, would presumably include references to family socialization, peer group influence, specific events in the individual's past, sources of anxiety, basic strivings, mechanisms of defense, education, income, occupation, mass media, class affiliation, residence, religion, and host of personal variables including intelligence, age, sex, interests, and aptitudes .

In fact all the behaviourists have done extremely well as they persuade teachers to make room in classroom for the learners to have opportunity to contribute. The only shorts come in their presentation is they have failed to put procedures in place to serve as guide for teachers to use for impacting of knowledge on the learners. It is in line with the gap created that the researcher deems it necessary to carry out the challenge.

In summary,if teachers want their students to become creative in the ways in which they use the foreign language and to develop communication strategies, then, they must provide opportunities for interaction in situations where the students hear and say in reply is relatively unpredictable. Their whole attention must be arranged by the task or the topic”.

Sometimes too, teachers teach the parts of speech in isolation and over generalised grammatical conditions which are not always acceptable in certain instances. The best way for these teachers to teach grammar is when the grammatical items are presented contextually rather than in isolation. According to Riddle (2007, p. 442).

“Language need context.

Because context provides meaning”

In conclusion, modern teachers of English language should discard the colonial ways of teaching and present their lessons on contextual themes. This will cater for the grammaticality and also provide semantic meaning in context without any ambiguity.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

One imperative feature of any research work is the collecting of information which can be used to unravel a stated predicament. To accomplish this assignment; systematic methods, measures, and instruments of gathering data need to be used. The accurateness of these processes determine to a great extent the validity and reliability of the data collected. This chapter, for that matter, describes and explains the methodologies as well as the strategic and procedures employed in order to obtain the necessary information relevant for the study. The Specific areas to be looked at comprise research design, the target population, sampling procedure, instruments used for the collection of data, the research site, analysis of the data, presentation of the data, and the techniques employed to attain the prime objectives.

3.1 Research Design

According to Sekaran (2003) a research design is set up to decide on, among other issues, how to collect further data, analyze and interpret them, and finally, to provide an answer to the problem. Sekaran (2003) has identified six elements of research design. They are listed below.

1. Purpose of the study
2. Type of investigation
3. Extent of researcher interference
4. Study setting
5. Unit of analysis
6. The time horizon

Sekaran (2003) wrote:

“The researcher would determine the appropriate decisions to be made in the study design based on the problem definition, the research objectives, and the extent of rigor desired, and cost considerations. Sometimes, because of the time and costs involved, a researcher might be constrained to settle for less than the ideal research design. For instance, the researcher might have to conduct a cross-sectional instead of a longitudinal study, do a field study rather than an experimental design, and choose a smaller rather than a larger sample size, and so on, thus sub-optimizing the research design decisions and settling for a lower level of scientific rigor because of resource constraints.”

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data.

The research problem determines the type of design one should use. In line with this statement above, the researcher will use the descriptive survey. A descriptive survey deals with relationship that exist, properties that prevail, beliefs and points of view or attitudes that are held, processes are going on, effects been felt or trends that are developing . It does not usually involve the manipulation of any variable.

Key (1997) as citing Van Dalen (1979) stated that descriptive surveys are appropriate for assigning current practices and conditions and to make wise decisions and plans to improve upon such current issues. Robson (2003) as cited in Owu-Ewe (2013) maintains that many or probably most surveys are carried out for descriptive purposes and are hence label as descriptive surveys. In descriptive surveys no attempt has been made to change the behaviour of conditions.

The researcher measures and describes the characteristics study in its natural environment. Guy (1992) Gall, Borg & Gall (1996). The description above is link in connection with the purpose of this study because the researcher aims at examining as

well as describing how students of Chiana Senior High Schools will identify the appropriate head word in a noun phrase in the appropriate context.

The researcher strong-will to use this design since the study intended at identifying how efficient classroom interaction is as far as teaching and learning of noun phrases is concerned. Again, the design was singled out because it has the benefit of producing a good sum of responses from extensive range of people. It also provides a significant and accurate representation of actions on the basis of data gathered at a point in time. The descriptive design therefore, was considered the most appropriate in view of the fact that the study was to report the way things are done.

3.2 The Population of the Study

A population is group of individuals that have one or more characteristics in common and of an interest to the researcher (Best &Kahn). There are several ways to construct a population depending on characteristics of interest. The purpose of any research is to discover principles that have universal application. However, it is not practical, if not impossible to study an entire population. As indicated a population is seen as a group of individuals with at least one common characteristic which makes them distinct from other group of individuals.

The target population for the research was the firstyear students (that is SHS 1) who were writing their end of term examination for the first term. The researcher's aim of selecting this class was to ensure that they had what it takes to construct simple and meaningful sentences in their essay, summary as well as their comprehension questions of which the identification of the head word in a noun phrase plays a very essential role in English grammar. There were one thousand three hundred and thirty-five (1,335) in the school. This was quiet a significant number for only six teachers of the English language at that moment.

3.3 Sample and Sampling Technique

A sample is a small population of the population that is selected for observation and analysis. Sampling is the process or technique of selecting a suitable sample or representative part of population for the purpose of determining parameters or characteristics of the whole population Tuckman (1999). The researcher can make inferences about the characteristics of a larger population by observing the characteristics of the sample. Samples are not selected haphazardly; they are selected in a systematic way. Six main reasons for sampling are to be economical, to save time, to get manageable population size, due to inaccessibility of some of the population, destructive of the observation and to ensure accuracy. There are two main types of sampling: probability sampling (used quantitative research) non-probability sampling (used in qualitative research).

The researcher adopted the purposive sampling technique to select the class in the school for the study. The purposive sampling technique was employed because the investigator wanted to concentrate on Senior High School with Business Studies, General Science, Home Economics and Agricultural backgrounds as compare to other schools without such programmes. Chiana Senior High School was chosen because there is the general perception that students with business and agricultural backgrounds have weak base as far as the English Language is concerned. The school is also located in a farming dominated community hence the notion that most of the students will also becoming from villages within the school's environs with little background of the English Language. It is therefore likely to give a general reflection of students' performance in the English language nationwide since Ghanaians are predominantly farmers. This school was also chosen because ninety percent of the student population offers Agriculture Science programme. Lastly, Chiana Senior High School

(CHIANASEC) was also chosen because it is the oldest school in the Kasena-Nankana West District. As a result it is the preferred choice for students in the district and other district within and beyond the Upper East Region of Ghana. The school is also known for its performance in sports and cultural activities. Therefore the school has what it takes to provide clear representation of students with different background for this research.

