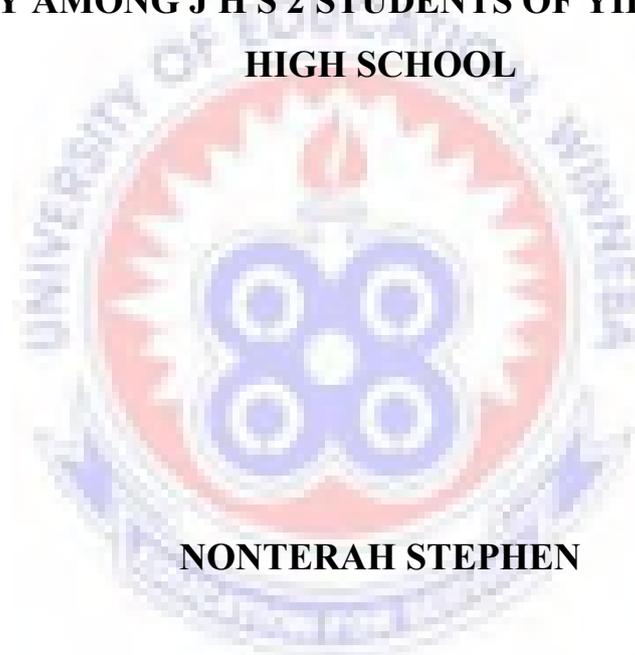


UNIVERSITY OF EDUCATION, WINNEBA

**USING CLASSROOM INTERACTION TO TEACH ADJECTIVES
A STUDY AMONG J H S 2 STUDENTS OF YIDANIA JUNIOR
HIGH SCHOOL**



NONTERAH STEPHEN

2018

UNIVERSITY OF EDUCATION, WINNEBA

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NONTERAH STEPHEN

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A THESIS IN THE DEPARTMENT OF APPLIED LINGUISTICS, FACULTY OF
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AWARD OF MASTER OF TEACHING ENGLISH AS A SECOND LANGUAGE

AUGUST, 2018

DECLARATION

Student's Declaration

I, **Nonterah Stephen**, declare that this dissertation, with the exception of quotations and other references contained in published works, which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

Signature

Date:

Supervisor's Declaration

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

Supervisor's Name: **Dr. Kwaku Ofori**

Signature:.....

Date.....

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I am most grateful to God Almighty for giving me an insight to be able to produce this research work. I also express my profound gratitude to my supervisor, Dr. Kwaku Ofori for his invaluable contributions, suggestions and the encouragement he gave me to make this work a reality.

Lastly, I am indebted to my family for their time, love and the support they rendered to me in the course of making this dream come true especially my elder brothers Cletus Nonterah and Job. God bless you all.



DEDICATION

This dissertation is dedicated to my mother and my sister.



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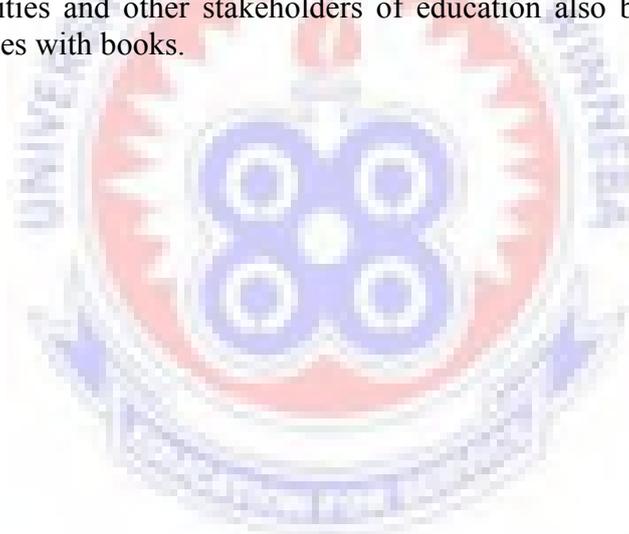
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ABSTRACT

Whatever the area of specialization, we need to acquire proficiency in English to function. When we examine the goals of English language teaching in Ghana, it is clear that English is taught to enable us to use the language to communicate effectively. We need English to pursue studies in other subjects, for further studies, for employment, for social, recreational and administrative purposes. Since English is not our native language, its use as a medium of communication in our schools and society, depends upon it being taught effectively as a subject in our schools. The purpose of this study therefore, was to highlight on the various kinds of interactions for the effective teaching of adjectives. The study, sited at Yidania Junior High in the KasenaNankana West of Upper East Region of Ghana adopted the descriptive survey design and covered an English teachers and 30 students who were purposively sampled. The data were analyzed using qualitative inductive analysis approach and presented in a narrative manner by quoting from one subject to another. Having identified the problem, many activities were used in a form of intervention. It was recommended among other things that for the problem to be improved, teachers be given intensive in-service training on the modern ways, procedures and techniques of involving learners' participation in the teaching - learning process. Government, school authorities and other stakeholders of education also be encouraged to stock schools libraries with books.



CHAPTER ONE

1.0 Introduction

English language is central to the teaching and learning of other subjects. It is also one of the more difficult aspect of language to teach well. Many language teachers hear the adjectives and think of a fix set of word forms and rules of usage. They equate good adjectives to the prestige forms of language such as those used in writing and in formal oral presentations, and a bad adjective has the language used in every day conversation or used by speaker of non-prestige form. (NCLRC, 2004). Language teachers who adopt this definition focus on adjectives as a set of forms and rules. They teach adjectives by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Other language teachers assume that students absorb adjectives rules a they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what adjectives is and how it works in the language they already know. The communicative competence model which balances the two approaches incorporates adjectives teaching and learning into the larger context of teaching students to use the language.

1.1 Background to the study

Language is a medium of communication through which ideas and beliefs are conveyed. Robin (2013) says language “is a set of symbols being used mainly for communication”. The symbols may be spoken or written. Language is an aspect of human behaviour. In written form it is a long-term record of knowledge from one generation to the next while in spoken form it is a means of communication. One of

the most important languages is English language. English is very important, for it is used, and spoken extensively outside its native home. Quick (1968:76) said this:

“The uses to which English is put are as various as the peoples and societies that use it”. This tells us that English has become a second language for many countries in the world, and therefore, there is the need for every learner of the language to be abreast of the rules governing it. Again, as regards the importance and the benefits the English language brings to the learner, this is how Thirumalai (2002, p7) says: “English is learned everywhere because people have found out that knowledge of English is a vehicle for a good career.”

In many instances, this transfer of one language to another becomes negative with the fact that no two languages in the world are the same and the rules in one may not apply to the other.

The importance of English language for student cannot be underestimated by Ghanaian. For example, Sey (1982) wrote that “Even among educated people there are only a limited number of situations in which language is used. Even outside the classroom, government offices, the press and letter writing we have to use English” Apron (1974:54) also pointed out that: “Whether we like it or not, English Language

is the ruling class. It is estimated that only about thirty percent of the inhabitants of Ghana speaks English”. This means that the English Language is used more in education than any other subject; it is also considered to be the Language of education people (Aproni, Sey 1973). As we all know English Language use as medium of instruction in our educational system.

Secondly, English is also one of the subjects that every student has to pass before they can go to a different institution after their S.H. S examination. It is very clear that

the preference for English is very important in every socio-economic and even in our political history. This could be the reasons why every parent always encourages children to perform well in the English Language.

English teachers have been trying their best over the years to kick out errors that were creeping into English Language. One can not make a meaningful expression without following the rules of that were formulated but sometimes students always over-look the rules especially when they one writing sentences. One can have all the vocabulary but without the correct grammar, one can not make a good sentence. If we want to understand the English Language very well, then we must observe the accepted norms of English. Adjectives are very important to sentence meaning. How to use the adjective is also another problem in our school, which Yidania Junior High school is one of them. It is for this reason that the researcher is using this interaction method to suggest how the teaching of adjectives can be tackled in school.

1.2 Statement of the problem

English Language is a vehicle that students use to get into any institution. There has been poor performance of our students especially the use of adjectives in the English Language. It was November, 2017, that the researcher went to Yidania J.H.S and the headmaster lamented that the students lack the knowledge of adjectives in the Language. He also lamented that in terms of sentence structure, punctuations and misplacement of adjectives.

He also pointed out that there were errors with expression and concord. Many students also lacked the right vocabulary to express their points when giving exercises. As a result of this, the researcher decided to use the interaction methods of teaching adjective under grammar to help students.

Through the use of observation and interview, I observed that students have problems of comparative and superlative degrees in adjective. All these concerns made me to conduct research into this, to know the root of the challenge.

1.3 Purpose of the Study

The purpose of the study is to identify adjective errors, why students commit those errors and suggest what can be done to improve upon the use of adjective by the pupils of Yidania Junior High School.

