

UNIVERSITY OF EDUCATION, WINNEBA

**PROBLEMS OF CLAUSE SUBORDINATION AMONG SENIOR HIGH
STUDENTS: A CASE STUDY IN OPOKU WARE SENIOR HIGH SCHOOL
(SHS 2 STUDENTS)**



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DECLARATION

STUDENTS' DECLARATION

I declare that the dissertation, 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 either in part or whole has been submitted for another degree elsewhere.

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SUPERVISOR'S DECLARATION

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

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DATE:.....

DEDICATION

This work is dedicated to the Almighty God for his protection and guidelines throughout my studies, to my husband Ing. Stephen Ayitey-Mensah, my children Jenny, Joyce, Kevin, Miriam and my siblings Mrs. Gina Dzetor, Betty, Nelly Abigail and Theophilus for the love and support.



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ABSTRACT

The purpose of the study was to investigate the problems of clause subordination among students of Opoku Ware Senior High School in the Kumasi Municipality of the Ashanti Region. The study specifically investigated some prevalent errors and mistakes committed by students and the source(s) of problems for the errors and mistakes. To address the objectives of the study, the descriptive survey design was adopted for the study. One hundred and two (102) participants were selected through stratified and systematic sampling techniques. Itemized tests constituted the main instrument for data collection while the study further interviewed five (5) underperformers in the test. The results revealed that some of the common errors and mistakes committed by students were misapplication of rules, misidentification of types of adverbial clause and misidentification of subordinators. The findings also indicated that lack of students' attention in class and after lessons on the subject matter, lack of revision, bad learning style through adoptability to one format of multiple choice questions on a subject and less recognition and attention given to English as subject as some of the major sources of problems for students' poor performance in clause subordination. The findings further revealed a strong and positive correlation between the scores of students and their mistakes and errors in identifying subordinators and misapplication of rule. The study concluded that the correct identification of subordinators, impact positively on the academic performance of students (scores in test). The study recommends that Opoku Ware School provide students with textbooks that have practical examples of clause subordination to complement teachers' and students' efforts. The study also recommends a collaboration between curriculum designers and classroom teachers in structuring the syllabus to meet the educational needs of students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In Ghana, English language serves many roles: it is the medium of instruction in schools, the official language of government administration and the language of the internet. Besides, it is also the language that is used to teach all subjects with the exception of Ghanaian languages. It is thus observed that in Ghana, success in educational attainment depends largely on one's proficiency in English. One cannot proceed to the next level of education without a credit pass in the English language. From earlier studies on the English language, Williams (2009) indicates that there appears to be a decline in standards and many researchers are attributing this perceived problem to many factors including the methodology used by teachers, plus students' own attitudes and environmental factors. Agor (2003) attests to the fact that the English Language appears to be indispensable to Ghanaians and teachers of English. Examiners have persistently raised concerns about the falling standards of English Language. These concerns have compelled some scholars to conduct research and make findings that will help raise the standard of education.

Amua-Sekyi (2000) shares the same view and states that the standard of English in Ghana is deteriorating and there is the need for teachers to help arrest the situation. Apart from many researchers' views on the decline, many questions are being asked on the decline of standards in the country. He further indicates that some students who complete senior high school cannot write sentences without making grammatical errors. This is a big issue because in a multilingual country like Ghana, the English language is considered an effective tool in communication. Any blemishes in the language will impede the flow of communication (Hay, 2007). Lakoff (2008) adds

that the way a communication system works is known as its grammar and both sender and the recipient need to use grammar if they are to understand each other. If there is no grammar, there can be no communication. The statement above underscores the importance of grammar teaching specifically, subordinate clauses in the senior high school. This means that for good communication to take place, the message should get to its destination effectively without any barrier. In order to achieve effective communication, therefore, the message sent should not be full of grammatical errors such that comprehension is hindered.

Tenny (2000) asserts that a knowledge of grammar is very important: it enables students to communicate accurately, meaningfully, and appropriately. From this assertion, one could see another importance of grammar, which is, helping students with the structure they need to carry their messages across. Rizzi (2007) emphasizes that grammar, specifically, clause subordination is the backbone of a language and without it any single thing you do may be flux. Clause subordination provides learners with language structure in order to organize and relay their messages. It is the railway through which messages will be transported. In the same way, since a train cannot move without railway, one cannot convey a message effectively without the right structure of the language.

From the above discussions, grammar, specifically, clause subordination is seen as a tool for effective communication. Communication suffers in the absence of the right use of clause subordination. There is clear evidence that clause subordination cannot be ruled out in our schools, hence the need to teach it well to enable students to grasp all the grammatical skills. Although the role of teachers in the grammar classroom is very crucial, some teachers at the senior high school level take grammar teaching for

granted. Many see grammar teaching as the easiest subject to teach and teach it with the mind that students will understand everything easily. Besides, there should be best practices in teaching clause subordination to help students understand and apply the rules effectively in their day to day activities. As an English language teacher, I have observed problems of clause subordination of students that need to be solved, hence this study. The implication is that teachers need to adopt appropriate and effective strategies to teach clause subordination to help the students in their problems on clause subordination. The researcher believes it is proper for teachers to consider suitable methods for teaching clause subordination because strategies teachers adopt to teach their students impact on their academic performance. Pollock (2009) attests to the notion that poor teaching methods play a significant role in adversely affecting the learner of English.

Opoku Ware School is the first Catholic Boys School in the Asante Kingdom, although it is the second all boys school in the region. Until its establishment, youth from the Ashanti Kingdom and the Northern part of Ghana who wanted Catholic education had to travel south across the Pra River to attend secondary schools. This meant that members of the Catholic Church who wished to have their children educated in accordance with Catholic traditions had to send them to St. Augustine's College or Holy Child College, both in Cape Coast. The original plan to establish a secondary school in the Kingdom at the initiation of the King, called for one school jointly with the Catholic Church, Methodist and Presbyterian Churches. The Catholic Church opted out of it and asked for the King's blessing for the establishment of a separate school for the Catholics.

At a meeting held on 31 January 1951, a decision was taken to build a Roman Catholic Mission secondary school. The government was to provide all the funds for the building of the school. The school was meant for 360 students with a possible expansion to the Sixth Form. It was to be developed according to a ten-year development plan, and the final cost was estimated at £250,000. An expatriate construction firm, Fry, Drew and Company, was awarded the contract to build classrooms, dormitories, laboratories, and administration block and staff bungalows. Opoku Ware SHS opened its doors on 28 February 1952 to 60 young boys to the school, originally called Yaa Asantewaa College. Two weeks after the school opened, the name was changed to Opoku Ware School following consultations with and instructions from the Manhyia Palace. This was to honour one of the most illustrious Asante Kings, who in May 1744 approached the Roman Catholic Mission at the Elmina Castle to educate Asante youth.

Katakyie Opoku Ware I, ruled Asanteman between 1720 and 1750. A past student of the school is known as Katakyie (conquering hero) the title by which Nana Opoku Ware I was known, principally for the expansionist drive of Asanteman's frontiers, and for which he became famously known. The late Rev. Fr. P. R. Burgess, An Oxford University graduate, was the first headmaster of the school. He was the son of an Irish draper and a former major in the British Army. He was a Polyglot and spoke Italian and French fluently. He also spoke Aramaic. The boys spent their first night at St. Paul's house, the only dormitory in what was a desolate clearing. Two small rooms next to that house served as their dining hall, their assembly hall and their classroom.

The researcher has observed similar phenomenon among students of Opoku Ware Senior High School. Most of the Students in Opoku Ware SHS live with their grandparents since their parents are overseas. The situation has influenced the academic performance of students especially in English grammar due to lack of supervision and encouragement for students to read by grandparents. Even though, most of students are admitted with good grades in English from Junior High School (JHS), they underperform in the latter part of their secondary education due to difficulty in English syllabus as compared to JHS English language syllabus. As teacher of English language, I have observed students make errors and mistakes in forming sentences in grammar. Prominent of the errors and mistakes identified is clause subordination. There are several sources to these problems. Based on these observations, the researcher intends to investigate this phenomenon scientifically.

1.2 Statement of the Problem

Students make a lot of mistakes in the use of subordinate clauses. It is therefore important for every good teacher to be able to identify the problems that cause students to make these mistakes in order to help students overcome their challenges. Teachers are also expected to exhibit a high standard of competence in their subject matter so as to be able to help their students to perform well in the language. The student is expected to demonstrate a strong command of language both written and spoken because it is a prominent vehicle of instruction.

In recent times, the English language competence of students in Ghana has been a source of concern by many. In attempts to get to the root of students' linguistic deficiencies, some researchers have turned their attention to prevalent errors and mistakes and their sources. This is ostensibly to investigate errors and mistakes

committed most often by students and why they commit such errors. One of the areas of students' deficiency in the English language identified is concord and other aspects of English grammar (Agor, 2003). Agor (2003) revealed that the teacher has difficulty in understanding concepts in English grammar which demand of them to follow certain syntax rules. This has also been attributed to teacher challenges in handling subordination as an aspect of the English grammar. In the context of students in Opoku Ware SHS struggle with similar situation. Students of Opoku Ware SHS exhibit some challenges in English grammar. The performance of successive students in clause subordination, an aspect of English grammar in form two syllabus has been abysmal. Even though several causes could be attributed to the problem, there is the need for a scientific enquiry to unravel the root cause of lack of understanding in clause subordination. Hence, the study would give the opportunity to the researcher to investigate the problem.

1.3 Purpose of the Study

The purpose of this study is to investigate problems of clause subordination among senior high school students of Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region.

1.4 Objectives of the Study

The fundamental objectives of the study are to investigate problems of clause subordination among students of Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region. Specifically, this study seeks to:

1. Identify prevalent errors and mistakes made by students in clause subordination in Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region.

2. Investigate the sources of the problem of clause subordination among students.
3. Investigate the impact of errors and mistakes of clause subordination on students' academic performance in English grammar.

1.5 Research Questions

To achieve the objectives the following questions were raised to address the objectives of the study. The research questions raised are as follow;

1. What are the prevalent errors and mistakes made by students in clause subordination in Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region?
2. What are the sources of the problem of clause subordination among students in Opoku Ware SHS?
3. What impact does the error and mistake of clause subordination have on students' academic performance in English grammar?

1.6 Significance of the Study

It is hoped that this study would be beneficial in many ways. This research seeks to contribute to the efforts being made to solve the ever increasing problem of clause subordination and the students being used as the experimental group will benefit from the inductive and deductive teaching. The result of the study could serve as a source of knowledge for SHS English teachers in the teaching of clause subordination. Besides, it is hoped that the work will help the curriculum research unit of Ghana Education Service (G.E.S) to incorporate a lot of inductive and deductive teaching activities that will improve the teaching and learning of clause subordination. Finally, it will also inspire other researchers to conduct a study on other aspects of English like, listening, speaking and writing to find suitable strategies to teach these aspects.

1.7 Delimitation of the Study

Even though the problems of clause subordination among students is nationwide, the study was restricted to Students of Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region. With regard to the respondents, the study engaged only form two students of Opoku Ware SHS. This was to ensure effectiveness and manageability in data collection. Furthermore, the study considered only the student characteristics, teacher/management characteristics and school characteristics aspect of problems of clause subordination among students. Other characteristics such as teachers, parents and government characteristics were not explored.

