

UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING METHODS FOR TEACHING ENGLISH LANGUAGE IN BASIC
SCHOOLS: A CASE STUDY OF KNUST JUNIOR HIGH SCHOOL

MARTHA PINAMANG DONKOR

**A Project report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for the award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENTS' DECLARATION

I, MARTHA PINAMANG DONKOR, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other 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 project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FREDRICK KWAKU SARFO

SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

I thank the Almighty God for His strength and guidance that has enabled me to complete the course and the researcher work. I am greatly indebted of Prof. Fredrick K. Sarfo, my supervisor, who is also the Acting Principal of the University and also Dean of Faculty of Education and Communication Sciences, for his support, constructive criticisms, invaluable suggestions and guidance that has been shaped this work for final presentation.

I also owe a debt of gratitude to all lecturers of the department of Educational leadership for the knowledge imparted to me. I am indeed thankful to Mr. Kwabena Akyeampong Boakye for his moral and financial support which enabled me finish the course.

A big thank you to all my children; Akosua Pokua Boakye, Kwasi Boakye, Kwabena Boateng Boakye and Akwasi Agyemang Boakye. I also extend my gratitude to all my colleagues for their support. I would also like to acknowledge those whose names were not mentioned but contributed in diverse ways to enable me complete the work.

DEDICATION

I dedicate this work to my husband Mr. Kwabena Akyeampong Boakye and my four children Akosua Pokua Boakye, Kwasi Boakye, Kwabena Boateng Boakye and Akwasi Agyemang Boakye.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.0. Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3. Purpose of the Study	5
1.4. Objectives of the Study	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitation of the Study	7
1.8 Limitation of the Study	7
1.9 Organization of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
2.0 Introduction	9
2.1 Theories about Language Teaching and Learning	9
2.2 Learner-Centered Methods	11

2.3. Learner-Centered Strategies	12
2.3.1 Brain Storming	12
2.3.1.1 Advantage of Brainstorming	14
2.3.2. Role-play, Simulation and Drama	15
2.3.3 Case study as a Teaching Method	16
2.3.4 Discussion	17
2.3.5. Group-Based Learning	18
2.4. Benefits of using the Learner-Centered Approach	19
2.5 The Principles of Student-Centered Learning	21
2.6 Teacher-Centered Pedagogy	21
2.7. Teacher-Centered Methods	22
2.7.1. Lecture Method as Teacher-Centered Strategies	24
2.7.1.1. Advantages of Lecture Method	26
2.7.1.2. Disadvantages of Lecture Method	26
2.7.2. Demonstration Method	27
2.7.2.1 Meaning of Tutorials Teaching Methods	28
2.7.2.2 Advantages of Tutorials Method	28
2.7.2.3 Disadvantages of Tutorials Method	29
2.7.3 Presentation as a Teaching Method Technique	29
2.7.3.1 The Importance of Presentation Skills in the Classroom	30
2.7.4. The Drill Technique	31
2.8. Teacher-centered method and Importance of Learning	31
2.9. Challenges English Teachers Face in Teaching English Language	33

2.9.1. Large Class Size/Heavy Work Load	33
2.9.2. Inadequate Teaching Materials	34
2.9.2.1 Significance of Teaching Materials	34
2.9.3 Lack of Motivation among Learners	35
2.9.4 Inadequate Trained Personnel to Teach English Language	37
CHAPTER THREE: METHODOLOGY	38
3.0. Introduction	38
3.1. Research Design	39
3.2. Population of the Study	40
3.3 Sample and Sampling Technique	40
3.4. Research Instrument	41
3.5. Testing Validity and Reliability of the Instrument	41
3.7 Data Collection Procedure	42
3.8. Data Analysis Procedure	43
3.9. Ethical Considerations	44
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION	44
4.0. Introduction	44
4.1 Presentation of Demographic Data of Respondents	45
4.2 Presentation and Discussion of Research Question 1: To find out the extent to which teacher use teacher – centered method in teaching?	46
4.3 Presentation and Discussion of Research Question 2: To what extent do teachers use learner – centered method to teach English Language?	50

4.4 Presentation and Discussion of Research Question 3: What challenges do teachers face in teaching English Language	53
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	58
5.0. Introduction	58
5.1. Summary of the Study	58
5.2. Conclusions	59
5.3. Recommendations	60
5.4. Suggestions for Future Research	60
REFERENCES	61
APPENDIX A: QUESTIONNAIRE	73



LIST OF TABLES

TABLE	PAGE
1: Demographic Data of Respondents	45
2: The extent teacher use teacher – centered method to teach English Language	47
3: The extent teachers use learner – centered method to teach English Language	50
4: Challenges teachers face in teaching English Language	54



ABSTRACT

The purpose of this study was to explore the methods of teaching English Language in KNUST Basic schools in the Oforikrom Municipality. With the use of a descriptive research design, the study purposively sampled 70 English teachers of KNUST Basic School out of the 189 total teaching population. However, the response rate was 85.7% constituting 60 teachers. Using a quantitative approach, questionnaires in the form of likert type scale ranging from strongly disagree (1) to strongly agree (4) was used to collect data. The reliability estimates for teachers was 0.88 cronbach alpha. Descriptive statistical tools such as frequency, percentages and mean were employed for data analyses. Findings of the study indicated that majority of teachers concluded they used drill and practice as their English Language teaching method. They highly used discussion as their English Language teaching method and lastly, the teachers highly encountered large class or heavy work load that hinder the teaching of English language. Based on these findings, it was recommended that teachers should reinforce the use of drill and practice and discussion as their English Language teaching methods. Lastly, the school head teachers should minimize large class and heavy work load to improve the teaching of English language

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter discusses the general overview of the methods of teaching English Language in Basic schools as a topic, with a particular focus on KNUST Junior High School. Based on the background and the statement of the problem, the study's research objectives, justification and scope of the study are respectively outlined.

1.1 Background to the Study

Teaching is referred to all acts performed by teachers to attract students' attention towards efficient teaching. Teachers can control the class without harshness and corporal punishment and maintain order through familiarity with teaching methods and implementing them in the classroom. Bratton and Gold (2003) noted that effective teaching serve as motivation for students learning that move the students towards performing the tasks well in comparison with the superior performance.

Teaching encompasses course design, course management and methods of face-to-face teaching, provision of other learning opportunities, assessment and feedback to students. It is concerned with providing students with opportunities to learn. It is an intentional activity and an interactive process involving teachers, students, tasks and the process by which the teacher imparts knowledge, skills, and attitudes to the students (McShane, 2006).

Similarly, teaching is the action of a person imparting knowledge, skill or giving instruction; or the job of a person who teaches using the appropriate methods. Kreitner

(2005) noted that teaching is an attempt to assist students in acquiring or changing some skills, knowledge, ideal, attitude, or appreciation. Therefore, teaching is a set of processes and procedures used by the teacher to emphasize on aspects of student's development such as physical, emotional, social, and cognitive aspects. Anderson and Freebody (2001) have also noted that teaching involves helping students to know something not known before, and constitutes a process of change. Therefore, teaching is a process of facilitating student learning.