1.4 Diagnosis of the problem

I went through candidates exercise books and it appeared that the year (2) students of Yidania Junior High school had serious challenges in English Language. It was confirmed to me that they did not use the correct grammar in their composition writing and performing other English tasks. This includes poor spellings and poor tenses. All these are evidence from students second term examination papers.

Secondly, I found that some students misbehaved and others went sleeping during the English grammar lesson. When they were trying to describe adjectives it was that very day that I heard a student say “big bigger biggest”. But cannot use them to construct good sentences

1.5 Research questions

- 1 What are the causes of student's inability to identify adjectives?
- 2 How can interactions make teaching of adjectives effective?
- 3 What strategies that can be employed to help students overcome the challenge?

1.6 Limitations of the study

This research has been without constraints. The topic offered some constraints because the respondents, especially the teachers were reluctant to co-operate. For instance, some of the teachers had to be convinced that the work was purely for academic purposes before they allowed their students to volunteer to be respondents to the questionnaires that was evidence when the teachers who offered themselves as respondents to the questionnaires were not very sure if the outcome of the research would expose their institution and students in a bad name, since this study would become academic materials that could be used by other people. This attitude became clear when they learnt the responses from selected students would also be used as a basis to draw conclusions in research.

In the institutions where most of the teachers have had experience in research work, the constraints were minimal. But explanation had to be given as to how the result would be used. That is, it was explained that the names of the selected students would not be used so that the identity of the students would be concealed. On my visit to schools to collect the data some students failed to respond. Hence, a sample population could not initially be established.

1.7 Delimitations of the study

This work was conducted in the Upper East Region of Ghana in the Kasena Nakana West District and Yidania Junior High School to help me to work well in the challenges or problems that are pertaining to the study. The reason why the researcher decided to use Yidania Junior High School for the study is that it is the simplest way of getting access to core subjects especially English Language. English language comprises so many areas but I chose to work on adjectives because I realised that the

knowledge in adjectives would always help students to have understanding in other areas of Grammar.

1.8 Significance of the study

The work is to help both teachers and children to study adjectives through interactional approach. The work is necessary not only in Yidania Junior High School but for every English language teacher who wants to teach adjectives well.

Also, the outcome of this study will provide opportunities for our new generation to learn English once this study is documented. This would help our curriculum and syllabus designers to achieve their aim.

1.9 Organisation of the study

The research is presented in five chapters. First is the introductory chapter that will be the background of the study, statement of the problem, diagnosis of the problem, purpose of the study, research questions, design of the study, limitation of the study, delimitations of the study and finally significance of the study. Chapter 2 would be literature review on grammar. Chapter 3 research methodology is discussed, including the population, sampling techniques, data collection procedures, problems and how to tackle them. I explain why I would concentrate on group interview to collect data, research site, data analysis and how to organise them. Chapter 4 talked about findings and the discussions of about the research causes of the problem. Chapter 5 also talked of conclusion summarise the work and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This page reviews the related literature on the topic the researcher is studying.

Many adjectives may take a complement in post-head position which completes their meanings (good at chest, glad (that you come) by Angela Downing and Philip Lucke 2nd ed. (2006.P 475). The simplest definition of an adjective is that it is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size and shape.

Adjectives should therefore be perceived as a mechanism without which a particular language cannot be used unless the user knows how to put them together. Thus, meaning of message conveyed by languages has to be converted into words put together according to grammatical rules (Leech, & Hoogenr, 1982: P279). This suggests that students should have sufficient vocabulary and adjectives to make themselves understood by their audience. There is no gain saying that mastery of grammar has a great impact on one use of English verbally, and in writing. Knowledge of grammar not only helps to construct better and grammatically correct sentences, but also helps to highlight the most important ideas. This in turn enhances the competence of students in compositions, comprehension and summary exercises.

Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge. By teaching grammar, we not only give our students the means to express themselves, but we also fulfill their expectations of what learning a foreign language involves. Fortunately, nowadays, with the emphasis on a communicative approach and a wealth of

stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation.

In communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors, therefore, teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. If teachers apply these views in the classrooms it will help students to improve upon their performance.

2.1 What is Adjectives?

An adjective describes or modifies nouns and pronouns in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, and more about a noun or pronoun. I learn English – learning grammar. Adjectives are of the eight parts of speech. They give some information about nouns, such as color or how many. (<https://www.hgplishing.com>>Grammar. Adjectives it is a word that describes or clarifies a noun. English Grammar rules and usage your Dictionary.

It therefore stands to reason that every language has its grammar which deals with the manner in which the language is expected to be spoken and written. Speakers of such a language are then obliged to adhere to the grammar of the language. English grammar is therefore an aspect of English language which is governed by rules, and as speakers of English language, it behooves us to adhere to its rules in order to speak and write it effectively.

2.2 The Need for Grammar Teaching

Grammar is a scientific study of language and as such, it deals with linguistic problems. As far as English language is concerned, the grammar has greater importance in practical life. Unless we have mastered grammar, we do not or cannot

speak or write English correctly. Besides, English language is closely related and associated to or with grammar and it is entirely based on grammar. English is very much controlled, conditioned and regulated by grammar. Hence, it is, without taking recourse to grammar, impossible for anyone to speak and write this language correctly.

The role of grammar is perhaps one of the most controversial issues in language teaching. In the early parts of the twentieth century, grammar teaching formed an essential part of language instruction, so much so that other aspects of language learning were either ignored or downplayed. The argument was that if one knew the grammatical rules of the language, one would be able to use it for communication. It was, however, challenged strongly in the early 1970s. People were of the many components which underlay the notion of communicative competence. They further argued that for one to be considered a competent user of a language, one needs to know not only the rules of grammar, but also how the rules are used in real communication.

During this period, grammar teaching became less prominent, and in some cases, was abandoned. Today, grammar teaching has regained its rightful place in the language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. Speakers of language cannot use words anyhow and expect the interlocutors to understand. This is because there is grammar to stand as a check on the wrong use of the language mechanism. Thus, grammar tells us how words are formed and why they are classified into various categories. It also instructs on how words are combined and grouped into sentences. We also know when and where a

particular word should be used. We understand the historical reference and significance of different words with the help of grammar.

In his book captioned, 'Rediscover Grammar', David Crystal (1998: P6), has this to say: "the study of grammar is something that everyone can find fascinating, fruitful, and even entertaining. It taps the same instincts for thinking about language that are used when people play Scrabble, complete a crossword, or fill in gaps in sentences, as they do in TV game shows like Blankety Blank. But adjective, compared with these activities, turns out to be rather more useful, socially and educationally." What we study in grammar is the sentence structure. As a matter of fact, sentence structure is very essential in every language. Adjective makes us familiar with these sentence patterns. It enables us to understand how sentences are patterned and how they are used in our practical life for proper and effective communication.

People are constantly curious about the world in which we live, and wish to understand it and master it. Adjective is no different from any other domain of knowledge, in this respect. Language is involved with almost everything we do, as social beings. We cannot live without language. To understand this aspect of our existence would be no mean an achievement. And grammar is the fundamental organizing principle of language.

Again, there is the need for adjective; for one's grammatical ability is quite extraordinary. It is probably the most creative ability that one has. There is no limit to what one can say or write-and yet, all of this potential is controlled by a finite number of rules. How is this done? How can we describe these rules? Nonetheless, our language can let us down. We encounter ambiguity, imprecision, unintelligible speech or writing. To deal with these problems, we need to put grammar under the microscope, and work out what went wrong. Societies like grammar. Grammar

involves rules, and rules determine 'correct' behaviour. In countries where free speech is valued up to a point, language classes are likely to let students talk, move about, and join in the decision-making up to a point. In more authoritarian societies, students are more likely to sit in rows, listen, learn rules, do grammar exercises, make mistakes and get corrected. Examination design follows suit, showing whether the authorities want future voters who are good at expressing themselves or ones who are good at obeying rules. This is critical when, as students, we are learning to emulate the standards used by educated adult members of our community.

Moreover, learning about grammar provides a basis for learning other languages. Much of the apparatus we need in order to study English turns out to be of general usefulness. Other languages have clauses, tenses, and adjectives too. The differences they display will be all the cleaner if we have first grasped what is unique to our mother tongue.

Another reason for the need of grammar, one is likely to be more alert to the strength, flexibility and variety of our language, and thus be in a better position to use and it and to use it and to evaluate others' use of it. One's awareness improves by turning that awareness into better practice through speaking and writing more effectively.

Adjective is also important, for it can be of aid for editing. Even with massive reading of appropriate texts, complete acquisition of the conventions of writing may not take place; even very well-read people may have gaps. These gaps are typically small and do not interfere with communication of the message, but they can be irritating to readers. These errors include subject-verb agreement (a large group of boys is(are?) expected to arrive tomorrow.) verb forms ('lie 'or 'lay'?) and punctuation ("its "or "its"). Conscious knowledge of grammar rules can help fill at least some of these gaps, in the editing stage of a composing process.