1.8 Limitation of the Study

It is a fact that large data cases increase reliability of the information that would be gathered especially for the purpose of generalization. Therefore, it would have been proper to cover all students in the district to have a larger sample size for the study so that meaningful generalization could be drawn to represent the problems and challenges faced by all Senior High School students in Opoku Ware SHS. The study was conducted in Opoku Ware SHS which is one of the public schools in the Kumasi Municipality of the Ashanti Region. Using only one school for the analysis, this study does not intend to make generalization but to provide a contextual analysis of the causes of poor performance in the school. In spite of these limitations, the outcomes of this study will bring to light some problems and possible solutions to help improve students' performance in the use of clause subordination in the district, region and possibly the country as a whole.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter focuses on the introduction of the study, statement of the problem, purpose of the study, study objectives and hypotheses, study and organization of the study. The second chapter deals with literature of the study. Chapter 3 covers the methodology of the study that comprises study design, population, sample and sampling procedure data collection tools, data collection procedure and analysis. The fourth chapter also covers data presentation, analysis and discussions. Chapter 5 concludes the study and presents a summary of findings and recommendations.



CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Overview

This chapter is the review of related literature concerned with problems of clause subordination among students. The review relies heavily on literature from books, reports, research papers, articles and journals that are relevant to the study. It is made up of five (5) main thematic areas which include the following;

- Theoretical framework
- Concepts of clauses
- Subordinate clauses
- Relative Clauses
- Noun Clauses

2.1 Theoretical Framework

The purpose of the study is to investigate the problems of clause subordination among senior high students. For the purpose of conceptualizing this study among the body of literature, two theoretical approaches have been found relevant. They are structural linguistic theory and error analysis.

2.1.1 Structural Linguistic Theory

The theory of structural linguistics was propounded in the early years of the 20th century (Williams, 2009). The theory is a significant precursor to generative and transformational linguistic tradition which sought to argue that language acquisition is not entirely dependent on behaviourism as Skinner (1957) claimed in the verbal behavior hypothetical study. Contrary to the views of Skinner, many linguists believe that humans acquire language because of innate propensity to do so (Chomsky &

Caplan, 1980 cited in Williams, 2009). Evidence to these contrary views are the various studies by linguists in an attempt to understand the nature of human language with the view of understanding how the human mind works to produce and process language (Williams, 2009). These studies have unraveled some intriguing issues that have gained prominence in the study of language acquisition such as the defining characteristics of the theory of language acquisition and the universal properties of language.

One relevant objective in conducting studies on language acquisition is to formulate detailed description of particular languages. The detailed and systematic descriptions of language, technically known as grammar is to be abstractions from particular construction of chosen language and subsequently forms the basis for universal linguistics with characteristics that are common to all natural languages (Radford, 1981). Structuralism or structural theory of language opposes the traditional grammar in several ways. Traditional grammar simply analyses language through the grammars of a particular language perceived to be inherently of a higher value than the others and so ought to be the norm for usage or analysis of other language (Crystal, 1995). Traditional grammar characteristically operates within the Latin framework and therefore has been criticized by many linguists as unscientific and subjective (Agor, 2003). The advantage of structuralism is that it views language as a system of structurally related elements for encoding meaning (Agor, 2003). Stated differently, proponents of structural theory believe that each individual, whether living or dead, has syntactic structure which accounts for the basis of sentence construction (Tallerman, 2005). Linguists like Chomsky believe strongly that native speakers intuitively are knowledgeable about these set of rules of his or her native language.

Structural linguistic theory is founded on the following assumptions;

1. Human language are rule-governed by coherent system of rules.
2. The rules consist of different but interrelated components, namely syntactic rules of sentence formation which specify how to form sentences that is semantic rules of sentence interpretations and phonological rules of sentence pronunciation (Williams, 2009; Baker, 1995; Richards, Jack, Rogers & Theodore, 1986; Radford, 1981)

Grammarians agree that syntactic rules consist of what Chomsky calls the Phase-Structure rules (P-S rules) which govern sentence formation. The P-S rule specify how sentences are structured out of phrases and phrases out of words. There are two basic rules that are proven by the P-S rule (Baker, 1995 cited in Williams, 2009):

1. Sentence (S) is made up of noun phrase (NP) and verb phrase (VP)
2. A verb phrase (VP) consists of a verb (V) and a noun phrase (NP)

Factually, a sentence like “*My uncle sold the car*” can be segmented as follow;

“My uncle” as NP and “sold his car” as VP. The VP can further be segmented as “Sold” for V and “the car” as NP. It is noted that the structural unit (sentence) may consist of other several sub-units. Tallerman (2005) gives syntactic evidence to prove the existence of phrase or constituent structure in a sentence by using an approach she calls “shortened answers to questions” in the sentence “*Black cab drivers went on strike*” to the question “*Who went on strike?*”. The shortened answer “Black cab drivers” demonstrate a fragment of a sentence. The fragment demonstrate that words are grouped together to form a constituent or phrase. Many other P-S rules have been propounded by linguists such as Radford (1981). The P-S rules, in effect, show how

sentences are organized into successful smaller units (Williams, 2009). Essentially, P-S framework exists as categories, set of elements that have essentially the same distribution and recur as structural unit in a variety of different sentence-positions and sentences types (Radford, 1981).

In the context of the study, even though sentences need to be complete and to sound well in the ears of its listeners, it is not applicable to clauses. Downing and Locke (2006) point out that a sentence is the highest grammatical unit on a scale of rank while in many P-S analyses the term clause is used to demonstrate the NP-VP structure. This is because the clause helps to describe a variety of sentences. In grammar the nature of the clause helps us to draw a distinction between simple, compound and complex sentences. Two or more clauses are joined together by a coordinating conjunction. This syntactic structure is grammatically described as coordination. The focus of the study is however on another type of clause combination called subordination.

2.1.2 Error Analysis and other Related Studies

The popularity of the error of analysis declined when it was associated with contrastive analysis hypothesis (CAH), a procedure used in the second language research to predict and consequently prevent second language learners' errors by finding the distinction between the linguistic system of the mother tongue and the target language (Ellis, 1985; Lenon, 1991; Agor, 2003). CAH is widely criticized on the basis that it assumes that the mother tongue is the only source of the child's language error and cannot predict the child's error (Williams, 2009). Error analysis originally, consisted of mere impressionistic collection of common errors and their linguistic classification. The information was usually used to sequence errors for

language instructions or for remedial lessons. Contemporary error analysis is a systematic procedure used by researchers and teachers to collect samples of learners' language, identify errors in the sample, describe errors, classify them according to their hypothesized causes and evaluate their seriousness.

Error analysis is more systematic and comprehensive but continues to change as more and more proposals are added in a bid to streamline it. Corder (1974) cited in Williams (2009) for instance, elaborates five distinguished stages in the procedure for error analysis. These are;

1. Selection of corpus of language
2. Identification of errors in the corpus
3. Classification of errors identified
4. Explanation of the psychological causes of errors.
5. Evaluation of error gravity ranking of the errors.

Lenon (1991) also proposes a revision of two stages of Corder's (1974) procedure especially in second language research. He proposes that in the identification of errors the first consideration should be the unambiguously defined errors. Lenon defined errors as a linguistic form or combination of forms of which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts.

Again Lenon, proposes that in counting errors, the researcher should distinguish between "type" and "token. For instance, two identically spelled words, like "that" (conjunction) and "that" (demonstrative) when used as different parts of speech with different functions and meanings, should be counted as separate types. The researcher

could then proceed to find the type-token ratio, where token is the total number of counts.

Finally, Lenon (1991) proposes that errors be analyzed on a continuum or rank of linguistic units minimally from the morpheme to the sentence and beyond, to include units of discourse. He argues that analysis could take into account the fact that language is hierarchical as well as linearly structured. Lenon's model has introduced new concepts like 'extent', 'domain', 'global errors', and 'local errors'.

Error analysis has made significant contributions to the study of language and its usage. For instance, it has refocused attention on errors from language processing and language acquisition perspective. It has also proved that learners make significant cognitive contribution to learning. This insight has unveiled the strategies the learner uses to assimilate the rule of the language. It has also been useful in shaping the discourse on both the first and second language research and teaching and learning. It has also offered linguists, researchers and educators to determine the order of grammar and how to organize the language syllabus (Williams, 2009).

2.2 The Concept of Clause

Clauses in English are defined as groups of words which grammatically contain the subject and predicate (Baker, 2003). Similarly, Cowan (2009) defines a clause as is a group of words that consists of a subject and predicate. A clause is a group of words which contain a verb or verb phrase. Ladd (2008) notes that every sentence has a main clause. The main clause is the main idea of the sentence and makes sense by itself as a simple sentence. For Example: My brother is a doctor. This is a main clause and a simple sentence. A clause could also be defined as a group of words which contain a verb or verb phrase. However, understanding clauses are not as simple as its

definition. Basically, there are two types of clauses namely main clause (independent clause) and, or subordinate clause (dependent clause). Both of them have their own functions and characteristics in grammar. According to Cowan (2008), the essential differences between these two types of clauses are that;

1. While an independent clause can stand alone as a sentence, a subordinate clause cannot thus, it requires the attachment of an independent clause and
2. An independent clause cannot function or be used as a noun, adjective, adverb, etc. while a subordinate clause can serve that purpose.

An independent clause could be called the main message that the speaker or writer intends to carry to the listener or reader. Therefore, the independent clause also cannot act as a dependent clause and vice versa. It should be noted that the two types of clauses perform different functions in a complex sentence. Azar & Hagen (2006) further affirm that a dependent clause is a clause which has functions as part of sentence (noun, adjective and adverb). In a nutshell, the dependent clause gives supporting information to the independent clause in a complex sentence.

2.3 Subordinate Clauses

The subordinate clause or dependent clause begins with a subordinate conjunction or a relative pronoun and contains both subject and verb (Simmons, 1997). According to Crystal (2003), a dependent clause is also defined as “clause which embedded independent clause in complex sentence” (pp.21). Crystal further says that a dependent clause depends on (need) an independent clause to make sense. In other words, the existence of dependent clause in a complex sentence is just to the support independent clause in complex sentence. Moreover, a dependent clause usually

modifies the adverb, adjective and noun. This study concentrated on the adverbial clause, specifically, of time, manner, purpose and reason.

Additionally, a combination of words or phrases does not necessarily make statements comprehensible except additional information such as subordinate conjunctions or relative pronouns are always provided to complete the thoughts of readers. Examples of subordinate conjunctions are **after, although, as, because, before, even if, even though, if, in order, where, when, whereas** etc. Some examples of relative pronouns are as follows: **which, whichever, who, whoever, whom, whose, whosoever, and whomever.**

A subordinate clause cannot be written as a statement on its own because it does not provide a complete thought (Mensah, 2014). This is because it must at least contain one main clause, otherwise it would be fragmented. The use of a comma is imperative when subordinate clauses are in front of main clauses. Examples of Subordinate clause + Main clause:

1. *Unless Harriet finishes the assignment, she will have Maxwell to contend with in class.*
2. *Whereas Kwamina was studying at the library, Vera watched television at the living room.*

When subordinate clauses are attached to main clauses, they are generally not punctuated. Examples of Main clause + Subordinate clause:

1. *Ato performed poorly in the election, because of Serena advised that his campaign team should boycott the presidential debate*

- Zuta decided to keep the blood in the refrigerator where the temperature was cool enough.*

Subordinate clauses which begin with relative pronouns are called relative clauses. For instance, when a subordinate clause starts with whom, whose or which punctuation gets trickier (Mensah, 2014). In such cases, you may need punctuation or not depending on whether the clause is essential or non-essential. A clause is essential when information in the relative clause clarifies an otherwise general noun and follows the pattern of the example below, which is Main clause + essential relative clause:

Asiedu gave a handful of potato chips to the dog who was sniffing around the dining table.