Supporting this, Bell (2003) states that teaching is an act of providing, directing, checking and following-up activities to facilitate formal or informal learning. It is a collection of practical activities aimed at bringing about learning or understanding. To her, teaching is not dictating, ruling, conditioning, forcing, indoctrinating or taming. Instead, it aims at bringing about learning and is practiced in such a way that it takes into consideration the student's intellectual capacity and ability for independent judgment.

Therefore, teaching is the interaction of the teacher with a group or individual students using different methods of teaching appropriate to the content to be delivered which has a positive implication for quality of student learning. It is a process by which both teachers and students establish a shared environment of values, beliefs, knowledge and appreciation that have impact on their perception of what is real.

Adams (2003) emphasized that teaching becomes effective if teachers develop and use different methods of teaching which are appropriate to the content to be delivered and indicated that the development of methods of teaching has been traced back to ancient Greece. Ancient teaching methods emphasized memorization and analogical reasoning, a form of reasoning in which one thing is inferred to be similar to another thing in a certain

respect, on the basis of the known similarity between the things in other respects (Adams, 2003). According to Bedeian (2003), methods of teaching are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of activities. Methods of teaching also signify a constellation of systematic arrangements and techniques cast to fit curricular elements consisting of educational goals, objectives and outcomes in line with the maturity and readiness level of students (Griffin, 2011).

Griffin (2011) further noted that the students' superior performance cannot be achieved without the students desired teaching methods. A teaching method comprises the principles and methods used by teachers to enable student learning (Griffin, 2011). These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about (Griffin, 2011). According to Abraham, (2002) teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner.

In clearer terms, methods of teaching refer to construction of how teaching ought to be done to bring quality of student learning which requires the capacity and commitment of the teacher. It is also a purposeful pedagogical organization of activities and implementing them according to certain rules in order to make learners reach at specified objectives. Supporting this, Maley (2007) notes that teaching methods may be viewed as a series of discrete steps that the teacher uses or takes so as to achieve the predetermined objectives. Maley (2007) emphasized on two major teaching methods namely child –

centered and teacher – centered methods. According to Maley (2007) child - centered method teaching primary focus on the learner as the centre of the education process. In this situation teachers are encouraged to move away from ‘chalk and talk’ teaching strategies toward more discovery based learning experiences, with an emphasis on children’s learning outcomes (Maley, 2007). Carter and McRae (2001) noted that student-centered methods of teaching incorporate several learning styles that serve to promote learners motivation and critical thinking skills. On the other hand, teacher-centered method of teaching and learning adheres to the sentiment that learning should be the responsibility of the students, and they need opportunities to take control of their learning (Carter & McRae, 2001). It is important to use different teaching methods in the teaching learning process to produce students who are responsible and competent in learning.

It is therefore important that teachers learn to use a variety of teaching methods in order to cater for the range of learning needs and requirements that are present within most class environments as the quality of teaching is determined by the quality of student learning as the teacher uses appropriate and relevant methods of teaching.

1.2 Statement of the Problem

Assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Kramsch, 2003). It is unfortunate that some teachers teach students without having much formal knowledge of how students learn. Many teachers know how they learn best, but do not necessarily consider how their students learn and if the way they teach is predicated on enabling learning to happen.

Students have different ways of absorbing information and of demonstrating their knowledge. Their exposure to different methods of teaching affects the way they grasp knowledge. When the teacher lacks control of the methods of teaching to be used, it does not bring quality to student learning. If teachers do not commit themselves to use the teaching method suited to the content to be delivered and the enhancement of the learners learning improvement, it will result in less impact for the quality of student learning.

On the other hand, the issue of quality of student learning has become one of the subjects of debate at KNUST junior high school in which teachers would be involved significantly and face the entire situation in the school. In my stay at the school (for about two years) discussions were frequently made with teachers on the poor performance of students in English language both internal and external results. This implies that teaching without using appropriate method negatively affects the quality of student learning. This initiated the researcher to investigate the teaching methods employ by teachers in teaching English language.

1.3. Purpose of the Study

The purpose of this study is to explore the methods in teaching English Language in KNUST Basic schools in Oforikrom Municipality.

1.4. Objectives of the Study

The study seeks to:

1. find out the extent to which teacher use teacher – centered method to teacher English Language at KNUST
2. find out the extent to which teacher use learner – centered method to teacher English Language at KNSUT
3. determine the challenges teachers face in teaching English Language at KNSUT

1.5 Research Questions

The study will address the following questions:

1. to what extent do teachers of KNUST use teacher – centered method to teacher English Language?
2. to what extent do teachers of KNUST use learner – centered method to teacher English Language?
3. what challenges do teachers of KNUST face in teaching English Language?

1.6 Significance of the Study

Findings of this study will identify the most common teaching methods used by teachers at KNUST Junior high school. It also provides information about the extent to which educational materials are available to use the appropriate methods of teaching which create a room for quality of student learning. Moreover, it is aimed at identifying the implications of the methods of teaching for quality of student learning. Finally, findings of the study is geared towards encouraging heads, teachers and students to take corrective measures in avoiding factors affecting the appropriate use of teaching methods so that the quality of student learning will be achieved.

1.7 Delimitation of the Study

The study was delimited to KNUST basic high school. The study was also delimited to the methods of teaching and their implications on quality of student learning such as concept of methods of teaching, considerations in choosing teaching methods, classifications of teaching methods, and concept of quality of student learning. Also, the study was delimited to the 70 English teachers at KNUST.

1.8 Limitation of the Study

During the study, some teachers did not respond to questions as required. Equally, some participants left some areas on the questionnaires blank. Some of the teachers were invigilating their examinations and were therefore unable to attend to the researcher and as a result it took more of my time to reach the respondents. This was a bit tiring since it meant that, the researcher had to search for the individual respondents. At times some questionnaire was given to friends of the teachers. This notwithstanding, the personal involvement and endurance of the researcher paid dividend.

1.9 Organization of the Study

The study was organized into five chapters. Chapter one dealt with the background to the study, statement of problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations and organization of the study. Chapter two covered review of available literature relevant to the study, while chapter three focused on the research design, population, sample and sampling techniques,

instrument for data collection, procedure for data collection and the procedure used in data analysis.

Chapter four dealt with the analyses the result of the study and chapter five dealt with the summary of the research findings, conclusion and recommendation of the study and suggestions for future research.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, the researcher review literature relevant to the study. That is the researcher look at the relevant literature under the following headings: theories about language teaching and learning; learner centered methods; learner-centered strategies; benefits of having and using the learner-centered approach; the principles of student-centered learning; teacher-centered pedagogy; teacher-centered Methods; Teacher-centered method and importance of learning. It final covered the challenges English Teachers faced in teaching English Language.

2.1 Theories about Language Teaching and Learning

Behaviorists“ theory of language learning states that language learning is like any other kind of learning. It involves habit formation. Habits are formed when learners respond to stimuli in the environment and subsequently have their responses and reinforcement that they are remembered (Rod, 2007). This means that language learning takes place effectively when learners have the opportunity to fully participate and practice and make the correct responses to a given stimulus.