Again, grammar is primarily concerned with the study of language. It explains to us the difficulties and problems involved in learning a language and it guides us how language is effectively used in our day-to-day life.

There is also the need for grammar simply because language, broadly speaking, is one of the best and the most effective means of communicate with our fellow people properly, we can never be successful in society. Adjective is a science which equips us with the powerful communicational abilities and aids. It tells us how to impress people with our speech and conversation. A professor or a politician cannot be successful in his/her profession, unless he/she is well equipped with linguistic skills. So adjective deals with communication and correspondence. It is in view of this function that grammar is treated as a science of communication.

We again need adjective, for adjective surveys and define various parts of speech in detail and study their functions elaborately. It provides adequate information as to where, when and how these parts of speech are used in our speech and writing. Grammar might be considered to be a standard reference book for the parts of speech. In addition, English adjective needs to be taught in ours schools so that students would be aware of other complex issues in concord such as the rule of proximity. For example, on the rule of proximity, students would realise that if the antecedent (a noun/pronoun/noun phrase) of a relatively pronoun is singular, a singular verb is chosen to agree with the subject and vice versa. It must be emphasized that when students are taught the rule of proximity in grammatical concord, they would realise that constructions and utterances such as: (i) she is the woman who often comes to our school. (ii) John is one of the men who often come to our school and (iii) Abigail and Linda are the women who often eat fufu, etc. would no longer pose problems to them because they would understand that the selection of the verbs, ‘comes’, ‘come’ and

‘eat’ respectively, become necessary as a result of the nature of the antecedents, ‘the woman’, ‘the men’ and ‘the women’ in the above sentences.

Consequently, with the teaching of English grammar in schools, students would be aware of an exceptional case, which in concord says whenever the modifier only is used in a sentence before a noun phrase + relative pronouns- ‘who’, ‘which’, ‘that’, etc. a singular verb is selected. We can therefore write: Peter is the only one the men who often comes (but not come) to our school. However, we can write: Paul and Tony are the only men who often come (but not comes) to our school.

Finally, we need to study grammar because it is essential and beneficial for writers, journalists and poets who are engaged in literary field. It creates proper opportunities for those who wish to perfect their written English. It trains us how paragraphs, essays and letters should be written in simple and dignified styles. It discusses the different stylistic devices to better our writing skills. Grammar is regarded as an introduction to literary composition.

2.3 Problems associated with the teaching of Adjectives

Problems associated with the teaching of grammar are numerous and among them are the following:

One, the existence of sub-standard varieties of English such as pidgin and broken English constitute a problem associated with the teaching of grammar. As there is wide spread use of pidgin and broken English among many people especially traders, journalists and radio and television commentators, some students and teachers copy this deviant variation as models of good English language use. In a n article captioned, ‘Our Poor English’ (Daily Graphic: August 30, 1997), Africanus Owusu-Ansah lends support to a statement made by one Nicholas Ahator that ‘we all contribute to the decline of English language without realizing it’ (Ghanaian times:

august 1, 1997). According to Africanus Owusu-Ansah, teachers, parents, the media, administrators and even the West African Examinations Council (WAEC), have questions to answer for 'subtly' teaching the youth wrongly. His argument is that we have overlooked certain common mistakes which now seem to be accepted. We hear these mistakes in our conversations and on radio. We read them in statements and receive them as instructions, but we do nothing about them. For example, a passenger who wants to get down from a bus tells the driver "I will drop here" as if he were a piece of wood. When a watch is damaged or does not function, we say "It is spoilt"-like a spoilt child perhaps.

A radio presenter advised a caller during a phone-in to lower his radio set instead of asking him to lower the volume of the sound on the radio. Announcements such as "The police kindly requests the finder to report..." is familiar. The question is who is being kind? Is it the police or the finder? The general attitude is one of "it is acceptable" or "what I said is comprehensible".

Two, the dominance of the sound system of the first language also poses a problem to grammar teaching. The pronunciation of a second language poses problems of a different kind from those that one's face when one learns one's first language. In the case of the first language, one is daily immersed in the sounds of the language.

Nevertheless, it takes about five to six years before the language competence of a child learning the first language reaches or approximates to adult standards of competence.

For a child who has already acquired the first language will assume an increasing dominance, such that, eventually, one tends to hear all speech sounds in terms of one's own system. Therefore, when one embarks upon the learning of a second

language, the first requirement is for one to overcome the first language pronunciation prejudices.

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

Another problem with regard to teaching of grammar is the complex, irregular and illogical nature of the English language itself. The study of English language is not only complex but also illogical and full of irregularities. Its study does not easily lend itself to rules. For, very often, there are many exceptions to the rules and most rules are only convenient arrangements to suit a particular group or level of learners but as one progress in its study, one finds that are many contractions to the rules, Seidu (2006:21).

The disparity that exists between the local languages and the target language also poses a problem to grammar teaching. There is a vast difference between Ghanaian languages and English. Ghanaian languages differ from English in two main ways:

(a). Spelling in English is not a clear guide to pronunciation and (b). The existence of more vowels sounds in English than in Ghanaian language. Whilst there are twenty vowels sounds written with five letters or a combination of letters in English, most this, English, unlike Ghanaian languages has vowel quality. However, all Ghanaian languages have tone and length. As a result, it is not feasible to pronounce English simply by using the sound of Ghanaian language and vice versa. For example, Twi or Akan cannot be spoken using English. (Seidu, 1995:34-54).

Last but not least of the problems associated with the teaching of grammar is the over dependence on the textbooks and its continuous absence and inadequacy in most of

our schools. Most teachers either no professional training or are ill equipped to teach the English language. The majority of the trained teachers still rely heavily on textbooks, which are often either lacking or inadequate. The training they receive failed to equip them with skills that will enable them device language learning materials to supplement the inadequacies due to the continuous absence of suitable textbooks. The techniques of teaching children without textbooks are no exposed to the students in the teacher training colleges. It is not uncommon to hear teachers complain that they have no textbooks and there is very little they can do. If textbooks are often lacking in our schools, then, one can be sure of the absence of other language teaching equipment. Essential materials for the development of language skills such as library books, tapes and records, matching card, flash cards and a host other, are all missing in our schools.

A final problem to be discussed is that more often than not, English adjective is taught as if it were a dead language, like Latin. Students are made to learn by heart label for bits of sentences, without ever finding out what the task is intended to do.

Our educational system has tended to encourage learning by rote without cognition. Vague explanations are at times given, instead of using activities and real life situations. Adjectives is being made as a ‘discipline for the mind’. It is worsened in an educational system such as ours where the main concern seems to be that of securing the passing examinations. It is therefore, inevitable that the preparation for examinations becomes the pre-occupation of both teachers and students.

‘The examinations today dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching; foster a dull uniformity rather than originality, encourage the average pupil

to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education. Pupils assess education in terms of success in examinations. Teachers, recognizing the importance of the external examination to the individual pupils, are constrained to relate their teaching to an examination which can test only a narrow field of the pupil's interests and capacities and so inevitably neglect qualities which are more important though less tangible'. (Bishop, 1985: P 226).

School-learning examinations dominate the choice of topic in English and the methods of study. What the student does in school may neither satisfy his needs nor prepare him adequately for life outside the school and this is a problem for all stakeholders in education.

2.4 When should Adjective Lessons be introduced?

After deciding on whether or not adjective should be taught, another question of when it should be introduced emerges.

Hedge (2000) says, "first, the concept of readiness to learn appears to be important. If, as research seems to show, learners pass through a developmental sequence and that sequence is determined by a complexity of processing involved in relation to a particular grammatical structure, then, the teachers cannot expect learners to acquire that grammatical structure until they are ready to do so". This goes a long way to buttress the law of readiness propounded by the behaviourist theory of language acquisition. Mallinson (1966) observes that:

If adjectives has to be taught at any time,

It must be taught to one that can speak the language already

The Senior High School 2 are these SHS students in the said school are ready to acquire at least grammatical structure, and they have the ability to speak the English language. It is therefore, justified that they are taught the rules of the English language.

2.5 Teachers' method of teaching Adjectives

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

“Grammar may furnish the basis of classroom activities during which it becomes temporary the main objective. Grammar should be seen in the long term as a means of acquiring a thorough mastery of the language as a whole but not end in itself” P 14

That is why teachers should be encouraged to make the grammar lessons lively and participatory. However, the methods of some teachers make the learning of grammar so boring, for they mostly teach grammatical concepts in isolation and also generalize grammatical rules which are not always applicable in some situations instead of teaching them in context. This is how Riddle (2001) puts it:

Language need context

Because context provides meaning”. p 442

It is known that the approaches most teachers in Ghana use in teaching English language are grammar-based. The Grammar-translated methods which focus heavily on the teaching of rules, vocabularies, structure, and analysis of the language into

parts and also things that do not encourage communication in the target language are the order of the day. Those methods which in the past had been generated to increase communication are no more in use, for they are based more on the behaviourist belief of drilling and not giving the chance to students to practice language in meaningful and purposeful environment. There is, therefore, the need for teachers to adopt new approaches toward the teaching of the English language, Ocran & Etsey ,2006).