In the example above the “dog” is the general noun. The relative clause “who was sniffing around the dining table” clarifies the general “dog”. Thus, the clause is essential and requires no punctuation.

When a relative clause follows a specific noun, punctuation changes. The information in the relative clause is no longer as important and the clause becomes non-essential. The non-essential requires you to connect clauses with commas. Example of Main clause + non-essential relative clause:

Asiedu gave a handful of potato chips to Micon, who was sniffing around the dining table.

In the above example, the dog’s real name “Micon” gives information of which dog we are making an exact reference to. The information in the relative clause is no

longer important and needs to be separated by a comma. Relative clauses can also be interrupted as a main clause. When this happens use punctuation for essential clause. If the clause is non-essential, separate it with a comma, both in front and behind.

Example: *After dripping mustard all over his chest, the man who was wearing a blue shirt, wished that he had instead chosen ketch up for his hot dog.*

Subordination can also be used to combine two different statements in one single sentence. To illustrate this case let consider the two statements below:

Naomi gasped

A six-foot snake slithered across the side walk.

In the given scenario, the two statements can be combined into a single sentence using subordination as follow:

Naomi gasped when a six-foot snake slithered across the side walk.

If the two ideas have unequal importance, the most important statement is written at the end of the sentence. In the immediate scenario, rewriting and rearranging the statements to form another sentence would emphasize the wrong point. Example

When a six-foot snake slithered across the sidewalk, Naomi gasped.

The reader would be more interested and concerned about the presence of the snake than Naomi's reaction.

According to Lynch (2004), subordinate clauses characteristically function as a dependent clause with some larger construction. The next higher in the structure is the matrix clause (Mensah, 2014). Subordinate clauses often differ in their internal structure from the main clauses. Mensah (2014) illustrated the differences in the examples below;

Main Clause

Subordinate Clause

- | | | |
|-------|------------------------------|--|
| (i) | a. Sue is the best candidate | b. <u>I agree that Sue is the best candidate.</u> |
| (ii) | a. He was looking at a book | b. <u>This is the book he was looking at.</u> |
| (iii) | a. I gave him my address | b. <u>I made a mistake in giving him my address.</u> |

The underlined clause in (ib), dependent in clause structure is marked as subordinate by its introductory word which is a subordinator.

The underlined clause in (iib), a dependent in NP structure, is marked as subordinate by having a missing NP, the understood object of the preposition at.

The underlined clause in (iiib), a dependent in PP structure is marked as subordinate by having its subject left understood and its verb in gerund participle form. The difference are generally greater in non-finite clauses than infinite ones.

2.4 Types of Subordinate Clauses

Complex sentences are formed by adding a subordinate clause to a main clause. Subordinate clauses add information to the main clause. They do not make sense on their own. For example: My brother, who is younger than me, is a doctor. *Who is*

younger than me is a subordinate clause as it adds more information to the sentence but does not make sense on its own. It is therefore expected that senior high school students must be able to use subordinate clauses in their sentences.

An important property of Ghanaian syntax, which is also shared with neighboring languages, is the verb-second rule, which means that the finite verb occupies the second syntactic constituent slot. This goes for all kinds of constructions, with the exception of questions without question words and imperative sentences.

Ernst (2002) noted three main types of clause subordination namely: noun clause, adjective clause and adverb clause. This study concentrated on the adverbial clause. An adverbial clause is a group of words which plays the role of an adverb which contains a subject and a verb. When the complete dependent clause functions entirely as an adverb, that is, it modifies a verb, an adjective, or another adverb in the main clause, it is known as an adverbial clause. It is most often introduced to the main clause by the use of a subordinate conjunction, and just like other clauses, contains a subject as well as a predicate. Even here, the researcher concentrated on adverbial clause of place, time, manner and purpose.

A noun clause is an entire clause that takes the place of a noun in another clause or phrase. Like a noun, a noun clause acts as the subject or object of a verb or the object of a preposition, answering the questions "who(m)?" or "what?" (Yazdani & Younesi, 2008). An adjective clause is a dependent clause which takes the place of an adjective in another clause or phrase. Like an adjective, an adjective clause modifies a noun or pronoun, answering questions like "which?" or "what kind of?" Note that an adjective clause usually comes after what it modifies, while an adjective usually comes before (Yazdani & Younesi, 2008). In formal writing, an adjective clause

begins with the relative pronouns "who (m)," "that," or "which." In informal writing or speech, you may leave out the relative pronoun when it is not the subject of the adjective clause, but you should usually include the relative pronoun in formal, academic writing.

An adverb clause is a dependent clause that takes the place of an adverb in another clause or phrase. It contains subject (explicit or implied) and predicate, and it modifies a verb. An adverb clause answers questions such as "when?", "where?", "why?", "with what goal/result?", and "under what conditions?" The following examples answer "when" and "why" questions. Usually, a subordinating conjunction like "because," "when (ever)," "where (ever)," "since," "after," and "so that," will introduce an adverb clause. Note that a dependent adverb clause can never stand alone as a complete sentence. According to Greenbaum and Quirk (1990), adverbial clauses function mainly as adjuncts or disjuncts. In those functions, they are like adverbial phrases, but in their potentiality for greater explicitness, they are more often like prepositional phrase:

We left after the speeches ended.

We left after the end of the speeches

For the purpose of the study, the aspect of clause subordination considered for this study was adverbial clause.

2.4.1 Adverbial Clause

Doughty (2001) indicates that adverbial clauses can mainly be divided into at least four categories: time, manner, purpose, and cause or reason. Adverbial clauses can

occur before the main clause, after the main clause, or between the subject and the verb of the main clause.

2.4.1.1 Adverbial clauses of time

An adverb clause of time shows when something happens. It is usually introduced by time adverbs. Examples are: **before, after, as, when, while, until, as soon as, since, no sooner than, as long as** etc. Adverbial clause cannot stand on their own and must be attached to an independent **clause**. For example, I always take a bath before I go to bed. Crystal (2007) notes that the adverb clause of time can come before or after the main clause. When it comes before the main clause, it is usually separated with a comma. Commas are not necessary when the adverb clause goes after the main clause. For example:

- **Whenever I think of her, my eyes get misty.**
- **My eyes get misty whenever I think of her.**

2.4.1.2 Adverbial clauses of Manner

Adverbs of manner tell us **how** something happens. They are usually placed either after the main verb or after the object. Adverbs of manner describe how something happens (Crystal, 2007). For example, it is possible to walk or run at different speeds. The words used to describe walking or running at different speeds (quickly or slowly for example) are excellent examples of adverbs of manner. They help the reader gain greater insight into the way a written scene is playing out. Comparing the following sentences will help you to understand how these adverbs change the overall meaning of the sentences they are found in.

Examples of Adverbs of Manner

- **The boy speaks as if he is sick**
- **The rain fell heavily.**
- **When my teacher speaks, we listen carefully.**
- **Make sure you write neatly.**
- **She easily passed the test.**

2.4.1.3 Adverbial clauses of Purpose

The Adverb Clause of Purpose may indicate the purpose which the verb may address. Liu & Shi (2007) note that it is a type of adverbial clause that must be attached to an independent clause. They further emphasize that the common conjunctions used to introduce adverb clauses of purpose are: **so that**, **in order that**, and **lest**. For example:

- **She worked hard so that she might pass the test.**
- **We eat so that we may live.**
- **Walk carefully lest you should fall.**

They further elaborate that “should” is the only auxiliary verb that can go after lest. For example: **He spoke in a low voice lest he should wake up the baby.** They further note that so that is more common than “in order that”. “So that” and in order that are normally followed by modal auxiliary verbs such as can or will. “May” is also possible but it is more formal. For example:

- I am working hard so that I can pass the test.
- I am leaving now so that I will be there by six o'clock.

DeKeyser (2004) adds that present tenses can be used to refer to the future after so that and in order that. Examples:

- **Send the letter today itself so that she will get it by Monday or send the letter today itself so that she gets it by Monday.**
- **I am going to make an early start so that I will reach there before 5 o'clock or I am going to make an early start so that I reach there before 5 o'clock.**

2.4.1.4 Adverbial clauses of Reason

Adverb clauses of cause or reason are introduced by the subordinating conjunctions because, as, since and that. He thinks he can get anything because he is rich. Adverb clauses of cause or reason are introduced by the subordinating conjunctions because, as, since and that (Littlemore, 2010).

Examples:

- **I sing because I like singing.**
- **He thinks he can get anything because he is rich.**
- **Since he has apologized we will take no further action against him.**
- **As he was not there I left a message with his mother.**
- **I am glad that you have come.**
- **My parents were disappointed that I didn't get the scholarship.**
- **He was furious that his book was panned by most reviewers.**

2.5 Relative Clauses

Biber et al. (1999) indicates that relative clauses also called adjectival clauses in some grammar are characteristically a post modifier in a noun phrase. It is introduced by the

wh-word which has a grammatical role in the relative clause in addition to a linking function (Baker, 2001). Most authors call the wh-word “**relativizer**” and its function is to point back to the head of the noun phrase, which is generally referred to as antecedent (Downing & Locke, 2006). To illustrate these elements in the structure of the relative clause, Biber et al. (1999) provide the following examples

1. We have 30 men who are working from 6am to 11pm and most of the extra payments we would expect to receive may go on overtime.
2. He warned the public not to approach the men, who are armed and dangerous

For the purposes of the present discussion, we will consider restrictive relative clauses (RRC) depending on a full (i.e., non-pronominal) head noun. RRC has the function of specifying to which individual(s) of the class denoted by the head noun the speaker is referring (Antinucci et al, 1979). We will assume, in accordance with various proposals, that on the semantic level a RRC is represented as a sentential structure containing an NP identical to the head NP.’ On the surface level, there is a great deal of variability among languages as to the form in which RRCs occur. Nonetheless, there are some general features that can be used to characterize them cross-linguistically. First of all, a RRC is a noun-modifier and as such is syntactically part of the same NP containing the head noun. Second, since the RRC has a noun identical to the head noun, the surface clause manifesting it will have a missing NP, either deleted or pronominalized.

Third, the sequence manifesting the RRC will include some characteristics marking it as a non-main clause (Antinucci et al, 1979). We don’t mean to imply that the above three features define a RRC, in fact we don’t think that such a definition can be given in terms of surface characteristics. What we do mean is that they are typically

associated with the manifestation of a RRC, even if in certain languages some types of RRC may lack one or another of them. Let us now consider the position occupied by the RRC with respect to the head noun. It is a well-known typological fact that in OV languages the RRC is usually placed on the left of the head noun, while in verb-object (VO) languages (which include SVO (subject-verb-object), VSO(verb-subject-object), and VOS(verb-object-subject) languages) it is placed on the right of the head noun (Antinucci et al, 1979).

2.6 Noun Clauses

A noun clause is a dependent clause that acts like a noun. As with any clause, a dependent noun clause has both a subject and a predicate, but is not an independent clause because it does not express a complete thought (Downing and Locke, 2006). Therefore, noun clause cannot stand by itself and has to be combined with an independent clause. There are four different ways by which a noun clause can act like a noun (Downing & Locke, 2006).

- (1) It may serve as a subject for the independent clause;
- (2) it can be the direct object for the predicate in the independent clause;
- (3) it can act like the predicate noun for the subject of the independent clause; or
- (4) it can act like the noun of a prepositional phrase.

Usually, a noun clause is introduced by one of these words: a relative pronoun, such as **what**, **whatever**, **who**, **whoever**, **whom**, **whomever**, and **which**; or a subordinating conjunction, such as **how**, **that**, **when**, **where**, **whether**, and **why**.