Early research into language learning (both first and second) was heavily depended on the dominant linguistic and psychological paradigms. The typical behaviourist position is that language is speech rather than writing. Furthermore speech is a precondition for writing. This came from the fact that children without cognitive impairment learn to speak

before they learn to write and many societies have no written language, although all societies have oral language (Selinker & Gass 2008).

With the behaviourist framework speaking consists of mimicking and analogizing. Basic to this view is the concept of habits. Older people establish habits as children and continue our linguistic growth by analogizing from what we already know or by mimicking the speech of others. In the behaviourist view (Watson, 1924; Thorndike, 1932; Bloomfield, 1933 as cited in Harmer, 2007), language learning is seen like any other kind of learning, as the formation of habits. It stems from work of psychology that saw learning of any kind of behavior as being based on the notions of stimulus and response (Myles & Mitchel, 2004).

In behaviourist theory, conditioning is the result of a three-stage procedure-stimulus, response and reinforcement. For example in a classical experiment, when a light goes on(stimulus) a rat goes up to a bar and presses it (response) and is rewarded by the dropping of a tasty food pellet at its feet (the reinforcement). In a book called Verbal Behaviour, Bernard Skinner suggested that much the same process happens in language learning, especially first language learning (Skinner, 1957 cited by Harmer, 2007).

The baby needs food so it cries and food is produced. Later the infant swaps crying for one or two-word utterance to produce the same effect, and because words are more precise than cries, it gradually learns to refine the words to get exactly what is wanted. In this behaviourist view of learning a similar stimulus response-reinforcement pattern occurs with humans as rats or any other animal that can be conditioned in the same kind of way. In language learning, a behaviourist slant is evident when students are asked to repeat sentences correctly and are rewarded for such correctness by teacher praise or some other

benefit. The more often this occurs, the more the learner is conditioned to produce the language successfully on all future occasions (Harmer, 2007).

2.2 Learner-Centered Methods

Meece (2003) emphasized that scholars have defined learner centeredness in a number of ways. For example, Henson (2003) defines learner centeredness as a perspective that couples a focus on individual learners with a focus on learning. Focusing on individual learners implies looking at their heredity, experiences, perspectives, backgrounds, talents, interest, capacity and needs.

Dang (2006) defines learner centered method as a style of instruction that is responsive, collaborative, problem-centered and democratic in which both learners and the instructor decide how, what and when learning occurs. Therefore, in learner centered learning, learners are considered first that is contrast to teacher centered approach.

Dimitriadis and Kamberelis (2006) on the other hand defines learner centered learning methods, as the implementation of a competency-based curriculum where methods of teaching and assessment focus on students' learning and concluded that learner centered methods emphasize knowledge and skills that are constructed by students, rather than directed by instructors. Huba and Freed (2000) conceptualised learner centered methods as an instructional approach that focuses on helping students to construct understanding of concepts and principles using their prior knowledge and experiences from their day-to-day life. In this sense, teaching strategies are tailored to students' lives and teachers encourage students to analyse, interpret, and predict information. Effective dialogue and students; active participation in the classroom processes becomes the defining feature of learner

centered methods (Jan, 2009). This means that effective learner centered methods should result in the students' knowledge construction. Students should be involved in activities that stimulate creativity, critical thinking, and problem solving skills (Jan, 2009).

2.3. Learner-Centered Strategies

Teachers, when using the learner-centered approach, guide learners in acquiring new knowledge and skills as they facilitate the learning process through the use of various learner-centered activities (Jan, 2009). This requires teachers to select activities appropriately so that they emphasise a variety of skills including problem-solving skills. Consequently, students will be able to practice decision-making skills and be flexible in choosing methods that will make the learning experience more relevant and meaningful. Jan (2009) noted various strategies of learner-centered teaching methods, but notable among them are: cooperative learning, role-play, simulation and drama, songs, music and dances and songs, music and dances.

2.3.1 Brain Storming

Abdelkader (2007) emphasized that the current era is characterized by rapid changes surrounded by many challenges and concluded that these changes included scientific progress, technological development and openness to the world of communication. In order to cope with these rapid developments we have to pay attention to the development of creative minds capable of solving existing problems. The development of students' mental abilities has become the main goal of the educational

process in all countries of the world, as the progress of countries is measured by in the capacity to develop the minds of their children (Abu Sneineh, 2008).

In this context, it is necessary to provide an environment in which students are personally involved “in the process of building and learning the effective learning environment, which aims at helping the student to gather ideas and give the appropriate decisions to reach the correct conclusions. The choice of effective instructional methods is not only to improve the level of achievement of students in the preparation period, but also to become part of the “preparation program and to be helpful” in the future practice of education (Husari, 2000). This method of teaching “based on the interaction between the teacher and the learner or between the learner and other learner, as this helps in the development of thinking methods or reduce the methods of automation that are given in one direction from the teacher to the learner (Husari, 2000).

Jack and Kyado (2017) stressed that brainstorming is a way of bringing ideas without consideration of their evaluation. This does not mean leaving the evaluation, but only postponing it to the end of the session. The brainstormer should be aware that brainstorming is not guaranteed to get new ideas. “Brainstorming is not just a way to encourage new ideas, but to encourage all participants to contribute to teamwork (Jack & Kyado, 2017). Brainstorming is important for teachers, it allows tracking and flow of ideas, and follow the ways of running the idea or ideas in the minds of students, and gives them an idea about trends that children go to them when they deal with a problem or an unspecified situation, or without controls, and helps them to know the levels of mental stock, and methods of processing students for ideas that have not prepared or not known

for them, which are known as “mental moments” and often required attitudes facing them in normal life (Hashempour & Behjat, 2015).

Brainstorming is one of the most distinctive ways to develop creative thinking, so the nature of the brainstorming is characterized as working on the flow of ideas without criticism and try to speed thinking, break the deadlock, and challenge the minds (Hassanein, 2002). Hassanein (2002) focuses on the positive participation of learners in the educational process, and invites them to build different patterns and images of ideas, to expand their creative views, and open their minds during addressing problems.

Brainstorming is basically a technique of decision making that can be employed in any situation where participation is expected. It is used in an educational context as well (Ganji & Mir-Hashemi, 2005). The process of brainstorming is primarily based on physical and intellectual presence of the group, therefore, quantity is assured. This leads to choosing out the best out of many, however, brilliantly followed up by the expertise of the coordinator (Ganji & Mir-Hashemi, 2005). Brainstorming also verifies the extent to which the decision body has understood the problem. Sometimes, people go for a decision without going deep into the actual problem. Such decision create problem in the long run as they are ineffective and sometimes harmful (Brown, 2001). During the process of ‘Brainstorming’, the entire group becomes able to know about one another’s sincerity and commitment towards the institution they are working for (Brown, 2001).

2.3.1.1 Advantage of Brainstorming

According to Hashempour and Behjat (2015), some of the advantages of brainstorming technique are: the target group can generate/create a greater number of

alternative responses since the group's information and knowledge tend to be more comprehensive and reliable; the group decision making is democratic in nature. The democratic processes are more easily acceptable and more consistent with the democratic principles which ensure equal academic opportunities; implementation of a brainstorming based decision is more effective as the entire group participate.