It could, therefore, be deduced from the above discussion that the researcher has not erred in using interaction, as effective means to teaching adjectives. Human interaction has been defined as a process whereby two or more engage in reciprocal action. This may be verbal or nonverbal (Celce-Murcia, 1987). Thus, for the purpose of teaching a language, teachers mainly focus on the verbal interaction or communicative interaction (Cummins, 1994).

From the above, the researcher thinks that teaching learning is “talking” and the talking should not be done by only the teacher. The researcher, by this study puts across techniques of teaching that create a good atmosphere for students to talk so as to make teaching and learning of adjectives enjoyable, understandable and more effective.

Cross (1996) says that:

“If teachers want their students to become creative in the ways in which they use the foreign language and to develop communication strategies, then, they must provide opportunities for interaction in situations where that the students hear and say in reply is relatively unpredictable. Their whole attention must be arranged by the task or the topic (p. 294)”.

Cross does well by encouraging teachers to provide opportunities in the classroom for students to have chance to communicate. But Cross does not suggest example of such opportunities that teachers can employ. That is exactly what the researcher intends doing.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

One important feature of any research work is the gathering of information which can be used to solve a stated problem. To achieve this, systematic methods, procedures, and instruments of collecting data need to be used. The accuracy of these processes determines to a large extent the validity and reliability of the data collected. This chapter, therefore, describes and explains the methodologies as well as the strategic measures employed in order to obtain the necessary information relevant for the study. Specific areas looked at include research design, the target population, sampling procedure, instruments used for the collection of data, the research site, analysis of the data, presentation of the data, and the strategies employed to achieve the prime objectives (s).

3.1 Research Design

The research, being qualitative in nature, used descriptive as its design. According to Amoani (2005), the descriptive design is an attempt at providing an accurate description of an on-going situation or real life setting. This approach describes a relationship that exists between variables. Koul (2000) also said that descriptive research studies are designed to obtain pertinent and precise information in order to draw valid generalization and conclusions from facts obtained. They are not only restricted to fact finding, but very often, it results in the formation of important principles of knowledge and solutions to problems. The researcher decided to use this design because the study aimed at identifying how effective classroom interaction is,

as far as teaching and learning of adjectives is concerned. Again, the design was singled out because it has the advantage of producing a good amount of responses from wide range of people. It also provides a meaningful and accurate picture of events on the basis of data gathered at a point in time. The descriptive design therefore, was considered the most appropriate since the study was to report the way things are.

3.2 Intervention

The researcher thought it wise to incorporate games and activities while introducing and teaching a topic to students in a classroom, for he realized that doing so can be very motivating as they arouse interest and concentrate attention while giving the illusion that one is merely playing games. My teaching experiences reiterate the fact that these activities if appropriately chosen can be used to practice all the language skills, the productive skills i.e. speaking and writing, and the receptive skills - listening and reading. The aim was: (a) to help students identify and use adjectives to describe nouns in sentences through 'a game', (b) to explicate few simple techniques to introduce the concept of the positive, comparative and superlative degrees and (c) to demonstrate four other simple games and activities to make the concept **explicit**. **These games** helped the researcher to assess his students' level of awareness of the positive, comparative and superlative degrees and thus ensured if they had understood the topic completely one of such activities carried out in the teaching of adjectives as described by DePino(2006) are shown below:

3.3 Design of the study

The study is qualitative conducted at Yidania Junior High School in the Kasena Nankana West District of Upper East Region of Ghana. I used interviews and observations. Total number of students forty (40) twenty (20) students were interview.

3.4 Populations

Population means all the people, objects, institutions, which are the objects of the study. My target population for this study, therefore, embraced all the 80 form 2 students of Yidania Junior High School in Kasena Nankana West District of Upper East Region. It also involves English teachers in the school.

3.5 Sampling Technique

Purposive sampling technique was used for selecting 3 professional English teachers and 10 students in the school. The researcher should have used all the teachers and students in the school but as indicated by Best and Kahn (1987) cited in Ayele (2009), the primary purpose of research is to discover principles that have universal application but to study a whole population to arrive at a generalization would be impracticable, if not impossible.

The selected teachers are experts and have been teaching the subject for quite a long time and are also familiar with students' problems as far as English Language is concerned. The reason for this technique was due to the purpose of the study. The subjects were selected, for the researcher sees them to be the right people that could give the needed information he is looking for.

3.6 Data Collection

Since the purpose of this study was to describe objectively the role interaction plays in the English classroom, it was important to use reliable methods to collect the data. According to 1991 objectivity is to see things the way they are.

To see things, the way they are is to experience or know them in their ontological state. This is called ontological objectivity, of veridicality. In the best of all worlds, (Eisner, 1991: P 43). The technique applied were two: observing, and interviewing. The instruments used to develop this study were chosen by the researcher according to the needs of the students. Information, therefore, was collected through observation and interviews and also from their books.

3.6.1. Observation

The observation method of collecting data is categorized into participant observation and non-participant or complete participant observation.

The participant observation is a form of data collection that is characterized by the participation of the observer in the process of the socio-economic system being studied. In this case, the researcher assumes one of the several roles within the system he/she is studying. He/she becomes a member of the system and behaves according to the other members. He/she does this with the intention of obtaining an insight into the behavior of people in specific situation by means of direct contact and by grasping both their frame of reference and the models that determine their behavior. In this form of data collection, the observer experiences directly the reality of the role he/she assumes and learns the institutionalized behavior, conventions bound up with the role

and the consequences of conforming and not conforming to the norms. The non-participant, also known as the complete observation, however, is a form of observation that is typically of pure laboratorial situation. The can be used where the behavior of interest occurs in “public” situations. In this case, the role of the researcher is minimal. The researcher is not dependent on a systematic plan of observation; however, it facilitates the standardization of situations to be observed. Here, the researcher is not required to participate actively in the processes he/she is observing. The observer can concentrate his/her whole attention on systematic observation of the situation and what is happening in it. This type of observation used carried out without the knowledge of the people being observed.

The role of the observer becomes explicitly introduced into the field of observation and it affects the situation being observed. The danger is that the observed situation can be altered and ceases to be natural. This is true, especially, where the situation is defined as “private”, “confidential” or “secret”. In this form of research method, observation can effectively be carried out if it is known that the introduction of the role of the observer will not seriously alter the process being observed.

The researcher, looking at the above observation types of collecting information, singled out a complete participant observation, for he observes without participating in the event or activity though he known in the community that is being researched. The researcher used this approach, for he needed to get firsthand experience with informants.

3.6.2 Problems Encountered and How They Were Solved

There were a few challenges the researcher encountered during the observation the.

Firstly, the researcher observed that what practice was creating a particular picture of which he thought, if not checked could mar the process. The people under observation wanted to create a favourable picture for themselves. They put on an uncharacteristic behavior, for they were of the view that the researcher was taking their pictures to some special places for appraisal or something of that sort. Informants therefore felt uncomfortable to disclose certain things. The researcher, therefore, had to talk to especially the students, making his (the researcher) intentions clear to them before things normalized.

Again, the researcher was in a dilemma as to how and when the observation be recorded. A man was hired to come and make the recordings but it was observed that students' attention was mostly on the man instead of listening to teachers and participates. Any recording here, therefore, had to stop since the target was not going to be achieved. However, the researcher used his mobile phone to do the recordings when he needed to do so under the interview session.

Another challenge worth noting was the sort of relationship that should exist between the observer and the observed. The researcher, at first wanted to isolate himself in the performance of his role but realized it would not help. He rescinded his decision by taking keen interest in establishing what causes the students to perform the way they perform as far as English language is concerned. He mingled with students showed interest in the environment, and the behavior of the people being studied.

The final challenge had to do with time and finance. The process was seen to be time consuming, for the researcher always had to go to the research site to observe things. The researcher's going and coming too involved a great deal of money and since money is not easy to come by these days, things became tougher and tougher.

However, the researcher solicited funds from friends for his movements. As regards time, the researcher stopped almost all that he was doing; making sure that he had a complete concentration on this project.

3.6.3 Interviews

Although the interview is sometimes referred to as an oral questionnaire, it is different from the questionnaire because it involves face-to-face data collection. The interview is usually adopted as a way of overcoming some of the weaknesses of questionnaires. Interview is a two-way approach which permits exchange of ideas and information. It has the advantage of respondents seeking clarifications which cannot be done in a questionnaire. Again, where the respondent misinterprets the question, the researcher can follow it up with an explanation or an alternate question. An interview can be individual or group, single or panel. An individual or a group may be interviewed or a single researcher may conduct the interview or a panel of researchers.