***Identifying noun clauses and their uses in the following examples; then underline the initials in parentheses that identify how the noun clause is used: S for subject, DO

for direct object, IO for indirect object, PN for predicate nominative, OP for object of a preposition, DOV for direct object of a verbal, or APP for an appositive.

1. That yellow is a primary color only in paint did not make sense to me. (S, PN, APP)
2. The teacher awarded whoever mixed paint to make green an extra 10 points. (S, DO, IO)
3. She understood that the different wavelengths of light produced different colors. (DO, PN, OP)
4. Whoever created that color wheel is an excellent artist. (APP, DOV, S)
5. We were amazed at how many different colors have been identified. (OP, DO, PN)
6. Seeing how a prism split light into colors, John finally understood the concept. (OP, PN, DOV)
7. Building a color projector can help you, whoever you are, learn about color and light. (S, DO, APP)
8. Optical illusions with afterimages were what she enjoyed the most. (PN, DO, IO)
9. He remembered that Albert Munsell created a color system. (S, PN, DO)
10. They were bored by how long the speaker talked about color harmony. (PN, DO, OP)

2.6 Chapter Summary

This chapter has reviewed available literature on the linguistic theory of language and error analysis as fundamental approaches underpinning the study. The main focus of the study is to identify causes of subordination errors among students. An

understanding of subordination is linked to knowledge of individual student's linguistics and the ability to remember and follow rules. The structural linguistic theory provides a deeper understanding of the structural system that underlies subordination and why the lack of understanding of this system results in the construction of incorrect or inappropriate sentences. The chapter has also reviewed related literature on relative clauses, subordination clauses and noun clauses. Students are tested and to identify the use of functions of the subordinate clauses in given sentences. Error analysis adopts another framework for identifying the main sources of these errors committed by students in a test.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is presented in two sections. The first section discusses the research method used in finding out problems of clause subordination among Opoku Ware Senior High School students. The second section gives the profile of the study area and justification for selection and the population of the study area. The fourth section of the chapter brings to light in detail, the sampling and sampling technique, validity and reliability of instrument, data collection instruments, administration of instruments, data collection procedures and data analysis plan of the study. The final part focuses on the ethical considerations in the study.

3.1 Research Paradigm

Research paradigms express the perspective of the researcher on how a phenomenon could be investigated and interpreted. Paradigms are based on ontological and epistemological foundations in explaining and understanding social phenomenon. A paradigm provides scientific basis and selection criteria for discussion of issues, selection of methods and techniques to be engaged in a study. In a normative study such as this, the researcher is usually inclined towards social reality that is jointly linked through meaningful interaction between researchers' view point and the researched argument. Based on its objectives this study is inclined to the understanding of problems associated with clause subordination among students. In view of that, the research intends to test existing theories on problems of clause subordination and confirming with the reality through methodological and theoretical triangulation. Considering the epistemological stance of the researcher, the direct research approach applicable is the mixed method technique.

3.2 Research Design

The descriptive survey is the research design used for the study. Doyle (2004) opines that surveys are an invaluable tool for collecting information. Descriptive surveys are appropriate for assessing current practices and conditions and to make wise decisions and plans to improve upon them. The descriptive survey was considered the most appropriate design for conducting the investigation since it is the one that deals with things as they currently are (Creswell, 2003). It is therefore useful in fulfilling the purpose of the study to investigate the errors in the use of subordination by teacher training college students.

3.3 Population of the Study

Babbie and Mouton (2004) define population as a group of people from which the sample can be drawn. The target population is the subgroup of people in the given population who are purposively chosen to be part of a study. The target population comprised all 508 students in form two. The justification for selecting form two students was that they were the only level in the school that had studied clause subordination as an aspect of grammar in the school at the time the study was being conducted. This was because all final year students had completed their final examination and first year student were yet to cover, clause subordination as an aspect of grammar in the English syllabus.

3.4 Sample Size and Sampling Technique

Sample size is the proportion of the population that are understudied in a research. For the purpose of the study, 20% of the targeted population was selected to participate in the survey. In all, 102 students were sampled subject to 20% of the total population which is acceptable in a research survey. The study employed the stratified sampling

technique to sample the participants for the study. The purpose of stratified sampling is to divide the total population into subgroups based on their homogeneity and other common factors. The study divided the population into two subgroups (A and B) of 204 students each. The research then selected 20% (51) of students out of each subgroup through a systematic sampling technique.

The researcher then selected 20% of students out of each subgroup using a systematic sampling technique. Systematic sampling is a probability sampling which requires dividing a number of people in a group according to the sample proportion with their names or serial numbers and selecting the sampling points randomly with an interval of 4 in serial succession. In the case of Group "A", selection was done by picking pupils according to serial numbers in the following serial succession; 1, 5, 9, 13....102 to select 51 students. A similar process was applied in Group "B" in the following serial succession; 1, 5, 9, 13....102 to select 51 students. In all 102 students participated in the study. The study purposefully selected 5 underperformed students after the test to interview them.

3.5 Instrumentation

The main instruments for data collection were test items and interview guide. The purpose for the selection of instrument was for methodological triangulation. This is the process which two or more tools of data collection are used in order confirm to the findings of each other.

3.5.1 Test Items

The researcher administered a 20 itemized test in the study to test proficiency of students in grammar (clause subordination). The test consisted of 25 items mostly on adverbial clauses. This consisted of sentences in which students are expected to, first

of all, underline the appropriate subordinate clauses followed by identifying the subordinators in the sentences and stating the type of adverbial clause. The test materials served as a source collection for common errors and mistakes of students in clause subordination for analysis. The total score of the test was 100. The test was basically to identify three types of common errors and mistakes committed by students in clause subordination. Each error or mistake is marked over 20.

3.5.2 Interview Guide

An interview is a subjective technique usually used to collect qualitative data. For the purpose of methodological triangulation, interview is conducted with 10 students out of the 102 students. The objective is to ascertain in-depth knowledge of the study topic and capture the feeling of students about the problems of clause subordination. The type of interview adopted will be structured interview to captures the themes and constructs of the study. Cohen & Manion (1994) cited in Kusi (2012) suggests, “structured interview as one in which the content and procedures are organized in advance. This means that the sequence and wording of the questions are determined by means of a schedule and the interviewer is left little freedom to make modification. Where some leeway is granted her, it is to be specified in advance. It is therefore characterized by a close situation. The interview will gather the perspective of students on common errors and mistakes committed by them in clause subordination exercises, the causes of sources of those problems and the impact it has on their academic achievement.

3.6 Validity and Reliability of Instruments

Validity is the ability for the instrument to measure what it intends to measure. In order to ascertain content and face validity of the test item and interview guide, test

and interview guide were given to the researcher's supervisor, a Senior lecturer in the Department of Applied Linguistics, University of Education, Winneba. After the examination, which was done in accordance with the research questions, comments and suggested changes were effected before the administration of the questionnaire.

Reliability is the measure of how consistent or credible an instrument is. To ensure reliability, the researcher conducted a pre-test of the test with 10 students from form two who were not part of the study. The pre-test was analyzed using SPSS version 20.0. This generated a Chronbach's alpha coefficient value of 0.8 for internal consistency. Schutt (2009) indicated that Chronbach's alpha value is considered valid from 0.6 upwards. In consistence with that research, the alpha value of 0.8 from the pretest of questionnaire is valid.

3.7 Data Collection Procedure

First of all, a letter introduction was obtained from the Department of Applied Linguistics, University of Education stating the topic and purpose of the study. This was to ensure maximum support and cooperation from all respondents. The letter was sent to Opoku Oware SHS's administrator to seek permission to conduct the study. Copies of the letter were given to the school's Headmaster and the Head of Department, English Language. Respondents were briefed on the purpose of the study to engage their maximum support and cooperation. Respondents were then divided into two equal groups of 51 each for the test. The tests were conducted the same day at different hours. The procedure lasted for two hours each. The first one hour was to revise with students on clause subordination and the next one hour was used for the test. For the purpose of the study, the research adopted two different teaching methods for the different groups. The first group of 51 students were taught using the inductive

method while the second group of 51 students were taught using the deductive method of teaching. The researcher administered the test items personally with the help of a trained research assistant.

After the test, 10 students were conveniently sampled for the interview the following week after the tests were marked and returned to the respondents. This was to assist and inform interviewees on their errors committed. The test informed the researcher on whether to make changes in terms of additions to the interview guide to capture information that were not captured by the test. The interview sections lasted for 15 to 30 minutes for each students. All interviews were conducted in a day.

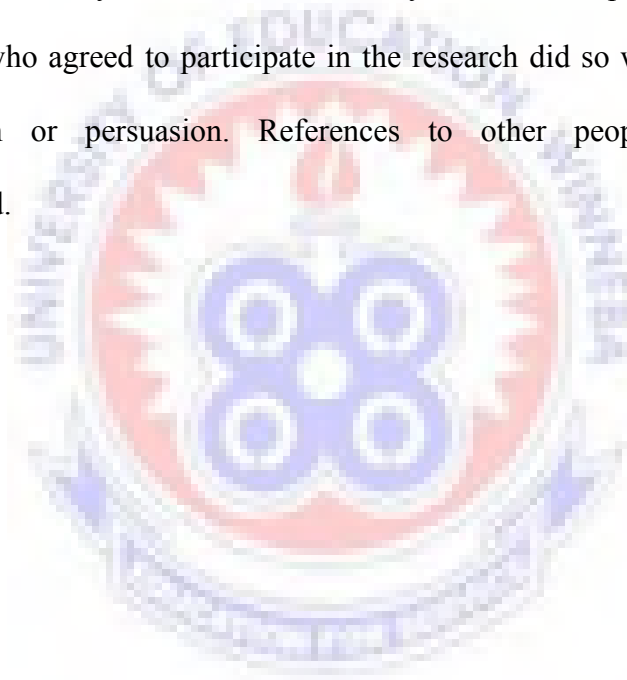
3.8 Data Analysis

The marked test items were graded based on each of the five errors identified. The maximum score for each error was 20. The test scores for each student is recorded and analyzed. The analysis is guided by the research questions raised. First of all, descriptive analysis was made on data collated identify prevalent errors and mistakes by students. Information on sources of problems of clause subordination inferred from the test and the interviews were also analyzed descriptively through the use of means, standard deviation and correlation. The impact of errors and mistakes on the academic performance of students in clause subordination was determined through ordinary least square regression method. As indicated earlier in this chapter, the study made use of qualitative and quantitative approaches. The qualitative data was analysed using interviews which involved coding and categorizing texts under the thematic areas based on the objectives of the study. The results were summarized using frequency tables. The Statistical Package for the Social Sciences (SPSS)

software was used to accomplish the aim of generating frequency tables to describe the qualitative data.

3.9 Ethical Issues

Ethics governing the conduct of research were duly observed in this study. A letter of introduction was taken to the school authorities to enable the researcher conduct the study. Respondents were duly informed about the purpose of the research and were promised that information that they provided would be were treated with the highest level of confidentiality since it was used solely for academic purposes. As a result, all respondents who agreed to participate in the research did so wholeheartedly without any coercion or persuasion. References to other people's work were all acknowledged.



CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Introduction

This chapter presents the results of the study which include the data from interviews and observations concerning the main research questions that guided the study. The presentation is organised under the following themes:

1. Prevalent Errors and Mistakes by Students in Clause Subordination (Adverbial Clause) in Opoku Ware SHS
2. Source of Problems of Clause Subordination among Students in Opoku Ware SHS
3. Impact of Errors and Mistakes in Clause Subordination on Students' Academic Performance in Clause subordination

The study analysed the result of 102 students from the test. All the interview guides were coded in order to help with the identification of interviewees. For instance, interviewee one was coded Interviewee 1. The analysis was also guided by the three (3) research questions raised earlier in the study.