The random sampling technique was used to select both students and teachers for the study. This technique was used because the researcher wanted to give equal opportunities to all students and teachers to participate in the study. Based on this idea I wrote on a piece of paper “GOOD LUCK” and “TRY AGAIN”, This pieces of paper was mixed up for the exercise, thirty-five (35) students were selected in each classroom which consist of fifty (50) students from each department in the school. The motive behind this selection was to get a fair representation for the research and at the end of the exercise Business one “B” happened to pick more of the “GOOD LUCK” than any other class and departments of the noble institution (CHIANASCE). Twenty-four out of thirty picked “GOOD LUCK”. With regard to the teachers too, they were three who were provided with three (3) “GOOD LUCK” and three (3) “TRY AGAIN”, The Business three (3) classroom teacher was among those who picked “GOOD LUCK” He was therefore, chosen as a teaching staff.

3.4 Instruments the Researcher Used

To be able to find answer(s) to a problem, one needs to use a scientific means to arrive at a meaningful and acceptable solution. The strategy that can be employed to find an acceptable solution in this situation is to gather empirical data.

It is in fulfilment of this objective that data from the study was obtained from questionnaires, interviews, test item and end of term examination scripts. The said

instruments were selected in conformity with the affirmation by Creswell (2000) that descriptive survey research lends itself to questionnaires and interviews to determine the opinion, attitudes, preference and perceptions of persons. The researcher choice for this is that questionnaires and interviews were appropriate, as a result of the present study which aimed at searching for the perceptions, attitudes and preferences of students of Senior High Schools with regard to the study of grammar as a whole and the noun phrase as an objective.

3.5 Questionnaire

A questionnaire as tools for data collection is a process where participants answer questions or responds to statements in writing. A questionnaire is used when factual information is desired Best& Kahn (2006). According to Gall and Borg (2007), questionnaires are printed forms that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal or written form questionnaires can be administered personally or by mail.

Usually questionnaires are very often used in quantitative research because of their closed form nature. The researcher therefore decided to use questionnaires to obtain information on the attitudes of students with regard to the study of the English language.

According to Lambert et al (1960), attitudes are attributed to three kinds of predispositions; the cognitive, the affective and the connative. The cognitive component is about “the individual’s belief structure”. The affective is about the emotional reactions. The connective aspect “comprehends the propensity to behave in a certain way towards the attitude”. The dictionary explains „connate“ or „connative“ as „congenitally united“ or „to be born to gather“. Therefore the connative component of attitude represents inherent reactions towards our own attitudes as well as other

individuals. For the intention of this study, the first two predispositions of attitudes which would be considered are the cognitive and the affective. That when one wants to investigate the attitudes of students towards the English language study at large, and grammar of which identification of a head word in noun phrases play a crucial role. The questionnaires are desire to test both the cognitive and affective components. The motive is to find out from students what they believe in when they study English as a language, their feeling about the language in general and the study of in particular.

Sixteen questions were used in the questionnaires. For the questions on the cognitive component students were require to indicate that they; Agree, Disagree, or are Uncertain. An example of one the question was: “Will I be able to pass my examination without being good in English”, and students were able to provide their responds on the beliefs they have about this and others associated statements.

With regards to the affective, the general question was, if they had had an opinion, which aspect of English would they rather not do? “Then the aspect are listed like „speech work“, „comprehension“, „summary“, „grammar“and „literature“ for students to indicate their feelings about the respective of the English Language.

3.6 Interviews

Interviews are purposeful conversations with subjects to obtain information answer research questions.

There are three forms of interviews; structured (standardized) , semi-structured (semi-standardized) and unstructured (unstandardized) Fontana & Frey (2005). As cited in Owu-Ewe (2013) Interview can be done in focus group or individually. Focus group interview is where the researcher puts participants (between 5 and 10) in a group and interviews them due to time or financial constraints.

The structured interview has formally prepared questions and subjects are asked the same questions. The purpose is to offer each subject approximately same stimulus/questions so that the responds can be compared. The characteristics of this type of interviews are that:

- The researcher does not deviate from the order in which the questions are arranged when asking them.
- The questions are asked as written.
- There is no adjustment of level of language used (if even the participants find it difficult to understand, the researcher does not change it to suit the level of participants).
- There is no clarification or answering of questions about the interview (if the participant does not understand a question the researcher does not clarify it)
- No additional question may be added
- It is similar to pen-and -paper survey

The researcher quest to use interviews as part of the data collection as procedure is for the fact that they “ permitted open-ended exploration of the topics as well as elicited responses that were couched unique words of the responses”. Gall et al (1996, p, 290). This process will enable the researcher to actualize the intended objectives at end the research.

As part of this exercise teachers of English language, who were three in number were interviewed in other to find out from them their general view of the English language, especially in the teaching of noun phrases. Those teachers were asked about their perception on how they considered the identification of the headword in a noun phrases in its appropriate context as an investable grammatical element in the teaching of the English language. They were also to consider whether the way noun phrases are

treated in textbooks. These teachers were also interviewed on the reactions of their students to the teaching of the noun phrases.

3.7 Test

In terms of testing as part of the researcher's data gathering process, ten questions were designed to cater for the different structures of the noun phrases. From each question, students are required to find the appropriate verb forms (concord) and to indicate the appropriate noun/pronoun that can take each of the given noun phrases. Students were also tasked to in the questions to identify the headword from each of the given noun phrases.

This was an objective test and students were provided with options from which they were to select the correct answer.

3.8 Written Scripts

The class consists of fifty students who sat for a written essay for the study. The idea was to find out how students of the class used nouns phrases to construct meaningful sentences in their write-ups.

After their scripts were marked I noticed that out of fifty (50) students, thirty-five (35) found it difficult to identify the headword in a noun phrase in appropriate context. This task was carried out in September, 2018. The responses really gave me thoughtful night. It took me more than a week in trying to discover the source of this obstacle. But I was very fortunate, the language department of the school was to hold a meeting the next week and at the meeting, I raised my concern on the performance of the students on noun phrases. To my dismay the issue was not only peculiar to nouns in that class, but every student in the school has a challenge. The teachers further complained that it is not only identifying the headword in a noun phrase is their

problem; more than half of the students cannot even identify any of the grammatical units/parts of speech in appropriate context. It was the view of these teachers that the inability of students to identify any of these features is a contributive factor for the ill-formed sentence structure in writing and speech production. Based on these remarks from the teachers, the researcher decided to help students to identify the headword (noun) in a noun phrase in its appropriate context using inductive /discovery methods of teaching.