An interview may also be structured or unstructured, non-directive or focused. It is structured where it is rigid and formal. The same questions are presented in the same manner and order to each subject and the choice of alternative answers are restricted to a predetermined list. The structured interviews are more rigorous and more scientific in nature as they introduce controls required for scientific generalizations. Unstructured interviews are more flexible. Even where pre-planned questions are used the presentation may be altered to suit the situation and the subjects.

The non-directive or the unguided interview is sometimes the most appropriate type of interview to use when we are investigating underlying motives, unacknowledged attitudes, personal hopes, fears and conflicts. In this type, the researcher allows the subject to talk uninterrupted on a very broad topic which will unconsciously reveal

the motives etc. as the story unfolds, the researcher only hums in approval or chips in a stimulating question to encourage the flow of the conversation. This approach enables the researcher to get a natural representative picture of the attitudes, motivations and the underlying causes of conflicts.

A focus on interview probes critically and thoroughly attitudes and responses of subjects on a given topic. The researcher usually confines the discussion to the relevant topic and rarely permits digressions. The line of thought is in fact directed by the researcher or interviewer. Interviews may also be semi-structured with both structured and open ended questions.

The researcher, looking at the above types of interview used focus group interview which seeks to probe critically and thoroughly attitudes and responses of subjects on the given topic. The researcher first used structured interview for demographic information from informants and consequently used semi-structured, focused interview. Similar questions were set for both teachers and students. Three (2) groups of ten (10) students who appeared to have sufficient knowledge about the research topic were brought together by the use of non-probabilistic purposive sampling whereas the teachers concerned were interviewed individually. Their responses were audiotape, transcribed and analyzed accordingly.

3.6.4 Why Focus Group Interview Was Used

The reason why the researcher chose this type of interview, for that focus group has the potential to obtain the information that could not be covered by the use of either questionnaire or observation. This is so in the sense that the system allows questions to be asked in a discussion manner, and participants feel free to express themselves and furnish the researcher with other laudable information that questionnaire and

observation could not bring out even though the line of thought is directed by the researcher.

The researcher again used this method, for he realized that it has flexibility and high face validity. The researcher, at a point was having some pre-planned questions but the system made it possible for the researcher to make some changes to suit the situation and the subjects.

Again the researcher singled out this type of interview because is effective. Since subjects are put into groups, more questions but few papers can be used as compared with questionnaire where a lot of papers have to be sent to a large number of students. Finally, the researcher chose this type because it gives an insight to a real life situation. Responses given by subjects are seen to be real and more also; the researcher gets the opportunity to probe beyond answers to clarify ambiguous answers.

3.7 Data Collection Protocol

In any qualitative research, the researcher has to get access to the school and the classrooms as well. Access to schools and classrooms is not something that one can take for granted (Eisner, 1991: P 171). Thus, the researcher, first and foremost had a discussion with the headmaster of the school declaring his intention to conduct the study there. Having agreed to this, the researcher wrote officially to the District Director of Education asking for permission to conduct this research in the school which is under his jurisdiction.

Another letter of permission was officially written to the headmaster of the school to that effect. In all these, the researcher explained the purpose of the study and the way

it was going to be achieved. The researcher, finally, notified the English teachers in the school and had discussions with them as to when they would be available and how the research would be conducted? This study was conducted from November, 2017 to November, 2018.

3.8 The Research Site

This study took place at Yidania Junior High School in the Kasena Nankakana West District of Upper East Region as my catchment area.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Overview

This chapter deals with the presentation of data, analysis of scores collected from the pre-test and the post-test and discussions based on the results of the study. The data collected were analyzed quantitatively and qualitatively. The results from the pre-test and post-test raw scores were analyzed using both the descriptive and inferential statistics employed on the Statistical Package of Social Sciences (SPSS). The descriptive statistics used to analyze the data projected the sample size, minimum and maximum scores, the mean scores and standard deviation for both the pre-test and post-test.

Table 1: frequency distribution of Pre-test Scores by percentage

Marks	Number of pupils	Percentage	Remarks
9 – 10	-	-	Very Good
7 - 8	-	-	Good
5 - 6	-	-	Average
3 – 4	2	40.0	Below Average
0 – 2	3	60.0	Poor
Total	5	100.0	

Table 1 shows the performance of the pupils on the story selected for the pre-test by the researcher. From Table 1, it could be realized that three pupils scored between 0 and 2 forming 60.0% with the remarks being poor. The other two pupils scored

between 3 and 4 forming a percentage of 40.0% below the average mark. No pupil scored marks ranging from 5 to 10. It is obvious from the marks that all the five pupils representing 100.0% obtained marks less than half of the total marks indicating poor performance of pupils in the use adjective.

Table 2: Frequency distribution of post-test scores b\ percentage

Marks	Number of Pupils	Percentage	Remarks
9-10	-	-	Very Good
7-8	2	40.0	Good
5-6	2	40.0	Average
3-4	1	20.0	Below Average
0-2	-	-	Poor
Total	5	100	

From the post-test results in Table 2, it can be seen that no pupil obtained marks between 0 and 2 inclusive. Two (2) pupils representing 40.0% of the total number of pupils got marks from 5 to 6 and 7-8. It was realized from the post-test results that, 4 pupils representing 80% of the total number of pupils who took the test obtained half or more of the total marks. These improvements in pupils' performance indicate the effect of the use of the interaction method to teach adjective.

Table 3: Descriptive Statistics of Pre-test and Post-test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	5	0	4	2.0	4.0
Post-test	5	4	8	5.8	2.79

From table 3, the mean of the pre-test score was 2.0 and that of post-test score was 5.8. Thus, the Gain score which is $5.8 - 2.0$ is 3.0 when compared to the pre-test mean score of 2.0. This shows a significant improvement in pupils' performance using the adjective.

A comparison of standard deviations of the pre-test score which was 4.0 and post-test score which was 2.79 revealed that the standard deviation of the post-test was less than that of the pre-test which indicates that the scores in the post-test were more spread around the mean mark which is 5.8 than it was in the pre-test scores. The minimum and maximum marks of pre-test scores and post-test scores are respectively 0, 4 and 4, 8. It is clear that both the minimum and the maximum marks of post-test scores are by far larger than that of the pre-test scores.

4.1 Discussion

Considering the pre-test scores, 100.0% of the pupils obtained marks less than the total mark. This is an indication that pupils had difficulty in the use adjectives in English sentences. From the post-test results, 80% of the pupils scored half or more of the total mark. This is an improvement in pupils' performance compared to their performance in the pre-test. The mean pre-test score of 2.0 and the mean post-test score of 5.8 with a gain score of 3.0 indicated that pupils' performance was about twice better than when the intervention was not administered. In answering the research question, it is clear that after the intervention, the evidence gathered suggest that incorporating the intervention strategy into English classroom teaching of reading improved the achievement scores of pupils.

4.2 Summary of Findings from Research Questions

Research question one:

What are the causes of student's inability to identify adjectives?

In answering the first research question, the initial result (Pre-test results) from Table. 1 suggests that the overall performance of pupils in reading was very poor. It was also realized from Table 1 that 100.0% of the pupils obtained marks less than half of the total mark. This is a clear indication that pupils had difficulty in reading. After the intervention, the evidence gathered from the results (Post-test results) suggested that incorporating the intervention tool into English adjective classroom teaching improved the achievement scores of pupils, since about 80% of the pupils scored half or more marks of the total score. This is shown in the mean value of 5.8 over the mean value of 2.0 by the pre-test scores with a gain score of 3.0 indicating that pupils' performance was about twice better than when the intervention tool was not used. These pieces of evidence showed that the use of interactive method with pupils have positive effect since pupils' performance improved tremendously as a result of the use of the intervention tool.

Research questions two:

How can interactions make teaching of adjective effective?

Table .3 shows descriptive statistics of pre-test and post-test scores. The minimum and maximum marks of pre-test and post-test scores are respectively 0, 4 and 4, 8. Comparing the standard deviations of pre-test scores which was 4.0 and post-test scores 2.79 (Table3) revealed that the standard deviation of post-test was less than that of the pre-test indicating that the scores in the post-test (i.e. by the use of intervention tool) were more spread around the mean mark of 2.0 than was in the pre-

test indicating significant improvement in pupils performance. This improvement is as a result of the motivation derived from the use of the intervention tool (phonic method) thereby sustaining their interest in the use adjective.

Research questions three:

What strategies that can be employed to help students overcome the challenge?