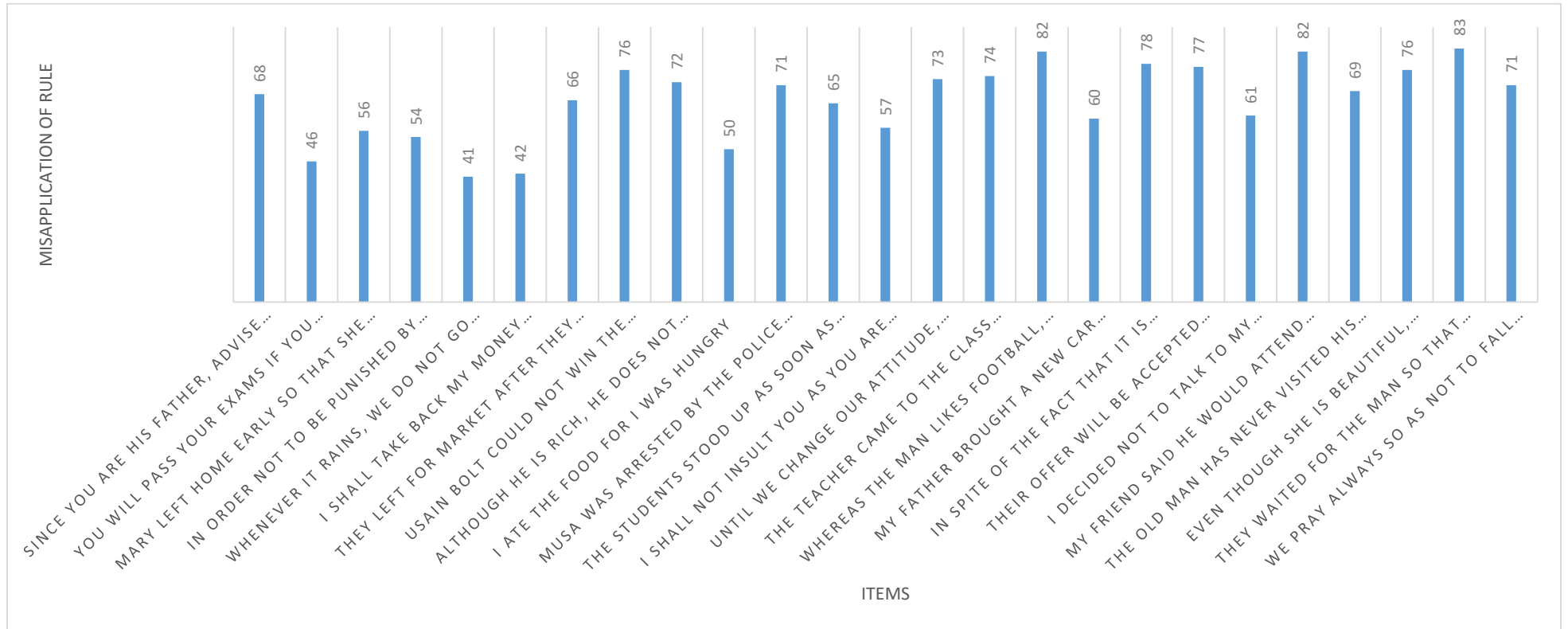
1. What are the prevalent errors and mistakes made by students in clause subordination in Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region?
2. What are the sources of problems of clause subordination among students in Opoku Ware SHS?
3. What impact does the errors and mistakes of clause subordination have on students' academic performance in English grammar?

4.1 Descriptive Statistic of Errors and Mistakes

4.1.1 Descriptive Statistics for Misapplication of Rule

The section presents the descriptive statistics of errors and mistakes committed by students' in the test. The results of the analysis show the number of students who committed the error of misapplication of rule by underlining the wrong subordinate clause for each item. The item with the highest error committed on misapplication of rule is item 24 "They waited for the man so that they would get more information about the product". Out of the 102 students who were required to underline the correct subordinate clause of "So that they would get more information about the product", 83 students underlined the wrong clause. The item with the lowest error committed on by students was item 5 "Whenever it rains, we do not go to school". The majority of students were able to correctly underline the subordinate clause of "Whenever it rains". On the average, 66 students were not able to underline the right subordinate clause as instructed in the test (See Appendix D). The figure 1 below displays the distribution of errors and mistakes of students in misapplication of rule.

Figure 1: Errors and Mistakes (Misapplication of Rule)

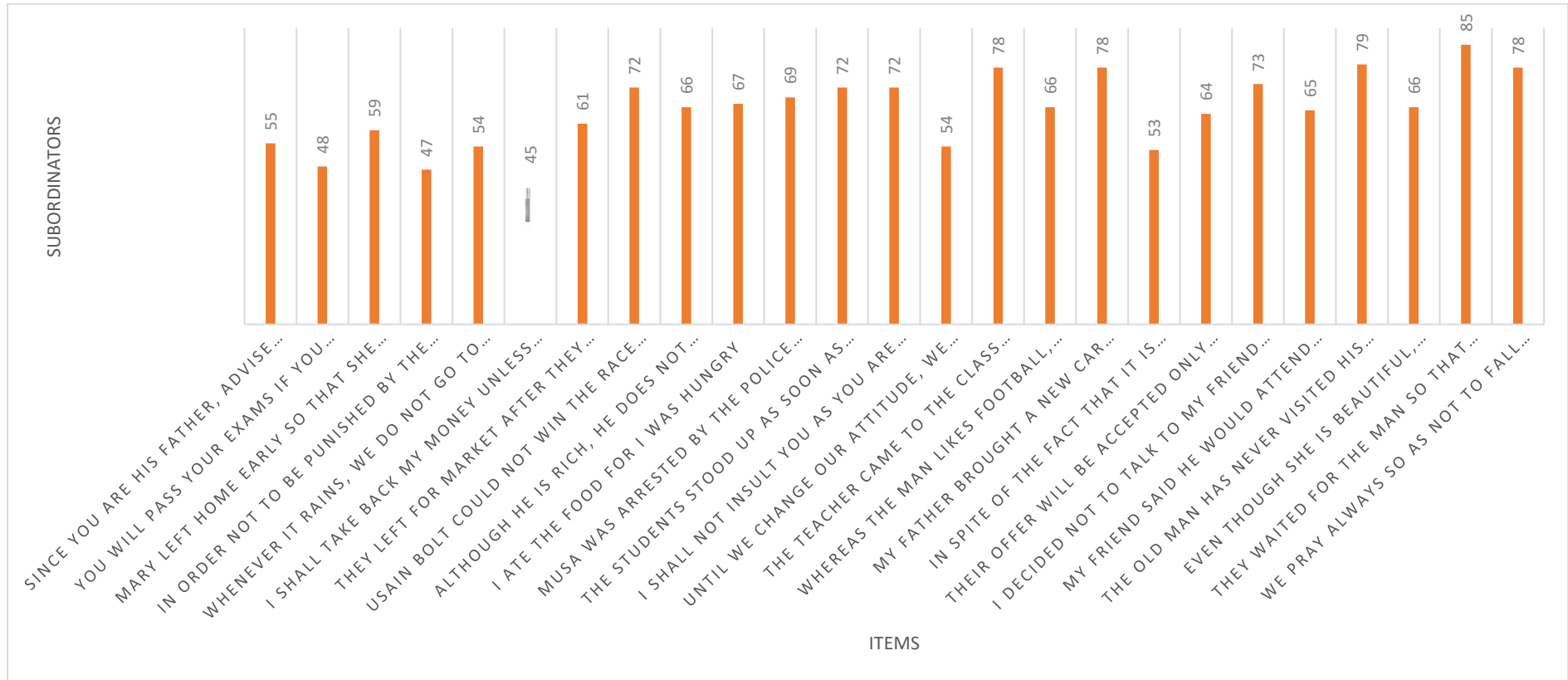


Source: Excel, 2010 Field data work (2017)

4.1.2 Descriptive Statistics for Wrong Subordinators

The section presents the descriptive statistics of errors and mistakes committed by students' in the test on the identification of subordinators. The results of the analysis show the number of students who committed the error of identifying the correct subordinators for each item. The item with the highest error committed on the misidentification of correct subordinators is item 24 "They waited for the man so that they would get more information about the product". Out of the 102 students who were required to identify the correct subordinator "So that", 85 students misidentified the correct subordinator. The item with the lowest error committed on by students was item 6 "I shall take back my money unless you tell me the truth" with the correct subordinator "Unless". The majority of students were able to correctly identify the subordinator "Unless". On the average, 65.04 students were not able to identify the correct subordinators as instructed in the test (See Appendix D). The figure 2 below displays the distribution of errors and mistakes of students in misidentification of subordinators.

Figure 2: Errors and Mistakes (Wrong Subordinators)

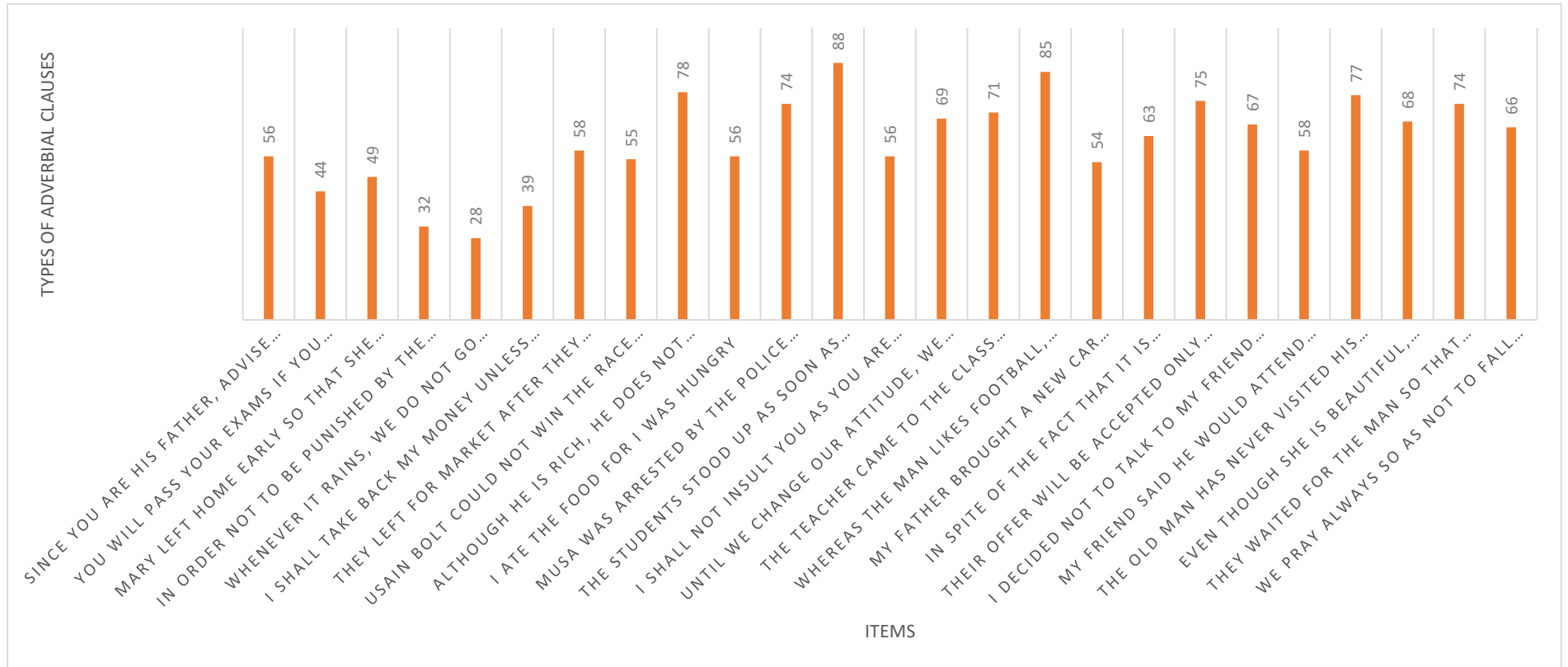


Source: Excel, 2010 Field data work (2017)

4.1.3 Descriptive Statistics for Wrong Subordinators

The section presents the descriptive statistics of errors and mistakes committed by students' in the test on the identification of the types of adverbial clauses in the test. The results of the analysis show the number of students who committed the error of identifying the correct type of adverbial clauses for each item. The item with the highest error committed on the misidentification of correct type of adverbial clause is item 12 "The students stood up as soon as the headmaster entered the class". Out of the 102 students who were required to identify the correct type of adverbial clause "Adverbial clause of time", 88 students misidentified the correct type of adverbial clause. The item with the lowest error committed on by students was item 5 "Whenever it rains, we do not go to school" with the correct type of adverbial clause "Adverbial clause of time". The majority of students were able to correctly identify the type of adverbial clause "Adverbial clause of time". On the average, 61.6 students were not able to identify the correct type of adverbial clause as instructed in the test (See Appendix D). The figure 3 below displays the distribution of errors and mistakes of students in misidentification of the types of adverbial clauses.