3.10 Data Collection Procedure

As usual the researcher sought for permission from the headmistress and various heads of departments in the school. The researcher then went into the chosen class room personally to conduct the research. Students in the class were briefed with regard to the purpose of the study before the questionnaires and the test items were administered to them. Students were made to write their responses in the presence of the researcher after which their responses were collected in order to ensure that none of their scripts was left out. In the case of the written scripts, two topics were given demanding the use of certain noun phrases which the researcher wants the students to write on, after which all the scripts were collected for the analysis.

Below were the two topics

Use your knowledge in the noun phrases as a grammatical element to develop the following statements into complete essay questions:

1. Explain to a friend of yours how you will celebrate this year's Christmas
2. Class prefect describe how you witnessed a fight between two of your colleagues.

Beside this, the selected teachers of English language, a prepared interview guide was used by the research on them too. In conclusion, the study looked at the

research design with brief explanation on it, the population of the study as well as sampling and sampling techniques are also discussed.

How students in the Kasena-Nankana West District, the Kasena-Nankana Municipal, and the neighbouring districts in the region and beyond, also perceive English as a language and its study in schools as a subject.

Data from the study was obtained from questionnaires, interviews, test item and end of term examination scripts. At the end of the gathered information coupled with the strategic procedures put in place justified that teachers of English language must treat this subject with extra care. Based on the enviable role that Noun phrases play in both grammaticality and semantics, it requires a teacher who has vast knowledge of grammar in order to impact the students with the requisite method of teaching in order to motivate them in their academic field especially those who want to pursue English as course.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

In this chapter, the data gathered from Chiana Senior High School were analysed. The researcher commenced with the Effects of the Affective Factors (attitude, motivation or perseverance, intelligence, and anxiety) which are the determiners of second language learning. The next action focuses on the analysis of the students' written scripts. The administered test item has also been considered in this chapter. Finally, the researcher summarised findings of the data collected.

4.1 Research Questions

4.1.1 What are the causes of students' inability to identify noun heads in appropriate context?

4.1.2 How can demonstrative teaching make the identification of head nouns effective?

4.2 Analysis of Data

The researcher used observation, questionnaires, and interview as instruments for the study.

4.2.1 Responses on the affective factors

The researcher in an attempt to help students identify the head noun in a noun phrase implored the descriptive approach in analyzing students' general view on their attitude towards the use of English as a language in the day-to-day activities.

An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. An attitude is relatively enduring because it is learned, and can be unlearned. Because it is learned, it can be taught. Liking a foreign language can be learned. From Smith (1971), as cited in

Vahedi et al (2017) by the researcher, it can be deduced that the interest of students in language learning is paramount. As a result, there is the need for students to be motivated to learn. When students are motivated to develop learning habits, it will encourage them to learn even in the absence of their tutors. If students develop this positive habit of learning on their own, they will be able to read extensively and at the end they will acquire a lot of vocabulary. Being able to acquire the vocabulary it also motivates them to use it. In their attempt to use this vocabulary effectively, they will unconsciously know when and how to use a particular vocabulary, either in written or spoken. Once students are able to use this word effectively; identification of a particular word in context will not be a challenge. Therefore identification of the head word (noun) will no longer be an obstacle for students.

Language is also an important way for us to make sense of our past experience, to learn from it, and to make it comprehensible. In consolidation with the above statement, the Effects of the Affective factors (attitude, motivation, self-confidence, anxiety and intelligence) are key therefore students must be encouraged to have a positive mind as far as these factors are concerned. Students in their quest to identify the noun head in English as a Second language, the affective factors play a vital role in their language development process.

4. 3 Responses on Students' Perception

The table 1 below is an illustration of the responses presented by students of Chiana Senior High form One Business B on their perception on the relevance of English as a language.

Table 4.1: Students' Perception Chart on the role of Head Noun

Responses	Identifying the head noun is important in one's academic work.	My knowledge in the use of the head noun will improve my English	will knowledge of the head noun be relevant after completing school
Agreed	100%	80%	5%
Disagreed	0%	15%	90%
Uncertain	0%	5%	5%
Total	100	100	100

From table1, it clear from the views of respondents“ that100% agreed on identification of the head noun is important in one“s academic work. Their stance was that identification of the head noun in context has influenced in one“s academic work because the head noun plays a crucial role in the noun phrases, the clause, the sentence and the entire discourse. Okrah (2004, p. 72 to74), says “A noun phrase consists of a noun as a key and all other words that either come before or after it. A noun phrase has the following characteristics:

- An *obligatory* noun or a noun-like word which acts as a headword.
- A *determiner* along with any associated words appearing before the noun.
- A *pre-modification* appearing between the determiner and the noun, for example adjectives and adjective-like words.

Therefore your inability to identify the head noun will definitely affect your performance in not only the English language but other subject offered, since it is the English language that is used as a medium of instruction in all the subjects. In relation to the question of whether “the knowledge in the use of the head noun will improves their English”, 80% agreed, their view as expressed in the question was that their

knowledge in the use of the head noun will help them to construct meaningful sentences in English. Apart from that they will also use the knowledge of the head noun to respond the needed information in any written or spoken language. They also said if they acquire knowledge in the use of the noun head, it will encourage them to read extensively for more knowledge. Their interest in reading will help them to acquire a lot of vocabulary and the end result will be improvement in English grammar. On that same question, whether “will the knowledge in the use of the head noun improve their knowledge in English language, the 15% who disagreed and 5% who could not take their stance on the question, also said that identifying and using the noun head is a difficult task and that they do not have interest in learning how to use the head noun to improve their knowledge in English.

The final question on table 1 was, “will the knowledge of identification of the head noun and its usage be relevant after completion of school”? 90% of respondents upheld the question. They agreed that identification and use of the head noun in context is not only for learning in the classroom but it serves as a tool for constructing sentences in the English language. Thirumalai (2002, p. 27). Says “English is learned everywhere because people have found out that, the knowledge of English is a vehicle for a good career”.

The 5% who disagreed and the other 5% who were undecided said the relevance of the head noun in context will largely depend on one’s occupation. Apron (1974, p. 54) also indicated that “Whether we like it or not, English language is the ruling class. It is estimated that only about forty percent of the inhabitants of Ghana speaks English”. Based on this assertion these students who disagreed and those are uncertain do not have experience of what is happening in Ghana as a nation. Upon further interactions with the learners, it was revealed that the possibility of the above assertion

will largely depend on the Effects of the Affective Factors (motivation and, self-confidence, intelligence, and anxiety).