4.3 Causes of the Problem

As it was stated in the early chapters of the study where the researcher observed some students sleeping when a lesson was in progress, coupled with students' wrong use of adjective, resulting in their inability to construct any meaningful sentences, the researcher identified the causes of the problem as follows:

The first is the use of learner-centred activities in preparing students' minds for adjective lessons. Research seems to suggest that successful language learning depends on immersing students in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication. The achievement of this, therefore, calls for teaching styles, methodology and materials such as discussion-based materials, communication games, simulations, role-plays and other group activities. These activities help learners to develop not only communicative skills but also an acceptable standard of performance through task work. Students, therefore, find it difficult to grasp concepts because the activities that need to be carried out alongside the 'talking' are virtually absent in the teaching process.

The second is lack of supervision by subject teachers during grammar lessons. I was expecting teachers to be going round from one student to another anytime they would be tasked to do exercises. It was observed that teachers could not have time to inspect students' work in the cause of writing so as to provide the necessary assistance at the

right time.

Also, bad methods of teaching; it was observed that appropriate instructional approaches and methods to teaching adjectives are ignored.

The above findings are clear evidence that teaching approaches, strategies and techniques teachers employed in the classroom are not good enough for students to grab the concepts. The researcher, therefore, brought in some activities in a form of intervention to solve the problem.

4.3.1 Analyzing of test

The researcher asked ten students to construct five (5) good sentences using the following adjectives; more, beautiful, very good, most, great, greatest, etc.

These were the sentences students wrote.

- *Town largest in my town.
- *Kaba is most tallest person among the class.
- *My mother gave the biggest big.
- *Ama is taller than Kofi.
- *Kaba is the greater man but Yaw is the more greater

This shows that students cannot use adjectives to construct good sentences.

The researcher wrote the correct sentences on the board for them to see.

1. My town is the largest town in the region.
2. Kaba is the most tallest person in the class
3. My mother gave me the biggest bag.
4. Kaba is the most greatest man.
5. Give me the shortest pencil.

4.3.2 Activity I

Game-Play Adjective Round Robin: This game aimed at helping students identify and use of adjectives to describe nouns in sentences. It was also to encourage students to use creativity and figurative language in descriptions,

Students were told that 'a', 'an' and 'the' are three determiners they (students) use every day. 's' and 'an' must be used with nouns for examples (a football, an orange, etc.). The first letter sound of the noun gives a good clue about which determiner to use.

4.3.3 Activity II

Formation and Comparison of Adjectives

To introduce and explain the formation, uses and differences between the positive, comparative and superlative degrees, these were the activities we went through:

(a). Positive Degrees

The topic was introduced to the class by picking up real objects, like: a colourful book and a pencil box. I asked students at random to describe the objects, using many adjectives in the sentences on the chalkboard and underline the adjectives with coloured chalk.

Examples

- *It is a big pencil*
- This is a new book.

Next, flash cards of items of interest to students were used i.e. animals, dresses, trees, etc. and elicited as many sentences describing each flash card. Once again, the researcher wrote the sentences on the board while underlining the adjectives with

colored chalk.

Examples

- The lion has a long tail
- That is a beautiful bag
- He is short

Having finished writing a couple of sentences on the board, the researcher wrote the adjectives only, in a tabular form as shown below:

Examples of Positive Degree

Big, sharp beautiful short

Now, focusing on these adjectives the researcher explained that the positive degree only describes nouns or pronouns. It shows the simple quality of an object without reference to any other.

(b) Comparative Degree

To introduce the comparative degree a pair of real objects was taken making sure that each object had different characteristics. For example two pencils of varying length. Before explaining the comparative degree, students were asked to tell the adjectives which could be used to compare or contrast the objects. This approach was aimed at evoking any knowledge the students already had about the topic. Overhead transparencies and slides of a pair of animals or common objects were shown. Students compared and contrasted the pair.

Examples

- The woman is taller than the man
- The pen is longer than the pencil

With the help of real objects, slides and overhead transparencies, the students eventually understood that when one thing is compared or contrasted with another in respect of a certain attribute, we use a comparative degree. Thereafter, slide overhead transparencies on the formation of the comparative degree were presented.

(c) Superlative Degree

To teach the superlative degree the researcher picked up five real objects of the same kind. For example, five pencils of different lengths. Asked students how they would differentiate between the pencils.

Examples

1. This is a long pencil.
2. This pencil is longer than that.
3. This is the longest pencil.

Using a few flash cards showing different characteristics of common objects the researcher made three sentences for three degrees of adjectives. A list having the three degrees of adjectives in a tabular form was shown to students.

Formation of Comparative and Superlative

1. Most adjectives of one syllable and some of more than one syllable form the comparative by adding “-er” and the superlative by adding “-est” to the positive.

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Clever	cleverer	Cleverest
Deep	Deeper	Deepest

2. When the positive ends in “e”, add “-r” for the comparative and “-st” for the superlative

Positive	Comparative	Superlative
Able	Abler	Ablest
Brave	braver	Bravest
Fine	Finer	Finest

3. When the positive ends in “y”, preceded by a consonant, the “y” is changed to i before adding “-er” for the comparative and “-est” for the *superlative*.

Positive	Comparative	Superlative
Busy	busier	Busiest
Happy	happier	Happiest

4. When the positive is a word of one syllable and preceded by a short vowel, the consonant is doubled the comparative and “-est” for the superlative.

Positive	Comparative	Superlative
Big	bigger	Biggest
Fat	fatter	Fattest
Hot	hotter	Hottest

5. Adjectives of more than two or more syllable* form the comparative by using the adverb •more”, and form superlative by using the adverb -most”

Positive	Comparative	Superlative
Beautiful	more beautiful	most beautiful
Courageous	more courageous	most courageous
Difficult	more difficult	most difficult

6. Students were however, asked to be careful, not to use “more” along with a comparative formed with “er”, and “most” along with a Superlative formed with “est”, i.e. do not write *more heavier’ or *most heaviest’.

The “as as” construction is used to make a comparison expressing equality.

Example

- She is as intelligent as her mother.

7. **Irregular Comparison:** Some adjectives are compared irregularly, comparatives and superlatives are not formed from the positive.

Positive	Comparative	Superlative
Good	better	Best
Bad	worse	Worst
Little	less	Least

Once the differences between the uses and the formation of the three degrees were understood, the following activities to make the concepts explicitly clear were carried out:

Using a few flash cards showing different characteristics of common objects the researcher made three sentences for three degrees of adjectives. A list having the three degrees of adjectives in a tabular form was shown to students.

Formation of Comparative and Superlative

1. Most adjectives of one syllable and some of more than one syllable form the comparative by adding “-er” and the superlative by adding “-est” to the positive.

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Clever	cleverer	Cleverest
deep	deeper	Deepest
sweet	sweeter	Sweetest
tall	taller	tallest

2. When the positive ends in “e”, add “-r” for the comparative and “-st” for the superlative

Positive	Comparative	Superlative
able	abler	Ablest
brave	braver	bravest
fine	finer	finest
simple	simpler	simplest
wise	wiser	wisest

3. When the positive ends in “y”, preceded by a consonant, the “y” is changed to i before adding “-er” for the comparative and “-est” for the *superlative*.

Positive	Comparative	Superlative
busy	busier	busiest
happy	happier	happiest
noisy	noisier	noisiest
pretty	prettier	prettiest
wealthy	wealthier	wealthiest

4. When the positive is a word of one syllable and preceded by a short vowel, the consonant is doubled comparative and “-est” for the superlative.

Positive	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest
hot	hotter	hottest
sad	sadder	Saddest
Thin	Thinner	Thinnest

5. Adjectives of more than two or more syllable* form the comparative by using the adverb “more”, and form superlative by using the adverb “most”

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
difficult	more difficult	most difficult
satisfactory	more satisfactory	most satisfactory
useful	more useful	most useful

6. Students were however, asked to be careful, not to use “more” along with a Comparative formed with “er”, and “most” along with a Superlative formed with “est”, i.e. do not write ‘more heavier’ or ‘most heaviest’.

The “as as” construction is used to make a comparison expressing equality.

Example

- She is as intelligent as her mother.

7. **Irregular Comparison:** Some adjectives are compared irregularly, i.e. comparatives and superlatives are not formed from the positive.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
far	farther	farthest
many	more	most

Once the differences between the uses and the formation of the three degrees were understood, the following activities to make the concepts explicitly clear were carried out:

4.3.4 Activity III

“Tick TickTick”

Aim

The class has split into small groups of four each. Each group was given a sheet of paper. I wrote ten sentences on the board which they were required to be completed by adding either the positive, comparative or superlative degree of adjective given at the end of each sentence. I set a time limit. At the end of the time limit, answers were given. The group that got the most answers correct won. The rest of the class were asked to clap for them.