Figure 3: Errors and Mistakes (Type of Adverbial Clause)



Source: Excel, 2010 Field data work (2017)

4.2 Prevalent Errors and Mistakes by Students in Clause Subordination (Adverbial Clause) in Opoku Ware SHS

Table 4.1 Analysis of Errors and Mistakes in Test

Questions	Errors and Mistakes		
	Frequency (%)	Subordinators	Types
1. Since you are his father, advise him on what to do	68 (66.7%)	55 (53.9%)	56 (54.9%)
2. You will pass your exams if you study hard	46 (45.1%)	48 (47.1%)	44 (43.1%)
3. Mary left home early so that she could catch the first bus	56 (54.9%)	59 (57.8%)	49 (48%)
4. In order not to be punished by the teacher, I came to school early	54 (52.9%)	47 (46.1%)	32 (31.4%)
5. Whenever it rains, we do not go to school	41 (40.2%)	54 (52.9%)	28 (27.5%)
6. I shall take back my money unless you tell me the truth	42 (41.2%)	45 (44.1%)	39 (38.2%)
7. They left for market after they had taken their breakfast	66 (64.7%)	61 (59.8%)	58 (56.9%)
8. Usain Bolt could not win the race because he was injured	76 (74.5%)	72 (70.3%)	55 (53.9%)
9. Although he is rich, he does not wear expensive clothes	72 (70.3%)	66 (64.7%)	78 (76.5%)
10. I ate the food for I was hungry	50 (49%)	67 (65.7%)	56 (54.9%)
11. Musa was arrested by the police though he was innocent	71 (69.6%)	69 (67.6%)	74 (72.5%)
12. The students stood up as soon as the headmaster entered the class	65 (63.7%)	72 (70.6%)	88 (86.3%)
13. I shall not insult you as you are my friend	57 (55.9%)	72 (70.6%)	56 (54.9%)
14. Until we change our attitude, we can never progress	73 (71.6%)	54 (52.9%)	69 (67.6%)
15. The teacher came to the class before the headmaster left	74 (72.5%)	78 (76.5%)	71 (69.6%)
16. Whereas the man likes football, his wife prefer athletes	82 (80.4%)	66 (64.7%)	85 (83.3%)
17. My father brought a new car because the old one was giving him problems	60 (58.8%)	78 (76.5%)	54 (52.9%)
18. In spite of the fact that it is raining season, most of the crops have withered	78 (76.5%)	53 (52%)	63 (61.8%)
19. Their offer will be accepted only if they are able to convince	77 (75.5%)	64 (62.7%)	75 (73.5%)
20. I decided not to talk to my friend so as to make him realise his mistake	61 (59.8%)	73 (71.6%)	67 (65.7%)
21. My friend said he would attend the party on condition that his parents travel	82 (80.4%)	65 (63.7%)	58 (56.9%)
22. The old man has never visited his daughter ever since she got married	69 (67.6%)	79 (77.5%)	77 (75.5%)
23. Even though she is beautiful, nobody wants to marry her	76 (74.5%)	66 (64.7%)	68 (66.7%)
24. They waited for the man so that they would get more	83 (81.4%)	85 (83.3%)	74 (72.5%)
25. We pray always so as not to fall into temptation	71 (69.6%)	78 (76.5%)	66 (64.7%)
Mean	66 (64.7%)	65 (63.7%)	61.6 (60.4%)

Source: Summary Test results

Table 4.1 presents the detailed analysis of errors and mistakes committed by students of Opoku Ware SHS in the test. The results is summarized in frequencies and percentages. The frequencies represents the number of students out of the 102 students that committed errors and mistakes in writing the appropriate subordinators, underlining the appropriate subordinate clause in the statements provided and finally identifying the type of adverbial clause each of the statement addresses. The intention of this section was to address the first research question that sought to investigate the prevalent errors and mistakes made by students of Opoku Ware SHS in clause subordination.

The results of the study showed that 68 out of 102 students misapplied the rule by underlying the wrong subordinate clause in the first sentence: “Since you are his father, advise him on what to do”. This represents 66.7% of students who took part in the test. Also, 55(53.9%) out of the 102 were not able to identify and state the subordinators in the sentence which was “Since” in this situation while 56(54.9%) of students failed to identify correctly the type of adverbial clause the sentence expressed. The implication is that more than half of the students had issues with identifying subordinate clause in sentences that began with subordinate clauses. Another instance is the scenario in item 4 in the test which states “In order not to be punished by the teacher, I came to school early”. The detailed analysis revealed that 54(52.9%) out of 102 students could not underlined the right subordinate clause as the rule applied. However, 47(46.1%) and 32(31.4%) out of 102 students could not identify the subordinators and the type of adverbial clause respectively.

Similarly, most students misapplied the rule of underlying the correct subordinate clause in the sentence provided which ended with the subordinate clauses. For example, item 15 in the test states “The teacher came to the class before the headmaster left”. The study revealed 74(72.5%) of students misapplied the rule. The results further reveals that 78 (76.5%) students could not identify the subordinator “before” while 71(69.6%) students could not identify the type of adverbial clause in the sentence.

In support of the study, Williams (2009) and Baker (1995) indicate that sentences in clause subordination follow rules which consist of different but interrelated components, namely syntactic rules of sentence formation which specify how to form

sentences that is semantic rules of sentence interpretations and phonological rules of sentences which specify how to pronounce words in sentences. As such students are required to adhere strictly to the rules of the clause subordination in order to identify subordinators and type of clauses correctly. Fundamentally, a deviation from the rule results in misapplication of the rule. William (2009) also observed the difficulty of students in remembering the rules of clause subordination under examination conditions. She noted that the major problem with students in clause subordination is the understanding of the syntax rules.

Again, in support of the findings, Agor (2003) opines that student misidentification of subordinators is usually occasioned by the sentence construction. For example, “Until we change our attitude, we can never progress”. Here the subordinator is “until” which begins the sentences. Also in the example “My father bought a new car because the old one was giving him problems”. Here the subordinator is “because” which is found in the middle. These swing position usually occasions the misidentification of subordinators of students who are not cognizant with the rules of the clause subordination. Adjei and Williams (2014) points out students’ inability to mention the types of subordinators, in their study, as a major problem for misidentification of subordinators.

Finally, the findings of the study also show students’ errors and mistakes in misidentification of the type of clause. According to Adjei and Williams (2014) students’ inability to understand clause subordination and subordinators is due to the fact that students are unable to identify subordinators and categorize the type of clauses subordinators in sentences.

4.3 Source of Problems of Clause Subordination among Students in Opoku

Ware SHS

This section presents the findings on the source of problems to understanding clause subordination. Five students of Opoku Ware SHS were interviewed. Students were purposively selected after the test due to their poor academic performance (score). Questions were asked having in mind the guideline questions that were set for the purpose. The first question was aimed at finding out what the students considered

their attitude to be towards the teaching of clause subordination. The majority of the students admitted they perceive clause subordination as any other aspect of English language and therefore pay attention to their teachers during lessons delivery. The following were some of the responses of students;

“I see it as one of the ordinary topics in English grammar, just that this one has a lot of rules which get you confused if you are not careful. Especially when it comes to the identification of types of adverbial clauses” (Interviewee 3)

Similarly another student interviewed indicated that;

“My attitude towards understanding and concentration in class is perfect towards any topic taught under English language. My problem is it usually gets complicated with the rules as time go by. I always paid rapt attention during the lesson delivery of clause subordination but I could not understand any of the examples I decided to try on my own.” (Interviewee, 4)

Comments by interviewees 3 and 4 on the first question about their attitude towards the learning of clause subordination show that their main problems in terms of their attitudes towards learning was due to their lack of understanding to the structure and rules of clause subordination. Students may understand the concept of the clause subordination but they get confused as the rule of the structure gets complex.

Students were again asked, as follow up questions to find out whether they considered it important for them to have had additional understanding by reading textbooks and adequate English resources that explain concepts taught in class. All the five students interviewed, admitted that having extra time to go over concepts that have been taught in clause subordination helps a great deal. The interviewees attributed their poor academic performance in the test, to lack of extra studies from textbooks. According to one of the interviewees;

“It is always important to revise what you are taught in class before any test. In the case of English, there are inadequate textbooks available in the schools’ library on the subject matter. Moreover, most of the questions in circulation were objectives which did not have the same format as what we were tested on” (Interviewee 1)

Likewise, another interviewee observed in his responses that;

“Apart of the inadequate textbook which is key source of problem, students do not usually take English Language seriously and hardly revise for any test concerning English grammar. I don’t remember reading or revising my notes before the test. This I think is my main problem” (Interviewee 3)

It could be inferred from the comments from interviewees 1 and 2 that lack of textbooks coupled with student’s learning attitude toward English Language among students of Opoku Ware SHS. The learning attitude is characterized by lack of attention in studying English Language. This lead to the students having difficult to distinguish between the subordinate clause and a main clause.

The last interview question was intended to find out whether students had issues with teachers’ teaching style. Interestingly, four (80%) out of the five students interviewed indicated that they had no problem with the teachers’ teaching style while one (20%) thought otherwise. This reveals that generally, the problem of clause subordination is particularly a problem on the part of students. According to one of the interviewee’s response;

“I earnestly do not think the teaching style of our teachers are the reason for our poor performance in the test. I rather think it’s our learning style and reading habit”
(Interviewee 1)

Another interviewee supported the comments of interviewee 1 by noting that;

“The teaching skill is not a problem because we understand a lot of things that we are taught in class and even make meaningful contributions during lesson delivery. I think our problem is rather with not going over what we are taught in class regularly” (Interviewee 5)

On the contrary, one of interviewees was skeptical on the teaching skills of teachers as indicated in the responses as;

“For me, I am always confused about understanding what the teacher teaches in class. I don’t think I am the only one because other friends of mine complain. How can I go over my note when I didn’t even understood in class?” (Interviewee 3).