2.3.2. Role-play, Simulation and Drama

Pedersen (2003) suggests that role-play, simulation and games are learner-centered strategies that can be used in achieving cooperative learning. Kain (2002) also argues that drama can be an instructional tool in language classroom learning, which can be used by both adult and young learners. According to Barraket (2005) drama directly involves learners and as they become involved they become more interested in learning. Drama involves using a variety of communication skills to convey feelings, attitudes and expressions in language learning (Barraket, 2005). To further show the relevance of the use of drama in literacy education, Jones (2007) affirms that drama is an effective medium of literacy in nine areas. Five of these are considered to be of high relevance. According to him, drama can provide students with a meaningful environment for practising oral reading repeatedly in order to develop fluency. It also provides students with opportunities to acquire meaning visually, aurally and kinesthetically of new vocabulary; helps students acquire the knowledge of word order, phrasing and punctuation that contribute to the meaning of a written sentence. It provides students with opportunities to monitor their own comprehension and develops effective reading strategies. Lastly, it can be an assessment

tool since it provides immediate feedback about students' understanding of new reading materials (Jones, 2007)

Jones (2007) further observes that these dramatic activities provide meaningful contexts and motivation to practice literacy use. Kain (2002) believes that drama, music and movement are interwoven into meaningful performances and are beneficial in literacy learning. Jan (2009) supports the idea by saying that literature should try to use drama so that children can learn language and develop literacy in supportive and meaningful environments. Langlois (2011) intelligence that relates to this strategy is bodily kinaesthetic (body wise) intelligence. In this particular intelligence, learners can use their bodies to express emotions through drama or role-play, and to play games and to participate in songs and dances (Langlois, 2011).

2.3.3 Case study as a Teaching Method

A case study is an excellent learner-centered method of presenting a particular problem or scenario to learners so that they can interact with the content (Brown & Rodgers, 2002). The benefits of the case study are huge in terms of providing learners with opportunities to read, communicate, write and reflect on the learning process (Brown & Rodgers, 2002). According to Dodson (2000), the following general steps can be applied in using case studies. The first step is to identify and select a specific case study for the topic of the lesson followed by making sufficient sources available for the learners to read and complete the task or assignment, introducing learners to the case study and give them enough time to study it and closing the case study with a whole-class discussion. Learners can share information about the case study.

2.3.4 Discussion

According to Abdu-Raheem (2011), other type of teaching methods, which are student-centered, is discussion method. Discussion method is a variety of forums for open-ended, collaborative exchange of ideas between a teacher and students and among students for furthering students' thinking, learning, problem-solving, understanding or literary appreciation (Stevick, 2008). Larson (2000) reported that discussion is thought to be a useful teaching technique for developing higher-order thinking skills that will enable students to interpret, analyse, and manipulate information. During the discussion, learners are not passive recipients of information from a teacher rather; learners are active participants (Qatami, 2008). Discussion method also is a method of teaching where a teacher and students or learners are actively involved in the learning process of activities.

Stevick (2008) emphasized that teachers use of discussion to enhance teaching and learning processes. Ur (2006) noted the effects of discussion method on achievement and retention in basic school pupils in English Language revealed that discussion method enhancing pupils' learning interest and achievement in English Language. Richards and Rodgers (2006) conducted research on effects of two teaching methods of demonstration and discussion on basic school pupils' interest and performance and found that discussion method had higher results. Lightbown and Spada (2003) in their study on effects of discussion instructional strategy on the achievement of basic school pupils in English Language and concluded that discussion method is more effective in improving students' achievement in English Language.

2.3.5. Group-Based Learning

A learner-centered classroom was a place where teachers considered the needs of the students, as a group and as individuals, and encouraged them to involve with the learning process all the time (Jones, 2007). A number of scholars defined the group-based learning as the joint intellectual effort by students or students and teachers, which students worked in pair or small group to interact with one another so as to achieve a common goal (Klein, 2006). Al-Qarni and Meara (2008) stated that a small group might contain members from three to fifteen while a larger group may be from fifteen or more. However, the number of the group members was determined by the topic and the leaders' experiences (Al-Qarni & Meara, 2008). Furthermore, Gattegno (2012) mentioned that group learning allowed students more options for success because the group required different types of activities and interactions. For instance, students who worked in group seemed to learn more quickly with more accuracy.

Ellis (2009) on the other hand indicated that most learners worked together in pairs or groups in the learner-centeredness instruction. This group learning, based on a study conducted by Larsen–Freeman (2011), offered a good opportunity in which students could practice, gain, and improve soft skills such as leadership, communication, social, and conflict resolution skills. Moreover, Bose (2015) reported that small group work encouraged students to learn how to work in a team in the process of which they identified and filled the gaps in their knowledge. In summary, group-based learning is the process of teaching and learning, which students work together to reach a common goal. It helped students improve knowledge and soft skills.

2.4. Benefits of using the Learner-Centered Approach

Hodge (2010) states the main goal of a child-centered approach is to encourage children to develop greater decision-making and problem solving skills and hence to promote greater independence. This approach, therefore, involves and engages learners' minds in creative activities. Huba and Freed (2000) observe that the learner-centered approach promotes each student's internal motivation and instructional practices such as modelling, asking higher order questions and mediating thoughts.

Hands-on problem solving is effective in helping students learn more abstract concepts, and positive feedback is most effective in encouraging and allowing learners' multiple opportunities to practice and improve their learning. In this manner learners are encouraged to be creative in their own learning as all learners are of different abilities. The teacher enables learning by creating conditions that will cater for these varying abilities. In this way the teacher becomes a facilitator in the learning process through helping learners to develop individual thinking and problem solving potentials (Brown, 2001).

According to Brown (2004) the use of this approach enhances learners' life skills. Using a learner-centered approach helps learners to be more independent, resourceful, interactive and cooperative as well as enabling them to build interpersonal relationships. At the same time, this learning builds on prior knowledge that the learners already possess. Brown (2004) further observes that the approach promotes each student's internal motivation and that the instructional practices require hands-on activities. In the twenty-first century the business world demands that workers function as a team. Many students will want to enter careers in business when they finish their schooling. It is therefore important for teachers to teach cooperative skills as early as possible (Brown, 2004).

Harmer (2007) indicates that thinking skills can best be acquired and applied in cooperative groups where students are more willing to engage in problem solving tasks. The support and responsibility from group members enhances learning and leaves room for a favourable climate for risk taking and increased learning (Kaplan, 2002). Therefore, the learner-centered approach fosters cooperation rather than competition, as learners need to work collaboratively and have to use social and cooperative skills. In this way students develop a sense of responsibility and can transfer the learned skills into real life situations. Internal motivation becomes a drive so that learners are encouraged to reach for higher objectives. In this way self-esteem plays a very important role as it supports the learner's ability to create self-confidence through the completion of meaningful work (Kaplan, 2002).

Kaplan (2002) further observe that the learner-centered approach enhances certain attributes in the learners and as a result promotes various life skills such as individual differences are put aside, competition is reduced, students practice interpersonal skills and hence develop feelings of individual self-worth, learners benefit from exploring issues from different viewpoints, as learners work with each other with different levels of maturity, a sense of community and cooperation develops students make stronger connections, see interrelationships among subjects and have a positive attitude towards school and learning, flexibility in placing students in appropriate settings makes them see themselves as part of a continuum.