Sample Questions

Example

- Lead is the heaviest of all the metals. (Superlative degree)
1. This coffee is very weak. I prefer it a bit weaker. ()
 2. What a clever boy Philip is! ()
 3. Bill has bought a beautiful car. ()
 4. The giraffe is smarter than the boy. ()
 5. Kaba is the tallest boy in our house. ()
 6. Who is your favourite singer? ()
 7. Awiah is shorter than kabuga. ()
 8. You look thinner. Have you lost weight? ()
 9. The children look sad today. ()
 10. We feel more comfortable today than yesterday. ()

Comments

This simple activity encouraged students' bonding and cooperation. Moreover, it helped them to learn the grammar form by interaction. It enhanced both the productive and receptive skills of the students.

4.3.5 Activity IV

“Tug of Words”

The class was split into team 'A' and team 'B' and each team was asked to elect its leader. I gave a sheet of paper to each team and each team was asked to collectively form questions of ten fill-in-the-blank statements on general topics, (e.g. weather, games) which were to be solved by the other team. The blank spaces were to be filled by the correct form of the adjective given in parenthesis at the end of each statement. Once the two teams had written their sentences the researcher drew two columns on the board wrote team 'A' and team 'B' in each column, now the leader of team 'A' was asked to read each sentence along with the word with which the sentence was to be completed. Each student of team 'B', in turn, had to complete the sentences. The researcher awarded one point for each correct answer. In case a student failed to give the answer, the team as a whole was given one chance to complete the sentence. In case it succeeded, half a point was awarded to the team. The researcher wrote the points after each round. When team 'A' finished asking all its questions, team 'B' was asked to present its sentences. At the end of the game, the researcher totaled the points the team that scored more won. The class clapped for the winning team.

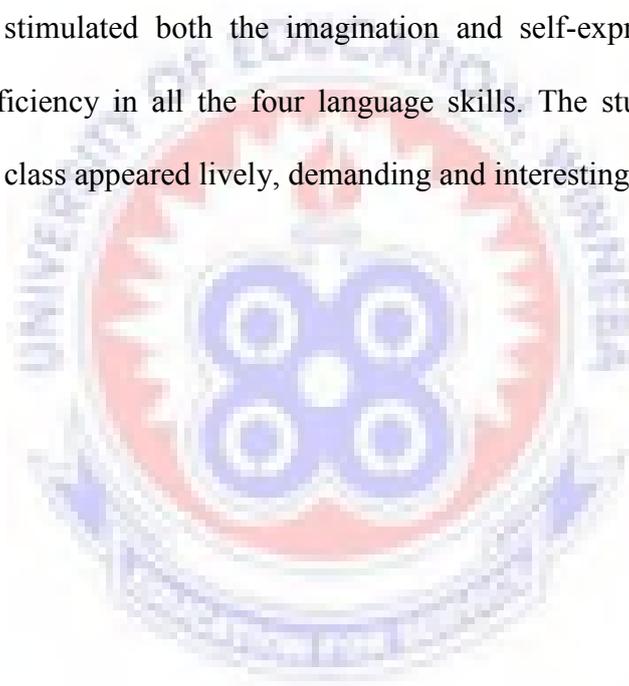
Sample Sentences

Students were asked to complete the sentences by choosing the correct form of the words given in brackets.

1. Australia is island in the world, (large, larger, the largest)
2. The class test was than we had expected, (easy, easier, the easiest)
3. The elephant has trunk, (a long, a longer, the longest)
4. Kilimanjaro in Africa is than Mount Blanc in Europe, (tall, taller, the tallest)
5. King Solomon was of the kings we have ever heard of. (wise, wiser, the wisest)

Comments

This activity stimulated both the imagination and self-expression. In addition, it increased proficiency in all the four language skills. The students were personally involved. The class appeared lively, demanding and interesting.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the research findings, conclusion and also gives recommendations and suggestions for further research and for curriculum development.

5.1 Summary

In this study, the researcher has highlighted on the importance of reflecting upon the teacher's role and students' role in the language classroom. While teachers should be facilitators of experiences and knowledge, students should be active constructors of their knowledge. This, according to the researcher, could be achieved through the use of activities like role plays, games, information gaps.

5.1.1 Summary of Methods

In making sure that the study achieves the desired results, the researcher first declared his intentions of taking on this project by writing to his Headmaster and the District Director of Education for permission. He thereafter had some discussions with the teachers he would be working with as to how the whole thing would be carried out. As a qualitative research, the researcher mainly used observation and interviews in his data

collection. He discussed the findings vividly and finally brought some series of games and activities in a form of intervention to salvage the problems identified.

5.1.2 Summary of Findings

Having gone through processes of observation and interviewing, the researcher had the following as a summary of his findings:

- ❖ The teacher normally called students who had mastered the language a little more than those students who were trying to 'catch up' with English.
- ❖ Teacher - student interaction was done through questions and answers.
- ❖ The teacher addressed the whole class or individuals to answer questions.
- ❖ Some of the students participated in the English class when the teacher called but few students volunteered themselves to participate.
- ❖ Some of the students used English to communicate with the teacher when they asked something or made a comment.
- ❖ Students whose academic achievement is excellent interact among themselves, giving few or no opportunities to exchange information and interact with other students whose academic achievement is not all that good.
- ❖ The teacher asked students questions to check if they understood what had been taught.
- ❖ The class size is so large that teachers find it very difficult to make effective teaching.

5.2 Suggestions and recommendations

In the light of the findings and conclusions reached in the study, the researcher finds it prudent to offer the following suggestions and recommendations for improving teaching and learning of the using of adjective at the basic level.

It is recommended that enough textbooks and other teaching and learning materials should be supplied to all the schools by the Government, District Assemblies and Parent Teacher Associations. The distribution should be on one pupil to a book basis

for pupils. The books could be illustrated with pictures and made attractive to encourage pupils to read and identify adjectives. It is worth mentioning that at least every school must get a library which could provide access to a wider variety of books. In such situations, learners are encouraged to know that they must not limit themselves to reading only their textbooks. Then it becomes the duty of teachers to encourage pupils to read extensively and widely outside the classroom.

Teachers trained in the teaching of English should be allowed to teach at the basic level to give pupils a firm background to the subject. It is further recommended that periodic seminars and in-service training could be organized for English teachers at the basic level by the curriculum planners for them to come together in order to upgrade their knowledge in English teaching techniques.

5.3 Recommendation

This study tells how interaction can be effectively used in teaching adjectives at Tewa Senior High School. Some reasonable implications of the findings in this study for all English as Second Language (ESL) teachers in Ghana as a whole, and in Yidania in particular are offered as follows:

- It is necessary to provide opportunities to interact with the teacher and students. If teachers want to avoid a teacher-dominated classroom, they have to reorganize the activities developed in the classroom. It would be convenient to orient the language classroom to co-operative learning groups, collaborative groups, and peer interactive learning activities. Throughout the use of activities such as brainstorming and problem solving, role play, simulations, and discussion, among others, we would

- motivate students to learn in a more engaging way. This kind of activities can provoke a very positive attitude towards language learning since they resemble real life events and stimulate critical thinking skills. However, it is the teacher's role that determines when and how to use these activities
- Another useful technique to promote active students' participation is to learn all of the students' names. This may be a very difficult practice to follow if we take into account there are around 70 to 90 students in almost each classroom at public Junior High Schools in Ghana although it is not an impossible task to achieve.
- Teachers should avoid the question and answer pattern as a way of checking students' progress. Rather, they should look for some performance assessment techniques such as group projects, oral presentations, constructed-response questions, demonstrations, simulations, debates, among others, that can be used to encourage students construct meaningful learning experiences while applying critical thinking skills. Asking and answering questions limits interaction in the language classroom since there is no further commentary about the topic. Having students asking and answering questions does not assure they are learning or acquiring the language, for they are following a routine and still do not understand the use of the grammatical structure.
- Time is an essential part of the learning process all teachers have to learn to deal with. Most of the activities that involve active participation among students use up a lot of time. Thus, language teachers need to reorganize the classroom activities so that they make a good use of time. Little by little, teachers can include activities such as role plays, information gaps, co-

operative learning groups, small groups, and pair work. These activities can be used not only to present a topic but also to assess students' progress.

- Students must be persuaded to interact positively and effectively in the language classroom. As seen in the study, most of the students felt motivated about learning English which is one major advantage for them to acquire new structures. "It is recognized that students' feelings and attitudes can promote or deter language learning. As a result, teachers attempt to create the kind of environment in which the possibility of negative affect arising is minimized" (Larsen - Freeman, 1987).
- It is essential to remind teachers to make error-corrections in a very careful way so that the students feel comfortable at the remarks made by the teacher and not frustrated at the attempt to use the target language. It seems sometimes that students are afraid of making errors and so they do not risk participating.
- Language teachers must reflect upon improving their knowledge of the all aspects related to the teaching of English. To accomplish this, teachers should work together to gain hints from colleagues to solve problems and plan different research projects to study learners and attitudes.