Motivation is considered to be one of the most significant factors which influence the learners' language understanding and how the learners put this thought into use. As cited in, Ni H (2012, p. 1509), "Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit." It is in the light of this search that Gardner (1985) also defined motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language. Looking at Gardner (1985) explanation, students of this class do not have interest in terms of learning how to identify the head noun and its usage in context. They are not making any effort on their own to study. Therefore, "a combination of effort plus desire to achieve goal" does not really matter in this context due to students' lukewarm attitude in learning how to identify the head noun in context. This challenge will only be solved if learners are positively motivated since language learning depends largely on one's attitude and interest.

Besides, motivation and attitude, self-confidence is another momentous feature, which strongly influences the students' language performance. The students who lack confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class" Brown H (2001, p. 23). In this context, one will not be out of place to say only students with high self-esteem have brighter opportunity to perform well in their quest to identifying the head noun and its usage in context which is an essential grammatical aspect in learning a second language. If learners develop this principle of high self-esteem, it will motivate them and also ignite their performance. When learners are positive in their learning and develop "I have the ability to do it spirit", their success is usually assured

since they are willing to take some risks in order to be successful. An individual, who is self-assured, rarely gives up.

In addition, anxiety is one of the influential affective factors. This factor is very crucial and pervasive in terms of the learners' emotions. Language anxiety "ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (learning in the classroom)" Arnold (2000, p. 59), as cited in Ni (2012, p. 1509). If a friendly environment is not created, and students are nervous too, it does not encourage learners' participation, students with anxiety attending the class will feel nervous and will not be able to contribute for the success of the lesson on identification of the head noun in context. The masters will therefore exert a lot of energy in order to achieve a particular objective. "The student who feels at ease in the classroom and likes the teacher may seek out more intakes by volunteering ... and may not be more accepting of the teacher as a source of input." Krashen (1981, p. 23), as cited in Ni (2012 p.1509). Once language is better understood through speech activities, anxiety and nervousness need to be totally eliminated, so as to create a congenial environment for learning. Students of Chiana Senior High School are not left out as far as anxiety towards the learning of how to identify the head noun in English language is concerned. Chiana as a community is predominantly occupied by farmers who have little to do in with the usage of the English language among the settlers and the ripple effects which are bedeviled with the above factors. To end it all, the "learner factors; attitude, intelligence, perseverance or motivation, and other miscellaneous factors account for the various degrees of success or failure for a foreign language learner. Therefore during my observation and interviewing of the students, I was able to produce the results in the table below:

Table 4.2: The Affective Factors

Affective Factors Questions:			Number of students	
Which of these factors help to identify the head noun?			Can identification of head noun influence one's English language?	
Agreed	Frequency	Percentage	Frequency	Percentage
Attitude	20	(40%)	6	12%
Intelligence	6	(12%)	20	(40%)
Motivation	20	(40%)	8	(16%)
Anxiety	4	(8%)	16	(32%)
Total	50	100	50	100

Table 4.2, it is obvious from the question; “which of these factors will help students to identify the head noun”? 20 out of the fifty 50 respondents, attitude and motivation are prominent. They represented (40%) of learners’ views on the affective factors category; the reason for this percentage high representation was that when students are motivated, they will develop a positive attitude to learning. And as a result of their desire to learn, they will definitely be engaged in extensive reading and end up identifying the head nouns unconsciously which will enhance their performance. Therefore their inability to identify the head noun in context will no longer be a challenge. Next to motivation on the table is intelligence in which 6 out of the 50 students responded to the question and that represented 12% as compared to the other factors. On anxiety, only 4 out of the 50 respondents think it has influenced in identifying the head noun in context.

However, in relation to the question, “can identification of the head noun influence one’s English language”? 6 out of 50 respondents disagreed on attitude which represented 12%. 20 out of 50 learners also disagreed on intelligence, this represented 40%. And 16 out of 50 learners also disagreed that represented 32%.

In conclusion on the above analysis, it is obvious that exposure and persistent experience are essential determiners for the learners' success in second language learning.

4.4 Analysis of Students' Grammatical Errors

Table 4.3 below contains the type of grammatical errors which learners committed during the research due to the students' inability to identify the head noun in context.

Some of the marked scripts of the students are provided before the table.

Table 4.3 A Table of the Actual Representation of Students' Errors

Type of Errors	The forms presented by students	Actual usage/Form
Concord	The man and his friends has The chief as well as secretary of the club were.. I have facea problem...	-The man and his friends have.... -The chief as well as secretary of the club was... I have faced some problems/I facea problem...
Using Adjectives as Post-modifiers	The news authentic... What a leader brave...	the authentic news... What a brave leader we..
Making pre-modifiers number	Computers rooms Nationals flags	computer rooms/laboratories.... -nation flags...
Genitive Problem	The schools bus Your brothers house...	-the school's bus.... -your brother's house....

Table 4.3, illustrates the actual grammatical errors and forms that emanated from the students in form One Business B of Chiana Senior High examination scripts. The first error is where students used **the man and his friend has** instead of **the man and his friends have**. This is a clear demonstration that the students could not identify

the head noun in context hence using the singular verb **has** for a plural noun instead of using **have**. The students did not know that the entire phrase could be replaced by the third person pronoun **they** which is plural and therefore cannot take the singular verb **has**. Wiredu J. F (2009, P. 70) stated it is a noun head which can replace the whole group of words. It may consist of just one noun or it may have several words in it. With the second error; **the chief as well as secretary of the club were**, students used the verb **were** instead of **was** because they could not realize that the pseudo conjunction, **as well as** which is used; in the context, it is the chief who is the secretary therefore the singular verb **has** is appropriate. In short the chief and secretary in context, are used as subject complement. The pseudo conjunction **as well as** can be eliminated without meaning changing. Therefore it is possible to have **the chief is the secretary of the club**. This is also an indication that they could not use pseudo conjunctions as a result of their inability to identify the noun head in context.

Another category of error is where students use adjectives as post-modifiers; **the news authentic**: instead of **the authentic news**. This is also an indication that students cannot identify a particular word class in context because under normal circumstance an adjective either modifies or qualifies a noun and cannot be used as a post modifier. In terms of modification, the adjective appears before the noun it modifies. For that matter, **the authentic news** for adjective as a modifier and **the news is authentic** for adjective as a qualifier. This error is also a justification that students cannot identify the head noun in context. In the same category, Students also use **what a leader a brave...** instead of writing **what a brave leader**; it is also a clear demonstration that students cannot identify the head noun in context therefore using adjective as post – modifiers for nouns.