The above comments show that primarily the majority of students do not see problems with the teaching style of teachers, even though a few students report that their problem source in non-performance in English grammar is the result of the teaching skills of their English teacher.

In support of the findings, Adjei and Williams (2014) reveal that attitude plays a role in the poor performance of students in grammar. They identify one source of students' poor performance in clause subordination as bad attitude of students' in class during lesson delivery such as lack of attention in class and failure to do revision of lessons previously taught. Students' perceive English grammar, specifically, clause subordination as an easy topic and therefore pay less attention to it. In connection with the availability of textbook, Adedji and Owoye (2002) asserted, material resources are important resources for every positive educational endeavour. They also found a significant relationship between the use of recommended text books and the academic performance of students. Textbooks are required for revision after lessons, however, students indicated that they lacked the requisite textbooks that should help them in their revision.

The study had little evidence on teachers' teaching skills as a source of problem for the errors and mistakes committed by students. Contrary to the findings of Adjei and Williams (2014) who opine that poor teaching pedagogy of teachers in English grammar results in students' inability to understand clause subordination, students of Opoku Ware SHS admitted the teaching skills of teachers were good. Again, most studies on clause subordination adopt the essay the test as test item, however, the test item used in this study required students to give short answers to sentences provided to them (Adjei & Williams, 2014; William, 2009, Agor, 2003). Due to the nature of

the test item, only students' knowledge and understanding of clause subordination was tested and not their writing skills and application of clause subordination in sentences.

Nevertheless the test format adopted showed that students' weak performance and understanding in clause subordination. This corroborates the study of Adjei and Williams (2014), Agor (2003) and Adedji and Owoeye (2002) which reveal that students lack understanding in applying clause subordination and therefore perform poorly in their respective studies.

4.4 Impact of Problems in Clause Subordination on Students' Academic Performance in English Grammar

This section presents specifically the impact of the errors and mistakes on the score of students in the test conducted. The first part discusses the correlation between the scores and errors and mistakes while the second part presents the regression results of the errors and mistakes against the scores of the test.

4.4.1 Correlational Analysis

This part presents the relationship existing between scores, misapplication of rule in a test, misidentification of subordinators and misidentification of type of adverbial clauses. The table 4.1 below presents the results of the correction.

Table 4.2 Correlation between Academic performance and Errors/Mistakes in Test

	<i>Score</i>	<i>Subordinators</i>	<i>Type</i>	<i>Rule</i>
Score	1			
Subordinators	0.841166	1		
Type of Adverbial Clause	0.431691	0.3343	1	
Misapplication of rule	0.798564	0.695021	0.341882	1

Source: Excel 2010

Table 4.2 displays the correlation between score, subordinators and misapplication of rule. Each cell in table 4.2 presents a correlation coefficient between any two of the variables in the study. The significant level was set at 0.05 for each correlation coefficient. Thus, the p-value would have to be less than .05 to be declared significant, and where the p-value is less than .001, the null hypothesis is rejected and vice versa. The interpretation of the correlation coefficient was done by establishing the strength of relationship between the variables, the statistical significance of the relationship, and the square of the correlation coefficient. All eight (8) correlations were statistically significant at a significant level of 5%. As could be drawn from the table, correlation coefficient (r) of score and subordinators was 0.84, at a significance level of 0.000 where $n = 102$ (two-tailed). The results show that there is a strong and significant relationship between subordinators and score of a student (academic performance). The positive coefficient implies that as students misidentify the subordinators in a test, their score is reduced otherwise their score increases as they are able to identify subordinators.

The coefficient of determination of ($r^2 = 0.71$) indicating that about 71% of the variation in students' performance in clause subordination is explained by the variation in misidentification of subordinators. Contrarily, 29% of the variation in

students' performance is unexplained by variations in misidentification of subordinators. Similarly, the correlation between score and misidentification of the type of adverbial clause was 0.43 at 0.000 where $n = 102$ (two-tailed). This shows that there is a weak but significant positive relationship between the score of students and their inability to identify the right type of adverbial clause in a given test in clause subordination. This reveals that as when students lack the understanding to identify the right type of adverbial clause their scores are reduced and vice versa. The coefficient of determination of ($r^2 = 0.18$) indicating that about 18% of the variation in students' performance in clause subordination is explained by the variation in misidentification of the type of adverbial clause. Contrarily, 82% of the variation in students' performance is unexplained by variations in misidentification of type of adverbial clauses.

Finally, the correlation between score and misapplication of rule was 0.80 at 0.000 where $n = 102$ (two-tailed). This shows that there is a strong and significant positive relationship between the score of the students and their misapplication of rules in a given test in clause subordination. This reveals that students' lack of understanding in applying the rules reduces their scores and vice versa. The coefficient of determination of ($r^2 = 0.64$) indicating that about 64% of the variation in students' performance in clause subordination is explained by the variation in misapplication of rules. Contrarily, 36% of the variation in students' performance is unexplained by variations in misapplication of rules.

4.4.2 Regression Analysis

The regression model highlights the causal relationship between errors and mistakes committed by students in clause subordination, and its impact on the score in a test.

The score is used to serve as the measure of academic performance of students. The major of errors and mistakes by students were likely to be commit due to the nature of the test were misapplication of rule, identification of type of adverbial clause and indication of subordinators in the sentences provided. Specifically, the model provides the basis for estimating the academic performance (scores) of students in a given examination. Table 4.3 displays the results of the regression.

Table 4.3 Regression Analysis of Errors and Mistakes on Scores of Students

	<i>Coefficients</i>	<i>Significance</i>	<i>Standard Error</i>
Intercept	24.25	0.000	1.753776
Subordinators	10.26639	0.000	0.9852
Type of Adverbial Clause	4.130952	0.274	1.913526
Rule Misapplication	4.369048	0.807	1.163953

Source: Excel 2010

The table above (4.3) shows the results of regression of subordinators, types of adverbial clause and misapplication of rule. The model for the regression is fit and significant at 5% since subordinators, type of adverbial clause and misapplication of rule explain about 89% of variations in scores of students. This makes the model fit to explain the impact of subordinators, types of adverbial clauses and misapplication of rules in the scores of students. As could be drawn from the table, the results show that students were likely to score 24.5 unit marks on the average given whether or not errors of subordinators, misidentification of type of adverbial clauses and misapplication of rule. Since there were only 25 items and each item was multiplied by 2 to get the final mark, the results reflect the extra 25 marks. This was significant at 0.000. The results further suggest that on the average, given type of adverbial clause and misapplication of rules, students will score 10.27 unit marks if they rightly identified the subordinators and vice versa. This was significant at 0.000 with

standard error of 0.99. Likewise, on the average, given subordinators and misapplication of rules, students' increased their test score by students by 4.1-unit mark given that a student correctly identify the right type of adverbial clause. This was however insignificant at 5% significant level since $p\text{-value} = 0.274 > 0.05$. Finally, the regression result also shows that on the average, given subordinators and type of adverbial clause, a student's score will increase by 4.3-unit mark and vice versa if they do not misapply the rules of clause subordination. This was however insignificant at 5% since $p\text{-value} = 0.807 > 0.05$.

Ngangbam (2016) in a similar study identifies five types of errors due to the nature of the study as follows; Arabic interference, failure in separating meaningful sentences, performance error, developmental error, and overuse. The five types of errors are postulated from the set of syntactic error categories of adjectives and adjectives phrases, adverbs and adverb phrases errors, noun – phrases errors, sentence structure errors and word order errors. In the error analysis, Ngangbam (2016) reports a positive and strong significant relationship between the errors and scores of students in subjective test (essay). This corroborates the findings of the study. This study is also found consistent with the study of Lin (2002) in which the second language learners were found with certain specific difficulties in empowering the second language. The reason behind may be multidimensional and varied. Situations like group size, the learning styles, classroom discourse, educational setting might have had an impact to their study.

Also in support of the study, Ngangbam (2016) indicated that the most frequent error committed by the subjects were in spelling, punctuation, sentence fragments, syntax, prepositions and verbs in clause subordination. The highest error rates occurred within

the error typology was spelling mistakes with 507 frequency or error rates with 9.65 per cent which significantly impacted on the performance of students. This implies that as more errors are identified students are likely to underperform in a test score.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives an overview of the research problem and methodology, summary of major findings, conclusion, recommendation and suggestions for further studies.

5.2 Summary

The purpose of this study is to investigate problems of clause subordination among senior high school students of Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region. To achieve the purpose of the study, the following research questions guided the study;

1. What are the prevalent errors and mistakes made by students in clause subordination in Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region?
2. What are the source of problems of clause subordination among students in Opoku Ware SHS?
3. What impact do the errors and mistakes of clause subordination have on students' academic performance in English grammar?

The main respondents of the study were form two students of Opoku Ware SHS. The study used the multi-stage sampling technique to sample 102 respondents. These involved putting students into strata using the stratified sampling technique and finally, selecting students through the systematic sampling technique. The test item was used as the main source of data collection while 5 respondents out of the 102 respondents were purposively selected to be interviewed using structured interview guide.

5.3 Summary of Key Findings

First of all, the study sought to find the prevalent errors and mistakes made by students in clause subordination in Opoku Ware SHS in the Kumasi Municipality of the Ashanti Region. The study through the test item, identified three major errors and mistakes. These were, misapplication of rules, misidentification of types of adverbial clause and misidentification of subordinators. The implications of these were that most students could not apply or follow the laid down rules in subordination. Again, students found it difficult identifying the types of adverbial clauses that is adverbial clauses of manner, place, time and many more from given sentences. Finally, students found it very difficult identifying the subordinators in the sentences provided in the test item.

Secondly, the study sought to investigate the source of problems of clause subordination among students in Opoku Ware SHS. The main sources of problems identified had to do with students' own attitude toward the learning of English grammar. The findings of the study also revealed that the main sources of students' problems for students in clause subordination are lack of students' attention in class and after lessons on the subject matter, lack of revision, bad learning style through adoptability to one format of multiple choice questions on a subject matter (students were used to objective test and essay but not the format given in the test) and less recognition and attention given to English as subject.

The final part of the study sought to examine the impact that the errors and mistakes of clause subordination have on students' academic performance in English grammar. The study revealed strong and positive correlation between the scores of students and their mistakes and errors in identifying subordinators and misapplication of rule. This

implies that students who were able to apply the rule of syntax appropriately and correctly identify subordinators in sentences scored good marks. However, the correlation between score and the identification of the type of adverbial clauses in the test was weak but positive. The regression results also showed positive impact of errors and mistakes on scores. This implies that on the average, correct identification of subordinators, appropriate application of rules and the type of clause gives students higher score and vice versa.

5.4 Conclusion

The following conclusions were made based on the results of the research findings;

It can be concluded from the results of the findings

- It emerged from the study that the majority of errors and mistakes committed by students in the test were the result of students' inability to identify subordinators in sentences, the type of adverbial clauses and misapplication of syntax rule. It can also be concluded that misapplication of rule, misidentification of type of adverbial clause and misidentification of subordinators by students of Opoku Ware SHS are the prevalent errors and mistakes among students in clause subordination specifically adverbial clauses.
- It could further be concluded that, the main sources of problems are lack of students' attention in class and after lessons on the subject matter, lack of revision and bad learning style. These attitudes of students in Opoku Ware SHS contributed to the poor performance of students in clause subordinations.
- Finally, it emerged from the study that there is positive and strong relationship between students' score and misidentification of subordinators and

misapplication of syntax rule. However, the regression result showed that only the coefficient of subordinators was significant. The study could therefore conclude that correct identification of subordinators, impact positively on the academic performance of students (scores in test).