5.3.1 Recommendations for Improving Problem

The researcher suggests that for the said problem to be improved, teachers in the other schools of the District be given an intensive in-service training on the modern ways, procedures, and techniques of teaching that involve learners' participation and not mere recipients of ideas and facts.

The researcher again suggests that government, school authorities, PTAs and other stakeholders of education should have a closer look at school libraries and stock them with a lot of books on African origins. It is by so doing that teachers can press on students to read more to broaden their outlook in order that they can actively participate in any classroom discussions.

5.3.2 Recommendation for Improving Research

The research is not yet complete, for the researcher thinks some adjective types like adjective of quality, adjectives of distinction, adjectives order, etc. that could play a part as far as teaching adjectives is concerned should have been covered but because of time constraints, he could not do so. The researcher, therefore, suggests to future researchers who may research into a similar problem to go into the issues the researcher could not address by using other parts of speech.

5.4 Conclusion

It is evident from the findings of the study that using interactive techniques improved immensely pupils' achievement in the use of adjectives. There was a common feeling of confidence among pupils using the method.

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APPENDIX A

Yidania Junior High School

Post Office Box 42

12th November, 2018

The Headmaster

Yidania Junior High School

Post Office Box 46

Upper East Region

Dear Sir,

PERMISSION TO UNDERTAKE A RESEARCH PROJECT IN THE SCHOOL

I, Nonterah Stephen, a staff member of the above school, who is at the same time pursuing a Masters' Programme at the University of Education, Winneba, officially writes to seek permission to undertake a research project in the school. The research project I am doing is on the topic:

CLASSROOM INTERACTIONS TO TEACH

ADJECTIVES. -

A CASE STUDY OF YIDANIA JUNIOR HIGH SCHOOL

As has always been the case, all information given would be treated with the strictest confidentiality.

I hope permission would be granted with your usual co-operation.

Thank you.

Yours faithfully,

.....

Nonterah Stephen

APPENDIX B

Yidania Junior High School

Post Office Box 42

12th November, 2018

The District Director

Ghana Education Service

Post Office Box 46

Dear Sir,

PERMISSION TO UNDERTAKE A RESEARCH PROJECT IN THE SCHOOL

I, Nonterah Stephen a staff member of the above school, who is at the same time pursuing a Master's Programme at the University of Education, Winneba, officially writes to seek permission to under-take a research project in the school. The research project I am doing is on the topic:

**CLASSROOM INTERACTIONS TO TEACH
ADJECTIVES.**

A CASE STUDY OF YIDANIA JUNIOR HIGH SCHOOL

As has always been the case, all information given would be treated with the strictest confidentiality.

I hope permission would be granted with your usual co-operation.

Thank you.

Yours faithfully,

.....

Nonterah Stephen

APPENDIX C
UNIVERSITY OF EDUCATION
SCHOOL OF GRADUATE STUDIES AND RESEARCH
INTERVIEW GUIDE

THIS INTERVIEW GUIDE IS INTENDED TO HELP ME COLLECT DATA FOR MY THESIS.

INTERVIEW GUIDE 1 - FOR
TEACHERS PART 'A' - Personal Data:

Sex:

Age:

Form/Class:

1. For how long have you been teaching?
2. What other forms, apart from where you are currently teaching, have you ever taught since you started teaching?
3. Have you attended any In-Service Training Course on teaching grammar for the past 2years?

PART 'B'

1. What are some of the challenges you face in class as regards teaching of English?
2. What do you think is/are responsible for students' poor performance in the English language?
3. What do you think should be done to improve the situation?
4. To what extent do your students participate in the teaching - learning of grammar in your class?
5. What do you expect your students doing that they are not doing?
6. What advice will you give to we the practicing teachers as far as teaching of grammar is concerned?

APPENDIX D
UNIVERSITY OF EDUCATION

SCHOOL OF GRADUATE STUDIES AND RESEARCH

INTERVIEW GUIDE

THIS INTERVIEW GUIDE IS INTENDED TO HELP ME COLLECT DATA FOR MY THESIS.

INTERVIEW GUIDE 2 - FOR STUDENTS

1. What makes you like learning English language?
2. What makes you dislike learning English language?
3. Do you take part in classroom discussions during grammar lessons?
4. What makes you do that?
5. How do you want your teachers to teach you English language?
6. Why do you not use English language to communicate to your friends when you are outside the classroom?
7. What do you think are some of the causes that make students sleep while lesson is in progress?
8. What are some of the problems you face when studying English in the classroom?
9. What do you expect the school authorities to do to improve your level of performance in the English language?

APPENDIX E

PRE-TEST

Name of school : Yidana Junior high School
Name: *Abdul-Mumin Zulewaga*
Subject : English Language Class: Form two

5/10

Select the correct Adjective from the given options

1. My father is 180 centimeters.....
(a) high
(b) tall ✓
(c) tallest
2. Takeday as it comes.
(a) each ✓
(b) every
(c) among
3. Kaba is.....from Tokyo than Nagoya.
(a) farther
(b) further ✓
(c) than
4. My grandfather is two years than my grandmother.
(a) older ✓
(b) bigger
5. Please tell me an story.
(a) interested
(b) interesting ✓
(c) interestened
6. Kaba and Ane are my friends. ~~They~~ ~~met~~ met after finishing high school.
(a) later ✓
(b) latler
(c) soon
7. Derk is for his age.
(a) big
(b) old
(c) young ✓
8. The lake water is in the morning before people begin swimming.
(a) clean ✓
(b) clear
(c) dirty
9. Ada is two years Than Adiyiga.
(a) younger ✓
(b) smaller
(c) shorter

turn over

10. What is the fashion from Parist?

- (a) latest
- (b) later
- (c) last



WEPare Linda.

Name of school : Yidana Junior high School
Name:
Subject : English Language

Class: Form two

4/10

Select the correct Adjective from the given options

1. My father is 180 centimeters.....
(a) high
 (b) tall ✓
(c) tallest
2. Take day as it comes.
(a) each
 (b) every ✓
(c) among
3. Kaba is from Tokyo than Nagoya.
(a) farther
 (b) further ✓
(c) than
4. My grandfather is two years than my grandmother.
 (a) older ✓
(b) bigger
5. Please tell me an story.
 (a) interested ✓
(b) interesting
(c) interestened
6. Kaba and Ane are my friends. We met after finishing high school.
(a) later
 (b) later ✓
(c) soon
7. Derk is for his age.
(a) big
(b) old
 (c) young ✓
8. The lake water is in the morning before people begin swimming.
 (a) clean ✓
(b) clear
(c) dirty
9. Ada is two years than Adiyiga.
 (a) younger ✓
(b) smaller
(c) shorter

turn over

10. What is thefashion from Parist?

(a) latest

(b) later

(c) last

APPENDIX F

POST-TEST

Name of school : Yidana Junior high School
Name:
Subject : English Language Class: Form two

Sonytu Anutoa
7
10
Good

Select the correct Adjective from the given options

1. My father is 180 centimeters.....
(a) high
(b) tall ✓
(c) tallest
2. Takeday as it comes.
(a) each ✓
(b) every
(c) among
3. Kaba is.....from Tokyo than Nagoya.
(a) farther ✓
(b) further
(c) than
4. My grandfather is two years than my grandmother.
(a) older ✓
(b) bigger.
5. Please tell me an story.
(a) interested
(b) interesting ✓
(c) interestened
6. Kaba and Ane are my friends. They.....met after finishing high school.
(a) later ✓
(b) latler
(c) soon
7. Derk is for his age.
(a) big
(b) old ✓
(c) young
8. The lake water is in the morning before people begin swimming.
(a) clean ✓
(b) clear
(c) dirty
9. Ada is two years Than Adiyiga.
(a) younger ✓
(b) smaller
(c) shorter

turn over

10. What is the fashion from Parist?

- (a) latest
- (b) later
- (c) last

Name of school : ~~Yidana Junior high School~~
Name: ~~Yidana Junior high School~~
Subject : English Language

Kaluu Weyepɛ
Class: Form two 29-11-2017

Select the correct Adjective from the given options

1. My father is 180 centimeters.....
 (a) high
 (b) tall
 (c) tallest
2. Takeday as it comes.
 (a) each
 (b) every
 (c) among
3. Kaba is.....from Tokyo than Nagoya.
 (a) farther
 (b) further
 (c) than
4. My grandfather is two years than my grandmother.
 (a) older
 (b) bigger
5. Please tell me an..... story.
 (a) interested
 (b) interesting
 (c) interestened
6. Kaba and Ane are in
 (a) later
 (b) earlier
 (c) soon
7. Dede is for his age.
 (a) old
 (b) young
8. The lake water is in the morning before people begin swimming.
 (a) clean
 (b) clear
 (c) dirty
9. years Than Adiyigu.
 (a) more
 (b) less
 (c) same



turn over

10. What is the fashion from Paris?

- (a) latest
- (b) later
- (c) last

✓