2.5 The Principles of Student-Centered Learning

Freeman (2007) every educational theory or teaching approach should have its principles and rules. Educators, teachers and students deal accordingly. According to Cameron (2005) the principles of learner – centered learning are taking responsibility for learners’ learning, directly involving them in the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation. Cameron (2005) noted the following principles. For him, students should develop their own knowledge by communication, critical thinking and problem solving. Moreover, instead of learning irrelevant materials, students could have this opportunity to learn directly related materials to their real life. Moreover, in teacher – centered method, students’ performance is assessed based on a test. Some students are well on testing with average in school and some are weak test takers but well on their curriculum. While these factors are not considered in teacher-led learning, it is a positive tool to “promote and diagnose learning process in student learning-led learning. In addition, providing opportunities to use target language in order to negotiate with teacher and other students in a group work, project work, and also task-based interactions while providing guidance, modeling and feedback about progress (Larsen- Freeman, 2000).

2.6 Teacher-Centered Pedagogy

Teacher-centered pedagogy is generally known as a style in which the teacher assumes primary responsibility for the communication of knowledge to students (Richards & Rodgers, 2009). From this outlook, because teachers through their greater expertise about the subject matter, they are in the best position to decide the structure and content of

any given classroom experience. Teacher-centered pedagogy is usually understood to necessitate the use of the lecture as a principal means of communication in the classroom (Richards & Rodgers, 2009). The goal of this classroom requires the dissemination of a relatively fixed body of knowledge that is determined by the teacher (Sharma, 2008). William (2004) the lecture format is normally assumed to proceed in a unilateral fashion; the teacher lectures upon a given body of knowledge from his/her domain of expertise rather than structuring the content of the classroom around questions these students might have. Harmer (2011) defines teacher-centered instruction as follows: The teacher is the dominant leader who establishes and enforces rules in the classroom; structures learning tasks and establishes the time and method for task completion; states, explains and models the lesson objectives and actively maintains student on-task involvement; responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers; asks primarily direct, recall-recognition questions and few inferential questions; summarizes frequently during and at the conclusion of a lesson; and signals transitions between lesson points and topic areas.

2.7. Teacher-Centered Methods

In the teacher-centered approach to instruction, development of curriculum and control of the learning process is retained by the teacher and is closely related to the behaviorist tradition. The teacher's role is to create an environment which stimulates the desired behavior and discourages behaviors that are believed to be undesirable (Prabhu, 2002). In other words, teachers control the learning situation to obtain the desired outcome, guided by generalized characteristics of the learners (Richards & Rodgers, 2006). Prabhu

(2007) described the teacher-centered approach as a transmission model of teaching in which information is moved, or transmitted, to learners. Teachers who use this approach will be seen as people who give knowledge, which has been labeled and organized from the teachers' or experts' standpoint, to the student. Most of the teaching methods in these classes include lectures, whole group instruction, and memorization, with a strong reliance on textbooks (Prabhu, 2007).

According to Richards (2005) students who receive teacher-centered instruction in classrooms are assumed to be passive and reserved rather than expressive of their ideas. They rarely initiate class discussion until they are called on. Rivers (2001) pointed out that in teacher – centered method makes students to memorize a large amount of information in class, yet this strategy does not result in effective learning because the majority of the information is lost within a short time.

In teacher-centered method, teachers play important roles in the learning process (Hismanoglu, 2005). Teachers are information providers or evaluator to monitor students to get the right answers, yet students are viewed as learners who passively receive information. In the teaching of English Language, the main focus is getting the students to perform well on state- mandated tests rather than catering to students' need (Hismanoglu, 2005). The teachers have less motivation for innovation in teaching. According to Littlewood (2007), in teacher-centered learning, teachers usually use particular textbooks, which are mostly grammar oriented and to compare the language structures of native and target languages. In this situation students tend to be more competitive and individualistic because they have less opportunity to think aloud or interact (Mathew, 2008).

McArthur (2003) expressed that as teachers become the most dominant source of information, in teacher-centered learning, all questions which are raised by students, if any, are answered directly by teachers without students' involvement. In designing the class activities, teachers control every single learning experience (McArthur, 2003). Several advantages of having teacher-centered learning are it is suitable for large classes, it takes shorter time to do the class activities, learning materials can be well prepared, teachers may feel less nervous, embarrassed or tongue-tied, teachers can manage the students to speak more in English because teachers can set the criteria when students want to communicate in the class, they should use English (Parida, 2007). In this way of learning the real important thing is to transfer the knowledge to the learners.

2.7.1. Lecture Method as Teacher-Centered Strategies

According to Kaplan and Hainlein (2010), in any classroom what teachers do have impact on how well-disposed students are to learning and concluded that the methods and/or resources used by teachers determine whether learners will be active or passive. In basic schools, teachers most at times use lecture method which is a teacher - centered method and the implication is that learners are passive and learning tend to be superficial. Alexander (2013) indicated that the term lecture was derived from the Medieval Latin "Lecture" to read aloud. So, lecture consisted of an oral reading of a text followed by a commentary.

Moulin (2007) suggest lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning

or discussion during the class period. Kimweri (2004) gave same definition as lecture occurs whenever a teacher is talking and students are listening. Finally Jacobson and Kauchak (2009) considers that, formal disclosure of presentation of knowledge to students may be included under the lecture method.

Jacobson and Kauchak (2009) noted the following four main features of lecturing:

Intention: The lecturer's intentions may be considered to provide coverage of a topic, to generate understanding and to stimulate interest. Consideration of these goals of lecturing as also the knowledge of the earlier learning of the students are essential constituents of lecture preparation.

Transmission: A lecture sends a message verbally, extra verbally and nonverbally to the learners. The verbal messages may consist of definitions, descriptions, examples, explanations or comments. The 'extra verbal' component is the lecturer's vocal qualities, hesitations, errors and use of pauses and silence. The 'non-verbal' component consists of the teacher's gestures, facial expressions. All of these types of messages may be received by the students, and what they perceive as the important messages may be noted.

Receipt of Information: The information, meaning, and attitudes conveyed by the lecturer may or may not be perceived by the students. Attention fluctuates throughout the process of lecture. The attention of students can be increased if the lecture includes some short activities for students such as brief small-group discussions or simple problem solving. Any change of activity may renew attention. Therefore, the receipt of information is an important feature in the process of lecturing which has to be considered by the instructor

Output: Any instructional strategy should lead directly to the objectives and interrelated goals for a course of study. So the student's response or "output" is very essential in the

process of lecturing and it may occur on immediate reactions to the lecture and the lecturer. But more important than the immediately observable responses to a lecture are the long – term changes in student. A lecture may change a student's perception of a problem or theory, it may increase a student's insight, and it may stimulate the student to read, think, and discuss ideas with others. Thus a good lecture can sometimes motivate students to learn in a way that printed material cannot. Finally the advantages and disadvantages of lecture model can be summarized as follows (Jacobson & Kauchak, 2009).