The next type of error is making pre-modifiers number; **computers rooms**. This type of error is committed by students due to their inability to identify the head noun within that particular noun phrase. Students did not know that **computers** even though it is a typical noun phrase, it is functioning in this context as an adjective modifying **rooms** as a head noun. Since adjectives are usually not pluralized the form is morphologically unacceptable. That can be applied to national, because national too is a typical adjective. As a result, it functions there as an adjective modifying the noun phrase **flags**.

On the issue of genitive problems; **the schools bus** and **your brothers house**. Within these categories of errors students cannot identify the head noun. They are not aware that **schools brothers** are supposed to be inflected with apostrophe (**'s**) in order to portray possessiveness. These errors were committed as a result of students' inability to use the genitive (**'s**) contextually.

4.4 Analysis of students' examination scripts

Below is the actual presentation of the number of students who committed the errors under each category on the table.

Table 4.4 A percentage representation of students' errors in on their exam scripts.

Type of grammatical Errors	Number of Students	Percentage %
Concord	15	30
Using Adjectives as Post-modifiers	20	40
Making pre-modifiers number	12	24
Genitive Problem	8	16
Total	50	100

Table 4.4 is a percentage representation of students' errors on table 4.3 analysis.

From table 4.4 is the outcome of written essays which contained the various grammatical errors of students. The most pervasive ones are using **adjectives as post-modifiers** and **Concord**. 20 out of 50 learners used **adjectives as post-modifiers** in their write-ups which represented 40% of the class. Learners were not able to differentiate between the noun and the adjective within the phrase and at the end using the adjective as post-modifier instead of using it as a pre-modifier to modify the head noun. The second highest on the table is 15 out of 50 students who committed **Concord** errors. Students of this calibre could not identify the head noun in context as a result; they ended up picking the wrong verb to match the head noun within each phrase. Next category of errors is **making pre-modifiers number** where 12 out of 50 learners wrongly inflected pre-modifiers. This usually happened because learners are not certain to identify the noun head within a noun phrase. An example is **nationals flags**, here learners inflected **national** with the suffix **-s** as result of overgeneralisation of inflecting regular plural nouns with **(S)**. Since learners know there are different nations with different kind of flags for each of the nations. They simply inflected the **national** with **-s** in order to suggest its plurality. The least category of error is **genitive problem**; only 8 out of 50 learners committed such errors. Students who have this problem do not know they were supposed to have attached an apostrophe (**’S**) to the **national** which inflects the pre-modifiers in order to indicate possessiveness. It is also a clear demonstration by the students that they could not really use the genitive case in context due to their inability to identify the appropriate head noun within the noun phrase. According to Agarwal (2016: 6) "Noun refers to individuals, things, ideas and different items around us on the planet. They are the first and focal building square of language". Agarwal further stated that, "Of the considerable number of parts of speech, they are or maybe the most essential."

To end it all, the above mentioned errors; concord, using adjectives as post modifiers, making pre-modifiers number, genitive problem and miscellaneous were committed due to students' inability to distinguish the differences that exist among the word classes in English.

4.5 Analysis of Students' test Item

The researcher conducted a class test to ascertain the students' knowledge on grammar with identification of the noun head as his major objective. The test item contained eight (8) questions. Within the first four (4) categories of questions, students were provided with two different possible answers (the distracter and the correct answerer) which learners have to select the right option within a question. They were to choose the right verb to match the right head noun in context. In part two of the questions, students were expected to select either a noun or a pronoun to complete the sentence. Options were also provided for learners to make a choice. From question five (5) to question eighth (8), students were to identify and underline a head noun within a noun phrase in each question. Even though, the questions were eight (8) in numbers, the number of items students were expected to respond to, were twelve.

Table 4.5 illustrates the raw scores of students' answers which were provided as responses to the questions on noun phrases.

Table 4.5: Responses from test items

Question serial Number	Number of students who had half of the items correct		Number of students who had every item correct		Number of students who had every item wrong	
1.	20	(40%)	15	(30%)	3	(6%)
2.	8	(16%)	5	(10%)	9	(18%)
3.	12	(24%)	4	(8%)	7	(14%)
4.	10	(20%)	6	(12%)	6	(12%)
5.	-		5	(10%)	8	(16%)
6.	-		4	(12%)	6	(12%)
7.	-		5	(10%)	6	(12%)
8.	-		6	(12%)	4	(10%)
Total	50	100	50	100	50	100

From table above, it is clear that majority of the learners performed relatively better in question 1, 20 out of 50 learners obtained half of the test item which represented (40%), 15 also scored the question representing (30%). This implies that about 70% scored question 1 with only 3 recording zero which also represented 6%. The next questions which respondents seem to have performed better are question, 3, 4 and 8 where students were able to register, 24, 20 and 12 percent in half of the test items. However, in questions 2 and 5 the performance was not good, learners recorded as high as 18 and 16 percent failure. Looking at the way the question was framed, it provided room for majority of respondents who could read and make meaning out of what they have read to easily select the best options. The introductory word **those** has given a clue for them to select the next option which is **tall masons**. This question did not provide options for the verb to be selected in the predicate to agree with the subject. With regard to the last options, (**yours /your**) the students simply applied the knowledge in the use of personal pronoun which really accounted for their success in that question.

In relation with questions 2, 3 and 4, learners' inability to perform well in such questions was due to their inability to distinguish between a noun and a verb in a sentence, especially identification of the head noun in phrase. Most of them selected wrong verbs in the predicate to take subjects in the questions. Also, where learners were to select a noun/pronoun for an option, they rather went in for adjectives. It was clear a demonstration that students cannot actually identify the head noun in context. Also, from questions 5 to 8 where students were to underline the headword (noun) within a noun phrase, really demonstrated how students could not identify the head noun in context. A good number of them underlined a verb, adjective, or an adverb as the headword (noun) in each of the sentence.

Research has shown that motivation directly and profoundly influences how often students use foreign language learning (FLL) strategies; how much input they receive in the language being learned; how high their general proficiency level becomes; and how long they persevere and maintain FLL skills after language study is over Oxford (1992). This assertion implies that if learners are able to understand what is been taught and put the knowledge gained into constant practice, they will be able to maintain what is been learned in a second language that will determines one's output. As I indicated earlier, the researcher being curious with learners discouraging performance, decided to visit some of the learners' former Junior High Schools at Chiana and realized that some of the students were taught by Senior High School graduate teachers. It was revealed that most of the schools at that particular moment were without trained teachers. These teachers cannot use any methodology to motivate learners to actually grasp concepts in the part of speech.