5.5 Recommendations

The following recommendations were made based on the findings of the study;

- It appears that the source of problem for students in clause subordination is mainly attitudinal. Students' lack of attention and revision after lesson is partly due to the lack of requisite textbooks for revision. It is therefore recommended to provide textbooks with practical examples of clause subordination.
- Also it is recommended that textbook writers in collaboration with syllabus designers must design specific textbooks to be used by both teachers and students at the Senior High School. There should be more practical exercises designed in the textbooks for students to practice and this should address specific problems of students.
- It would be appropriate for the syllabus designers to collaborate with classroom teachers in structuring the syllabus to meet the educational needs of the students and the country as a whole. This would also enable teachers to appreciate the selection of certain aspects of the subject and also motivate them to work on every aspect since they know that they are part of the structure of the syllabus to whip students' attention in English grammar.
- There is also the need to restructure the course content of clause subordination for teachers such that they are conversant with the practical applications of the skill of subordination. This will help the students to get a better understanding.

5.6 Suggestions for Further Studies

This study cannot be said to have covered all the issues concerning problems of subordination clauses among students. It is therefore necessary for further scientific investigations to be done in order to discover how the various attitudinal factors impact on the teaching and learning of grammar, as well as the English language. The study is not conclusive on the issues of difficulties in the area of subordination and other grammatical forms and structure. Further studies, the difficulties and solutions on “subordination” would be made clearer.



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Appendix A

Test on Clause Subordination (Adverbial clause)

Instructions:

a. Underline the correct subordinate clause

b. Identify the appropriate subordinators and the types of adverbial clauses

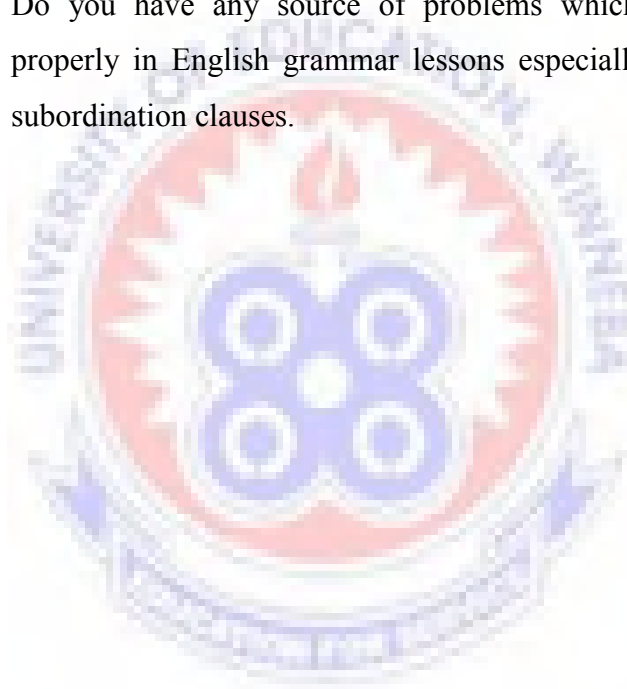
Duration: 45 minutes

1. Since you are his father, advise him on what to do
2. You will pass your exams if you study hard
3. Mary left home early so that she could catch the first bus
4. In order not to be punished by the teacher, I came to school early
5. Whenever it rains, we do not go to school
6. I shall take back my money unless you tell me the truth
7. They left for market after they had taken their breakfast
8. Usain Bolt could not win the race because he was injured
9. Although he is rich, he does not wear expensive clothes
10. I ate the food for I was hungry
11. Musa was arrested by the police though he was innocent
12. The students stood up as soon as the headmaster entered the class
13. I shall not insult you as you are my friend
14. Until we change our attitude, we can never progress
15. The teacher came to the class before the headmaster left
16. Whereas the man likes football, his wife prefer athletes
17. My father brought a new car because the old one was giving him problems
18. In spite of the fact that it is raining season, most of the crops have withered
19. Their offer will be accepted only if they are able to convince
20. I decided not to talk to my friend so as to make him realise his mistake
21. My friend said he would attend the party on condition that his parents travel
22. The old man has never visited his daughter ever since she got married
23. Even though she is beautiful, nobody wants to marry her
24. They waited for the man so that they would get more information about the product
25. We pray always so as not to fall into temptation

Appendix B

Interview guide

1. What is your attitude towards the teaching and learning of clause subordination?
2. Do you consider clause subordination lessons so important that you require additional understanding by reading textbooks and adequate English resources that explains concepts thought in class?
3. Do you have any issues relating to the teaching style of your English teacher which makes their teaching not interesting to you?
4. Do you have any source of problems which makes you perform properly in English grammar lessons especially the one you had on subordination clauses.



Appendix C

Regression Results

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.891385							
R Square	0.794567							
Adjusted R Square	0.788278							
Standard Error	3.507552							
Observations	102							
<i>ANOVA</i>								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	3	4663.304	1554.435	126.3468	1.49E-33			
Residual	98	1205.686	12.30292					
Total	101	5868.99						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	24.25	1.753776	13.82731	9.22E-25	20.76969	27.73031	20.76969	27.73031
Subordinates	10.26639	0.9852	10.42062	1.48E-17	8.311296	12.22149	8.311296	12.22149
Type	4.130952	1.913526	2.158817	0.033306	0.333622	7.928283	0.333622	7.928283
Rule	4.369048	1.163953	3.75363	0.000296	2.059222	6.678874	2.059222	6.678874

RESIDUAL OUTPUT			PROBABILITY OUTPUT	
<i>Observation</i>	<i>Predicted Score</i>	<i>Residuals</i>	<i>Percentile</i>	<i>Score</i>
1	24.25	0.75	0.490196	24
2	43.01639	3.983607	1.470588	24
3	43.01639	0.983607	2.45098	24
4	24.25	-0.25	3.431373	24
5	28.38095	-1.38095	4.411765	24
6	32.75	1.25	5.392157	24
7	28.38095	-2.38095	6.372549	25
8	43.01639	2.983607	7.352941	25
9	24.25	-0.25	8.333333	25
10	43.01639	-3.01639	9.313725	25
11	43.01639	6.983607	10.29412	26
12	43.01639	-6.01639	11.27451	26
13	43.01639	-7.01639	12.2549	26
14	43.01639	-0.01639	13.23529	26
15	43.01639	-3.01639	14.21569	26
16	28.38095	-2.38095	15.19608	27
17	32.75	-0.75	16.17647	27
18	32.75	1.25	17.15686	27
19	24.25	-0.25	18.13725	28
20	43.01639	-5.01639	19.11765	28
21	32.75	-0.75	20.09804	28
22	32.75	1.25	21.07843	28
23	43.01639	-4.01639	22.05882	28
24	43.01639	4.983607	23.03922	29
25	28.38095	-1.38095	24.01961	29
26	32.75	0.25	25	29
27	43.01639	6.983607	25.98039	29
28	43.01639	-7.01639	26.96078	30
29	43.01639	5.983607	27.94118	30

30	32.75	-1.75		28.92157	30
31	43.01639	-6.01639		29.90196	30
32	43.01639	-5.01639		30.88235	30
33	28.38095	-2.38095		31.86275	30
34	24.25	-0.25		32.84314	30
35	43.01639	-1.01639		33.82353	30
36	43.01639	6.983607		34.80392	31
37	43.01639	1.983607		35.78431	31
38	43.01639	-2.01639		36.76471	31
39	43.01639	-1.01639		37.7451	31
40	28.38095	0.619048		38.72549	32
41	32.75	2.25		39.70588	32
42	28.38095	-1.38095		40.68627	32
43	32.75	1.25		41.66667	32
44	43.01639	2.983607		42.64706	32
45	43.01639	-5.01639		43.62745	33
46	32.75	-0.75		44.60784	33
47	43.01639	-3.01639		45.58824	34
48	43.01639	-4.01639		46.56863	34
49	43.01639	0.983607		47.54902	34
50	24.25	0.75		48.52941	35
51	43.01639	-4.01639		49.5098	35
52	43.01639	-5.01639		50.4902	35
53	43.01639	5.983607		51.47059	35
54	43.01639	4.983607		52.45098	35
55	32.75	2.25		53.43137	35
56	32.75	1.25		54.41176	35
57	28.38095	1.619048		55.39216	35
58	43.01639	-1.01639		56.37255	35
59	43.01639	-2.01639		57.35294	36
60	43.01639	-7.01639		58.33333	36
61	24.25	-0.25		59.31373	36

62	43.01639	-2.01639		60.29412	36
63	43.01639	3.983607		61.27451	36
64	43.01639	-0.01639		62.2549	37
65	43.01639	-4.01639		63.23529	38
66	43.01639	-5.01639		64.21569	38
67	32.75	-1.75		65.19608	39
68	43.01639	5.983607		66.17647	39
69	43.01639	-2.01639		67.15686	39
70	43.01639	-7.01639		68.13725	39
71	32.75	2.25		69.11765	40
72	43.01639	-5.01639		70.09804	41
73	43.01639	3.983607		71.07843	41
74	28.38095	-2.38095		72.05882	41
75	43.01639	-6.01639		73.03922	41
76	32.75	-1.75		74.01961	41
77	32.75	0.25		75	42
78	28.38095	-1.38095		75.98039	42
79	28.38095	1.619048		76.96078	42
80	28.38095	1.619048		77.94118	42
81	43.01639	-2.01639		78.92157	43
82	43.01639	6.983607		79.90196	43
83	24.25	0.75		80.88235	44
84	43.01639	6.983607		81.86275	44
85	24.25	0.75		82.84314	44
86	32.75	-1.75		83.82353	45
87	32.75	-0.75		84.80392	45
88	43.01639	-6.01639		85.78431	45
89	43.01639	5.983607		86.76471	46
90	32.75	1.25		87.7451	46
91	32.75	2.25		88.72549	46
92	32.75	1.25		89.70588	46
93	43.01639	5.983607		90.68627	48

94	43.01639	1.983607		91.66667	48
95	32.75	0.25		92.64706	48
96	24.25	0.75		93.62745	49
97	28.38095	-0.38095		94.60784	49
98	32.75	-0.75		95.58824	49
99	32.75	2.25		96.56863	50
100	43.01639	-6.01639		97.54902	50
101	43.01639	-1.01639		98.52941	50
102	32.75	-0.75		99.5098	50



Appendix D

Descriptive Statistics of Errors and Mistakes

<i>Misapplication of rules</i>		<i>Subordinators</i>		<i>Types</i>	
Mean	66	Mean	65.04	Mean	61.6
Standard Error	2.490649179	Standard Error	2.194295635	Standard Error	3.076253
Median	69	Median	66	Median	63
Mode	76	Mode	72	Mode	56
Standard Deviation	12.4532459	Standard Deviation	10.97147817	Standard Deviation	15.38127
Sample Variance	155.0833333	Sample Variance	120.3733333	Sample Variance	236.5833
Kurtosis	-0.596985365	Kurtosis	-0.80471529	Kurtosis	-0.12528
Skewness	-0.605587292	Skewness	-0.19929984	Skewness	-0.46013
Range	42	Range	40	Range	60
Minimum	41	Minimum	45	Minimum	28
Maximum	83	Maximum	85	Maximum	88
Sum	1650	Sum	1626	Sum	1540
Count	25	Count	25	Count	25
Largest(1)	83	Largest(1)	85	Largest(1)	88
Smallest(1)	41	Smallest(1)	45	Smallest(1)	28
Confidence Level(95.0%)	5.140447258	Confidence Level(95.0%)	4.528803605	Confidence Level(95.0%)	6.349074