2.7.1.1. Advantages of Lecture Method

Jacobson and Kauchak (2009) noted the following advantages of lecture method. To begin with, he noted that the proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out. Many facts can be presented in a short time in an impressive way while the lecture can stimulate very good interest in the subject. Greater attention could be secured and maintained, as interest leads to attention whereas spoken word has greater weight than mute appeal by books. Also, the language may be made suitable to all the members of the audience. Finally, lecture can present a number of facts belonging to different subjects and also it can facilitate inter-disciplinary approach to topics.

2.7.1.2. Disadvantages of Lecture Method

Jacobson and Kauchak (2009) noted the following disadvantages of lecture method. It is waste of time to repeat the matter already present in books, the teacher to make the lecture impressive may care more for manner and style but very little for matter or content,

if the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out, a lecture delivered in a style not easily understood by pupils will serve no purpose, the process of lecturing, the learners are more passive than be active in class, the problem solving attitudes of pupils may disappear in the lecture method and finally there is no cooperation and interaction between the teacher and pupils in the lecture process.

In conclusion, the flaws of lectures method may depend upon inadequacies in the preparation, presentation and structure of particular lecture rather than upon the lecture method per se (Jacobson & Kauchak, 2009).

2.7.2. Demonstration Method

This method is one of the best ways of introducing various skills to learners in class (Page, 2010). Sometimes there are limitations to what oral explanation or reading up volumes or lecture can achieve. Demonstration method involved their skill to explain are performed (Omaggio, 2006). Brown (2004) noted the following as techniques used in demonstration teaching method. The basic method of instruction for teaching skill-type subject matter is the demonstration – performance method of instruction. This method is recommended for teaching a skill because it covers all the necessary steps in an effective learning order. The demonstration step gives learners the opportunity to see and hear the details include the necessary background knowledge, the steps or procedure, the nomenclature. The repetition step helps the average and slow learners and gives the learners an additional opportunity to see and hear the skill being taught.

2.7.2.1 Meaning of Tutorials Teaching Methods

A tutorial is a method of transferring knowledge and may be used as a part of a learning process (Brown, 2011). More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task (Brown, 2011). The tutorial method of teaching is where students are taught individually or in very small groups of two or three (Brown, 2011). According to Palfreyman (2008) a tutorial, is a class conducted by a tutor for one or a small number of students. It is an important teaching-learning method that enable teachers teaching approach toward learning where learners take responsibility for their own learning. According to Moore (2008), tutorial is a teacher-centered learning environment in which students are instructed by their tutors and that it normally does not result in high-quality learning or deep learning. McKay (2006) added that tutorials are usually conducted as traditional tutorials where learners act as passive recipients and get limited opportunity to express their opinions or enhance their communication skills.

Tutorial teaching method is follow up study of lectures. It is highly individualized remedial teaching. According to Lightbown and Spada (2006), to provide remedial help for the learners and develop their cognitive and affective domains of behaviors. Lightbown and Spada (2006) further noted that tutorial teaching method is based on f principles of individual differences and remedial teaching.

2.7.2.2 Advantages of Tutorials Method

Lightbown and Spada (2006) noted the following are the advantages of tutorial method. As individual differences are taken into consideration, it is supposed to be an effective and efficient way of teaching. Teacher is like a doctor to diagnose the weaknesses

of the learners and on the basis of these weaknesses, he provides specific treatment of teaching. Teacher is helping and cooperative to the learners, thus, he gains the confidence of the learners in revealing their problems.

2.7.2.3 Disadvantages of Tutorials Method

Lightbown and Spada (2006) noted the following disadvantages of tutorial method of teaching. Due to over-crowded classes, it is very difficult for the tutor to solve the problems of each student and in each and every subject. The schedule allotted for teaching is so tight that remedial teaching is not possible at teach and every step. Feeling of jealousy inculcates in the tutorial groups. Even in tutorial groups, equal opportunities are not provided to all the students. There are some students who dominate the tutorial group. Teacher, sometimes becomes biased and does not show equal interest towards all the group members.

2.7.3 Presentation as a Teaching Method Technique

A teaching method comprises the principles and methods used by teachers to enable students learning (Lazear, 2003). These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. It is the primary role of teachers to pass knowledge and information onto their students (Lazear, 2003). Presentation can also be used as a broad term that encompasses other 'speaking engagements' such as making a speech at a wedding, or getting a point across in a video conference. To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered (Kumaravadivelu, 2006).

According to Alex (2008), presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. Biggs (2007) added that for presentation to be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

Richards and Rodgers (2006) emphasized that the instructional strategy of using teachers' presentations as a way to present content to the class as a whole can be a fun and engaging method of instruction. According to Richards and Rodgers (2006) another way to organize teacher presentations is to hand out topics to students or groups and have them present information on each topic as a short presentation. This not only helps students learn the material in a deeper manner but also provides them with practice in public speaking. While this instructional strategy of presentation is largely passive for the learners, the teacher presenting is an active presentation enhances learners' high level of understanding (Richards & Rodgers, 2006).

2.7.3.1 The Importance of Presentation Skills in the Classroom

Prabhu (2002) expressed communication is how people exchange information, but in a classroom environment, effective communication allows students to learn what the teacher teaches. To be successful in any walk of life, a person should have good communication and presentation skills. Prabhu (2002) tells that presentation skills are important because they help the presenter and more importantly learners to communicate complex information in simple and interesting ways to keep the learners engaged, communicate thoughts and feelings effectively, develop self-confidence.

2.7.4. The Drill Technique

Drill is a technique, especially known as teacher-fronted technique. It engages the learners if we wish learners to rote the structure or patterns of language (Richards, 2005). Sharma (2008) defines drill as a technique commonly used in language teaching for practicing sentence patterns in a language based on guided repetition or practice. Similarly, William (2004) indicated that drill is a particular trick, stratagem or contrivance used to accomplish immediate objectives and concluded that drill is a technique implemented in language teaching in order to train the learners to talk using the particular patterns of structures. Drills are used to teach sentence pronunciation, stress and intonation (Jones, 2007). Correct pronunciation requires imitation and repetition and this is done using drills. Similarly, Freeman (2007) says that drills are supposed to train the learner to talk by helping him or her master the basic structural patterns of the language. Freeman (2007) further made a distinction between meaningless and meaningful drills.

2.8. Teacher-centered method and Importance of Learning

According to Bygate (2005) sign of language teaching practice reveals mixed choices of various methods and processes in language grammar teaching. Bygate (2005) further emphasized that language is an important device to communicate among people, beside their native language.

To be successful in learning English, people must master English language from the beginning (Al Rawi, 2013). It is believed that most of the methods developed over the centuries have been still in use in various countries. It includes building of different sentence types, word order, compound sentences, word classes etc., and teachers continue

to use grammar translation method through course books (Kamai, 2011). Grammar exercises are done as writing activities, even students at the university lack the necessary skills to use English communicatively. Firstly, there is imbalance between teaching of speaking, listening, reading, and writing.

Sometimes, writing exercises simply mean practicing grammatical structures instead of, for example, writing a diary or a letter to a friend. Even those grammatical instructions lack communicative goals, though all the rules are taught in students' native language. Secondly, course books lack any audio-visual facilities to encourage communicative activities outside the class. Also, course books do not promote grammar consciousness-raising tasks (Daniels & Perry, 2003).