4.6 Conclusion

This part of the research aimed at determining the affective factors of students of Chiana Senior High School towards the study of English language as subject of study with emphasis on the identification of the head noun in particular. It is obvious from the analysis above that most of the students do not have interest when it comes to the study of grammar as an aspect of the English language. They find it difficult to identify the head noun in context. Learners revealed that their inability to identify head noun is based on the complexities and the difficulties involved in studying the structure of the noun phrases, learners usually struggle to find every possible means to dodge grammar lessons because according to them it is backbreaking to sit for hours on end to be able to understand the very delicate issues in grammar and for that matter identification of appropriate noun head in context.

To conclude, It is incumbent on curriculum developers especially those in charge of Business Studies to elucidate on the philosophy behind the inclusion of the aspect of English language in their curriculum in a bid to instill in students the attitude to like and appreciate all the aspect of language taught in schools most importantly grammar of the English language.

CHAPTER FIVE

5.1 Introduction

This section provides a summary of the research which points out general overview of the Effects of the Affective Factors (attitude, motivation, intelligence and anxiety) in the identification of noun head in context and learning of English as a language and the study of English as a subject. The chapter also summarized interviews, recommendations and suggestions and finally with the conclusion based on the study.

5.2 The Effect of the Affective Factors

The study revealed that among these factors attitude and motivation are very essential in terms of identification of the head noun in context for learners of English as a second language in the Ghanaian classroom. . Therefore the role of these factors should not be taken for granted. Latchanna&Dagnev (2009) as cited in Vahedi (2011) said, attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings. Beliefs about language learning is directly associated with success in language classes. According to Lennartsson, (2008), as cited in Vahedi,(2011) stated that students“ beliefs can be an obstacle if they believe that they cannot learn the newlanguage successfully. Negative attitude and lack of motivation can lead to obstacles in learning a language. But astudent“s negative attitudes can be changed and turned into positive ones and facilitate getting a positive result.

These accessions therefore suggest that students“ positive attitude towards learning a language is a good start to learn a language.Intelligence and anxiety even though they also have a role to play the, impact did not project a high percentage. However, there is the need to be work on especially students“ anxiety. The natural laws

have that good or conducive environment, encourage learners to discover their potentials without fear. In the course of the research it was revealed from the inquiry of the study that the attitude of students in Senior High Schools to identification of the noun head as an aspect of grammar is appalling and projected as the root cause of students' students poor performance in the external examination (WASSCE) especially the English language.

Therefore it will be prudent if a serious investigation is carried out to find out students' reason for shunning away from the study of grammar which has an effect in identification of the head noun an aspect of the English language and for that matter, the foundation on which the language develops. When findings from this research are fully implemented it will also arrest this ugly behavior which students are putting up towards the study of grammar resulting in their inability to identify noun head in context. If students develop the habit of studying grammar, it will go a long way to strengthen their knowledge in the use of English as a spoken language and its study as subject.

Students' knowledge in grammar will have a positive ripple effect on any other subject that they study since English is the medium of instruction in our Ghanaian Schools. At the end the issues of fallen standards of education in the country will be a thing of the past.

5.3 Review of Interviews

Interviewing the teachers, it was revealed that a number of issues accounted for students' inability to identify the noun head in context is due to their inability to distinguish among the word classes as an aspect of the English grammar, most importantly the study of grammar. Among the issues highlighted include library facilities, the schools teaching timetable, some teachers and students preparedness in the teaching and learning process, especially in the study of grammar an aspect.

On the issues of library facilities it was revealed that the school's library has numerous challenges. The highest among them was insufficient and unsuitable English textbooks to argument their academic works. Afolabi (2017, p. 4) states that "Libraries generally serve as important instrument for the attainment of academic excellence and attainment of the broad and specific education objectives of institution. The school library has become an important organ of the educational system. Looking at this significant role that school library plays, a school without a well resourced library will affect students learning habits. Especially the study of grammar. As Ogumbote and Odunewu (2008) cited in Aflobi, (2017 p 5) stated that school libraries have an important role to play, both in the context of the educational system and in preparing future generation of library users because they provide resources and environment, within the school systems, where students can discover and develop their abilities and talents and where teachers can improve their skills and locate a wide range of learning resources.

This library which was built to accommodate less than a hundred and fifty students, now serves about one thousand and nine hundred students. Even with its smaller size, the library still has inadequate furniture for students and masters to use in order to facilitate the teaching and learning of grammar. Besides, the school's timetable too did not make provision for library period. The only time students could access the library was during prep, but how many learners will it serve. This stance usually compelled students to rely on the few teacher notes and other unprescribed materials to support their learning.

Students also have to blame for their preconceived perception on the difficulties in learning grammar, as learners do not put effort in order to learn grammar due to their wrong perception on the study of grammar as difficult aspect of the English

language. Evidence from the table of analysis demonstrated how they have an aversion to the study of grammar. Out of the fifty students only five (5) of them opted for grammar, this figure represents only ten (10%). And clearly it suggested that if they have opportunity not to study grammar they would have been happy. This attitude of students needs much attention and proper measures to be put in place in order to encourage students to develop good study habits.

5.4 The issue of Textbooks

Textbooks are inevitable resources as far as teaching and learning is concerned. In the teaching and learning process they provide framework for teachers to prepare their lesson notes. These textbooks are usually prepared to conform to the syllabus which the school has to use in the teaching and learning process. The teachers have to infer in those books for content knowledge and in turn impact learners with knowledge. Most of the textbooks do not contain much information on grammar aspect. Also, sometimes too students are usually more than the textbooks therefore teachers are compelled to group three or four students to use one textbook during lessons most especially comprehension. They also contain little information (content) in terms of grammatical components. What is common in such books is comprehension passages which runs through every chapter with their followed up questions. The most unfortunate thing about these textbooks too is they also contained a lot of literature works which in actual sense have no bearing on students in their quest to study for external examination (WASSCE). They have prescribed literature books which they have to study for examination. Therefore it behooves a teacher who would want to prepare students for future to teach such aspect as the national curriculum demands. Students' concentration is always on what they expect to meet at the final examination

and not what they need for future. Speech work is another aspect after comprehension and literature.

Since the books usually do not contain much information in grammar, teachers are compelled to use their own books to augment the little that is in the textbooks. This usually make the teaching learning of grammar ineffective, sometimes too, students were advised to use simple sentences in their essays in order to avoid committing grammatical blunders/errors. The students' inability to use complex and compound sentences is a major contributive factor for students' inability to identify a head noun in context. In effect some of the teachers usually prescribe grammar for the students. If students are not allowed to manipulate with the word classes and as well the use of these sentences it will be difficult for them to use such words or sentences appropriately and for that matter identification of the head noun in context will be a difficult task for students. Therefore in the process of teaching of grammar teachers should allow students to operate freely with the word classes and the use of complex and compound sentences so that when the students become conversant with how these grammatical terms are employed identification of head noun will not be a difficult task for students. When grammar is not taught with strictly formulated rules, students will be motivated to learn. And the end result will be improvement of students' total output and not only English as subject of study.

5.5 Recommendations and Suggestions

The researcher has decided to propose the following suggestion and recommendation

To begin with, teachers in the basic schools should introduce the learners to the noun phrase structure and provide them a lot of practice. Grammar lessons should be learner

centered in order to encourage students' participation. At the end, they will be able to grasp the various concepts governing identification of the head noun.

In addition, basic school teachers should have regular seminars, in-service training, and workshops. This will help them to awake and have much knowledge about the subject matter.

Besides, identification of the head noun which is a grammatical element needs an integrated teaching approach which employs, listening, speaking, reading, and writing skills. Grammar lessons should not be taught in isolation.

Furthermore every teacher irrespective of the subject one teaches should have interest in the language of students immediately they are identified.

Again, heads of English departments in every institutional head should ensure that all aspects of the English language are taught.

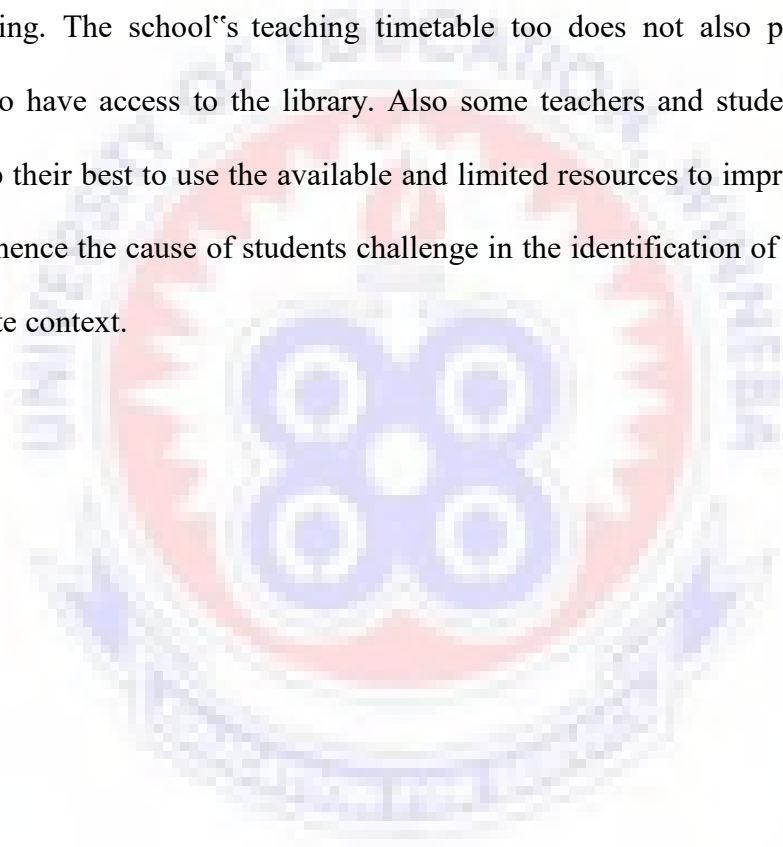
Finally, the Curriculum Research Development Division of the Ghana Education Service and the Ministry of Education should desist from the habit of only providing lists of recommended/ suggested reference books to the English language teaching syllabus. The Ministry of Education should rather encourage teachers of English to write suitable English textbooks which will meet all aspects of the language and to also serve the needs of students.

5.6 Recommendation for Further Research

Future researchers should inquire into the causes of students' preconceived perception on the difficulty of studying grammar. Researchers should also inquire and come out with a better method of teaching that will enhance students' understanding and making identification of the head noun in context by students easy.

5.6 Conclusion

The objective of this study was to find out the causes of students' inability to identify the head noun in context. The various findings and recommendations were discussed respectively. The findings revealed that students' attitude towards grammar was appalling because they believed studying grammar is very difficult. This was the reason for their inability to identify the noun head in context. Findings also revealed under resourced library and unsuitable English textbooks are other setbacks for teaching and learning. The school's teaching timetable too does not also provide room for students to have access to the library. Also some teachers and students too were not putting up their best to use the available and limited resources to improve teaching and learning, hence the cause of students challenge in the identification of the head noun in appropriate context.



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APPENDICES

APPENDIX A

CHIANA SENIOR HIGH SCHOOL

ENGLISH LANGUAGE

Class Test

Name of student.....

Class.....

SECTION A

Choose from the options provided, the appropriate verb/noun/pronoun to complete each of the following sentences:

1. Those(tall masons/tall mason) built (your/yours) father's house a year ago.
2. I Was (task/tasked/tasks) to clean (John's /new/that) white car.
3. The house prefect (have/ has/had) been punished by his form (master's/ master).
4. Of late church elders are(fond/found) leaving (all/their) churches.

Underline the headword (noun) in each of the following

5. These newly posted university graduate teachers
6. That other small bank pays well.
7. Five beautiful embroidered leather bags were stolen.
8. Both his rich handsome elderly brothers came.

APPENDIX B

CHIANA SENIOR HIGH SCHOOL MOCK EXAMINATION

MOCK EXAM FEB. 2019 ENGLISH LANGUAGE 1 & 2 Easy and Objectives 3¹/₂ hours
--

Name:

.....

Index Number:

ME 2019

ENGLISH LANGUAGE 1&2

3¹/₂Hours

Easy and Objective

*Do **not** open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your **name** and **index number** in **ink** in the space provided above.*

*This booklet consists of **two** papers. Answer Paper **2** which comes first, in your answer booklet and **Paper 1** on your objective Test answer sheet. Paper **2** will last for **2** hours after which the answer booklet will be collected. Do **not** start paper **1** until you are told to do so. Paper **1** will last for **1** hour.*

PAPER 2
SECTION A
ESSAY - (50 MARKS)

*Answer **one** question **only** from this section. All questions carry equal marks. Your answer should **not** be **less than 450** words. You are advised to spend **50 minutes** on this section.*

1. Write an article suitable for publication in a national newspaper on the need to promote local industries in your country.
2. Write a letter to the Director of Health Service in your district discussing at least three ways in which the quality of health care delivery in your community can be improved.
3. Write a letter to your friend in another school telling him/her to your preparations towards the final examination and life thereafter.
4. You are the main speaker in an inter-school debate on the topic: Brain-drain leads to underdevelopment of a country: Write either for or against the motion.
5. Write a story that ends with the adage, “truth stands”

SECTION B
COMPREHENSION

Read the following passage carefully and answer the follow up questions.