According to Duckworth (2009) learning of English language specifically, grammar is about form and one way to teach form is to give students rules; rules. Besides, Henson (2003) is of the opinion that teacher-led classrooms and formal instruction are series of isolated language forms, versus a purely communicative classroom with its emphasis on group work and no focus on linguistic forms whatsoever. Henson (2003) added that what is more tangible in her opinion is combination of form and meaning in communicative approach in linguistic teaching.

Teachers are the main players in English language teaching, especially their attitudes towards different skills acquired in the students' school life, supplying educational reform, and producing critical thinking in the students' performance not in education but in their future workplaces (Meece, 2003). It is believed critical thinking is that students should learn to develop skills to judge information, evaluate various events, and argue reasons. Also Edwards (2004) contents that teachers may place and develop an opportunity

for this thinking ability in learners but they themselves need to be able to think of those terms and know to what extent these programs implicitly or explicitly could fulfill learners' needs.

2.9. Challenges English Teachers Face in Teaching English Language

2.9.1. Large Class Size/Heavy Work Load

It seems that English teachers have no doubt that large size of classes is a prime impediment for the efficient English teaching and learning (Adrian, 2010). With more students enrolling in schools, hinder the effective English Language teaching. Admittedly, Blatchford & Martin (2002), decline the attention of learners and also hinder teachers recognizing individual learners. Blatchford (2003) views large classes as determinant of poor teaching of English Language. Generally speaking, experienced English teachers in general and teachers beginning teaching in particular find it onerous to manage a class with a big number of students with various levels and different personalities.

Blatchford and Mortimore (2004) expressed that researchers believe that teaching large classes is a huge burden as they end up feeling exhausted, they also find lots of opportunities and challenges while teaching big number of students. Blatchford (2003) on the other hand asserts that teaching large classes hinders teachers' effective teaching. Agreeing to that, Al-Jarf (2011) confirms that large classes are disinteresting and not stimulating because they challenge teachers to teach effectively.

2.9.2. Inadequate Teaching Materials

Chen (2005) expressed that interactive classroom, teaching - learning materials and the teaching-learning environment enhance the teaching of English Language. The classroom teaching was dominated by teaching materials improves teaching and learning. The teaching learning materials (TLMs) are being designed to disable the monotonous learning methods. The teaching learning materials made a shift from response strengthening to knowledge acquisition for construction of knowledge. In this context, lack or inadequate teaching learning materials students ability construct their knowledge by interacting with their physical and social environment.

2.9.2.1 Significance of Teaching Materials

According to Cooper and Robinson (2009) teaching and materials teachers use help learners to learn as it help learners to be oriented towards the instruction and learning. Any syllabus or curriculum has the goals of learning, the methods of learning, etc and teachers help the learners to learn via teaching materials (Hess, 2001). Teachers are required to follow the curriculum and provide a better platform to understand the curriculum with the help of materials. Teachers may adapt and elaborate the materials to disseminate the content to the students and they need to monitor the progress of the students and finally evaluate the students (Hess, 2001).

Cooper and Robinson (2009) emphasized that teachers and students rely on materials to comprehend the content, and the materials become the centre of education. Therefore, it is important for the teachers to know the correct methods, to choose the best material for instruction and they should also know how to make supplementary materials

for the class, and how to adapt materials (Cooper & Robinson, 2009). According to Hess (2001), as English is part of the school curriculum, its effective teaching in the classroom processes is characterized by the material and human resources interacting constantly leading to differences in the school outcomes.

2.9.3 Lack of Motivation among Learners

Motivation has been broadly recognised by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (Brown, 2000). Dital (2012) emphasised that parents and teacher skills in motivating learners should be seen as central to teaching effectiveness. Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivates others, facilitating collaborative learning (Deci, 2005). Borko and Putnam (2006) on the other hand noted the impact of motivation of learners on English language.

According to Alshaar (2007) indicated that motivation of learners greatly affects their willingness to take part in the process of learning and further concluded that there are number of motivational theories that confirm influence motivation in language learning. According to Alshaar (2007) noted learner motivation enhances the following. Attitudes (i.e. sentiments towards the target language), beliefs about self (i.e. expectations about one's attitudes to succeed, self-efficiency, and anxiety), goals (perceived clarity and relevance of learning goals as reasons for learning), involvement (i.e. extent to which the learner actively and consciously participates in the learning process), environmental

support (i.e. extent of teacher and peer support), personnel attribute (i.e. aptitude, and language learning experience).

According to AlNoursi (2013), given motivation, it is inevitable that a human being will learn a second language if he is exposed to the English language. However, Alshaar (2007) added that learners engaged in the field of second language learning, motivation learners is the key. In other words, motivation of learner in second language learning depends on the learner motivation.

Establishing a successful second language learning process is a challenging undertaking that is subject to numerous external and internal aspects in the societies where it is brought in (Au, 2008). Motivation towards acquiring proficiency in English as well as the attitudes of teachers and learners are among the major aspects in the success of bringing in a foreign language in any institution. The attitude and levels of motivation towards English as a second language are enhance English language learning (Bernaus, 2005).

Crooks and Schmidt (2007), another advocate in English Language learning discipline, identifies that motivating English learners enhance the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity, particular, motivation is believed to include three elements: attitude towards language learning, willingness to learn the language, and level of motivation. Chang, (2010) often stressed the role of motivation in learning a second language and emphasized that the most important single factor influencing learning of English Language is the learner motivation. The 'desire' component of learning English Language is directly related to the interest and motivation of learners.

2.9.4 Inadequate Trained Personnel to Teach English Language

Al-Bustan and Al-Bustan (2009) that the increase in the population of students from diverse backgrounds, however, has not been accompanied by linguistic diversification of the corps of teachers. According to Harmer (2000), despite research suggesting connections between increases in the percentage of English teachers and positive outcomes for learners of English Language the inadequate trained personnel to teach English Language hinder the effective learning of English Language of the learners.

Additionally, there is a shortage of teachers who are adequately qualified to serve linguistically diverse students, and even teachers who are appropriately credentialed lack the necessary preparation to provide appropriate learning opportunities for second language learners (Chen, 2005). Cohen (2004) on the other hand emphasized that inadequate trained personnel to teach English Language negatively affect the pupils learning of the English Language. According to Cohen (2004), teachers play a vital role in the teaching-learning of English Language. The teacher is one of the major pillars of success in the teaching-learning of the English Language. The role of teachers can briefly summed up as follows: They are the main decision makers at the classroom level, decide, shape, and modify the curriculum in accordance with the classroom reality, can make learning more meaningful, can enhance learner' motivation, provide better chances for learning, create interaction in the classroom, attract learners to language learning by establishing good rapport with them, support textbooks and handle their defects, can provide instructional support for English language learners in all language skills, can diagnose problems and offer suggestions to remedy them.



CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, study area, population of the study, sample and sampling techniques, research instruments, , and data analyses techniques.