Among the elephants, monkeys and zebras that roam the vast African Savannah, perhaps the most remarkable creature is the ostrich. Standing about 2.5 metres tall and weighing up to 115 kilograms, the ostrich is the largest bird in existence. No one can fail to be amazed and fascinated by the bird’s great height, powerful legs and beautiful fluffy feathers.

Like the camel, the ostrich is tolerant of high temperatures and thrives in desert countries. It also has long luxuriant eyelashes which protect its large eyes from the dust of the bushveld. Its legs are long and sinewy and its feet are strong and flashy. Seeing the ostrich strutting about in the open plains, observers are astonished, feeding on almost anything that creeps or crawls. It also dines on insects, snakes, rotten, rodents, roots and most vegetation. Because of its great size and weight, it cannot fly.

However, its muscular legs are powerful enough to make it one of the fastest creatures on earth. Running across desert countries, it can attain speed of up to 70 kilometres an

hour! This extraordinary swiftness and its long distance stamina enable it to outrun many of the fastest four-legged predators with ease.

The eggs of the ostrich are the largest in the world and can weigh up to 1.5 kilograms each. Prized for its size and delicious taste each egg is hard and glossy and has a glazed porcelain like finish. The empty shell is sometimes used as container by Bushmen for storing water.

In the 15th century, ostrich feathers became highly valuable by fashion conscious Europeans. Yet hunting the ostrich was not easy, since the bird has a very keen eyesight and swiftly flees from danger. Consequently, the ostrich was in no danger of extinction at that time.

But in 20th century, armed with modern weapons, hunters slaughtered ostriches a lot.

And today the noble ostrich has become an endangered species.

- a) Give three reasons why the ostrich's eggs are considered important.
- b) How does the ostrich survive attack by its predator?
- c) What common characteristics of birds does the ostrich lack?
- d) Why did the Europeans value ostrich feathers?
- e) The eggs of the ostrich.....
 - i. What is the grammatical name given to this expression?
 - ii. What is its function as it is used in the sentence?
- f) has long luxuriant eyelashrodents" roots and most
Which literacy device is used in the above abstract?
- g) For each of the following words, find another word or phrase that means the same and can replace it as used in the passage.
 - i. Luxuriant
 - ii. Strutting
 - iii. Thrives
 - iv. Extraordinary
 - v. Consequently
 - vi. Modern

SUMMARY

Read the passage carefully and answer the questions on it.

Returning home after a decade-and-half abroad, our geography master remained incurably addicted to foreign ways and ideas for years landing here. He could forever stick to his theory of Africans suffering from a curse inflicted on them by Almighty God for some heinous sins committed centuries ago. He would in support of his theory ask listeners, “Why would our mosquito inflict deadly malaria on us whereas the British mosquito does not bite?

Why aren’t there poisonous snakes in Britain whereas here most snakes are deadly? Why should the deadly sickle cell disease be peculiar to the black race?” of course, he hardly waits for answers to these and similar questions before jumping to the same inevitable conclusion. However, he met his match one day when a new student joined the class and heard the story we were used to.

The new boy calmly said. “Sir I happen to know a few white men who suffer from the sickle cell disease: some are Italians and some are Spanish. The mosquito is equally deadly in India South – East Asian countries and South America. The United States and some other South America countries have their deadly snakes. And Sir, I know many white men, some of them British, who would prefer our brilliant sunshine to their horrible cold winter”.

I had never before that day, seen our master so consumed with anger. He directed a burning look at the poor boy, who had no answer to his new battle. Without as much as saying a single word, the master walked out of the classroom needless to say, our anger was turned to the new boy who had decided to rock the boat without taking time to sound the water. A delegation was sent to the master to apologise to him. He was appeased. But we all noticed something rather unusual thereafter. Never again did he dwell on accursed people.

- a) In one sentence state the theory the Geography master bombarded the students with.
- b) In three sentences, state the three arguments he used to support this view.
- c) In one sentence state the extra argument the new boy offered counteracting each of the master’s points.
- d) In one sentence state the unusual thing the students noticed about the master after their apology.

APPENDIX C

The questionnaire

The Affects of the Affective factors

Tick [] the Appropriate Answe

1. Which of these factors will help you to identify the head noun in context.
 - a. Attitude []
 - b. Intelligence []
 - c. Motivation []
 - d. Anxiety []
2. Can identification of head nouns influence one's English language learning?
Yes [] no []
3. Do you learn at home during vacation? Yes [] no []
4. If your answer is yes to question 3, what is your reason for learning at home?
 - A. I enjoy learning on my own []
 - B. My parents always force me to learn []
 - C I learn because I always see some of my colleagues learning []
5. Apart from the option you have chosen in (4), what other reason do you have for learning especially in the identification of the head noun.
 - A. It will improve my performance in English as a subject of study. []
 - B. It will improve my performance in other subjects []
 - C. The is an important element grammar []
6. How do you normal feel in class especially in the presence of your English teacher? a. happy [] b sad []

7. What is your reason for the option you have chosen in (q6).
- A. The teacher always look sad []
- B. The teacher always look cheerful []
8. Do you think if you are intelligent identification of the noun head will not be a problem? A yes [] b no []
9. Do you find it difficult to consult your class teacher for assistance?
- a. yes [] b. no []
10. what is the best way of solving the challenge in identifying the noun head?
- a. When I read extensively only []
- b. If I seek for assistance and also read extensively []

The school's library

11. Do you learn on your own in the absence of your teacher in class?
- a. Yes [] b. No []
12. If your answer is No what is your reason for stance?
- a. I always use such period to talk to friends []
- b. I always go to the school's for research []
13. Have you been going to the library for learning? A yes [] b no []
14. If you have responded No in (13) what is your reason for that option?
- A. those who go there said they do get good materials in the library. []
- b. I have my personal books for learning []
- c. I will study the notes from master []
15. If you were the headmistress or headmaster of Chiana Senior High School, what would you s do to encourage students to learn, especially the challenge in the identification of the noun head?.....