3.1. Research Design

In order to explore methods in the teaching of English Language at KNUST Junior high school, descriptive survey design was employed. This is because it enabled the researcher to collect and describe large variety of data related to the subject under investigation. As argued by Gorard (2001) descriptive research design is used to describe the nature of the existing conditions. Creswell (2014) also agreed that descriptive survey design is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study. In the same line of argument, Best and Kanh (2003) have argued that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

The study further followed case study that it is an appropriate methodology for this study relates to the phenomenon under investigation and with a specific context. Moreover, a case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. The study also followed a quantitative research approach. The quantitative approaches were employed in order to manage data from the closed questionnaires. More so, Creswel (2003) argues that quantitative methods are used because they tend to be relatively low in cost and time requirements to enable a large quantity of relevant data to be amassed and subjected to statistical analysis techniques for greater representation.

3.2. Population of the Study

According to Creswell (2003), population of research study is any group of individuals that has characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. Usually, the description of the population and the common binding characteristic of its members are the same. The target population for the study is made up of all Basic school teachers of KNUST. This constituted 189 teachers. However, the study population consisted of all basic school English Language teachers in KNUST.

3.3 Sample and Sampling Technique

A sample is defined as a subject of a population, while sampling refers to the selection of a subject of cases of a population of interest (Creswell, 2009). Thus sampling is a systematic process of selecting a number of individuals for a study to represent the larger group from which they are selected. For non-probability sampling techniques, a purposive sampling design was preferred because the researcher selected sampling units subjectively in an attempt to obtain a sample that appeared convenient for the objective of the research. Purposively, basic school English Language teachers in KNUST were selected. Due to this, the study purposively selected 70 English language teachers out of the 189 teachers from the KNUST basic school.

3.4. Research Instrument

The instrument the researcher used was self-administered questionnaire directed toward the teachers. This instrument was used to elicit quick response considering the nature of work of respondents as teachers. The questionnaire was a 4-point likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree). The questionnaire had four sections. For example, Section. A dealt with teachers' demographic data (Eg. Age, gender, educational qualification). Section B had 5 items that measured teachers use teacher – centered method of teaching English Language. (Eg. lecture, demonstration, tutorial, presentation and drill and practice). Section C had 6 items measured teachers use of learner – centered method inteaching English Language. (Eg. brainstorming, role play, simulation, case study, discussion and group work). Lastly, Section D had 5 items that measured the challenges teachers face in teaching English Language. (large class/heavy work load, inadequate teaching material, lack of motivation among learners, inadequate trained personnel to teach English, limited teachers of the use of learner-centred methods of the teaching of English language. All the items in sections B, C and D were measured with a 4-point Likert scale, ranging from; 1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree (see Appendix).

3.5. Testing Validity and Reliability of the Instrument

Validity is a measure of how well a test measures what it is supposed to measure. Babbie (2005) defines it as the accuracy and meaningfulness of inferences which are based

on the research. Assessment of content and construct validity was achieved by use of non-statistical approaches including my supervisor review and pilot testing was involved.

Reliability refers to the consistency of the instruments in tapping information from more than one respondent. A pilot study was conducted to determine the clarity and readability of the questionnaire, and to test the internal reliability of the measures. A pilot study was conducted at Weweso L/A primary school within the Oforikrom Municipality with fifteen (15) teachers. This school had the same characteristics as the study area. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. Pilot testing of the questionnaire helped to unearth the face and content validity and reliability of the questions in measuring what it was intended. The questionnaire was then amended accordingly for use in the field. The refining of the items in the questionnaire was intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pre-test also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 20.0 and run the reliability analysis and obtained the overall obtained satisfactory cronbach alpha of 0.88.

3.7 Data Collection Procedure

An introductory letter was obtained from the Department of Educational leadership, University of Education, Winneba to seek participants' informed consent. Structured questionnaire containing close ended questions was administered to teacher by the researcher herself and collected when informed about the completion by the teachers. The questionnaire was self-administered and were delivered by hand to the respondents who

could easily read and write to receive and complete them out properly. This approach additionally gave respondents a sense of privacy and a high level of confidence to provide their information. The questionnaires were later collected at their own time as scheduled. It took 15 for the collected of the completed questionnaire. The data was collected over a period of 2 months. Before data collection, respondents were debriefed on the topic under investigation. This therefore assured the respondents of confidentiality and anonymity. The respondents were informed not to write their names or that of their schools on the questionnaires. This coding for anonymity was to elicit co-operation from the respondents to give valid and truthful information for the successful completion of this study. The researcher administered 70 questionnaires to the teachers, but 60 questionnaires were returned. This implied that the analysis was based on 60 teachers which represented 85.7% in the study.

3.8. Data Analysis Procedure

Data collected were sorted out, edited, coded, classified and then tabulated. Descriptive statistics was used in quantitative data analysis. Responses from closed-ended questions were transferred into a summary sheet by tabulating. These were then be tallied to establish frequencies which were then be converted into percentages. The numbers of respondents' giving similar answers were converted into percentages to illustrate relevant levels of opinion. All the data collected were analyzed quantitatively using descriptive statistics with the help of Statistical Package for Social Science (SPSS). The findings were then presented using frequency distributions and percentages.

3.9. Ethical Considerations

The researcher at all times observed the ethics of research. Some of the ethical issues to consider normally include privacy, confidentiality, and sensitivity to cultural differences, gender and anonymity (Koul, 2006). Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism (Bryman, 2015), were also observed.



CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.0. Introduction

This chapter provides an analysis and discussions of the respondents' responses. Descriptive analysis technique was utilized which involved use of descriptive statistics and tabulations. Descriptive statistics used included frequencies and percentages. Specifically,

they consist of demographic characteristics of respondents and the answers and discussions of the research questions.

4.1 Presentation of Demographic Data of Respondents

Table 1: Demographic Data of Respondents (N=60)

Categories	Frequencies	Percent
<i>Sex</i>		
Male	20	33.3
Female	40	66.7
<i>Age Group</i>		
Between 21- 30	4	4.4
Between 31- 40	17	18.9
Between 41- 50	36	40.0
51 years and above	24	26.7
<i>Teachers' Class</i>		
Lower Primary	20	33.3
Upper Primary	28	46.7
Junior High School	12	20.0
Total	60	100.0

Source: Field Survey, 2018

Table 1 indicates the results of the socio-demographic characteristics of respondents. From Table 1, out of 60 respondents, 33.3% were males, while 66.7% were females as presented.

The dominant age group of the teachers ranged between 41 – 50 years representing 32(53.3%), followed by age group between 31 to 40 years representing 16 (26.7%) whereas age group between 21 to 30 and between 50 to 60 years made up the smallest group, representing 6 (10%) of the teachers respectively.

With regard to the teachers class they teach, 20 of the teachers representing 33.3% indicated that they taught at lower primary level, 28(46.7%) indicated that they taught at upper primary level, while 12 of them representing 20% noted that they taught at junior high school level.

4.2 Presentation and Discussion of Research Question One: To find out the extent to which teacher use teacher – centered method in teaching?

The teachers were to agree or disagree with a number of statements related to their perception they hold on the extent to which teachers' use teacher – centered method to teach English Language on a scale of 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. Results are presented in the Tables 2.

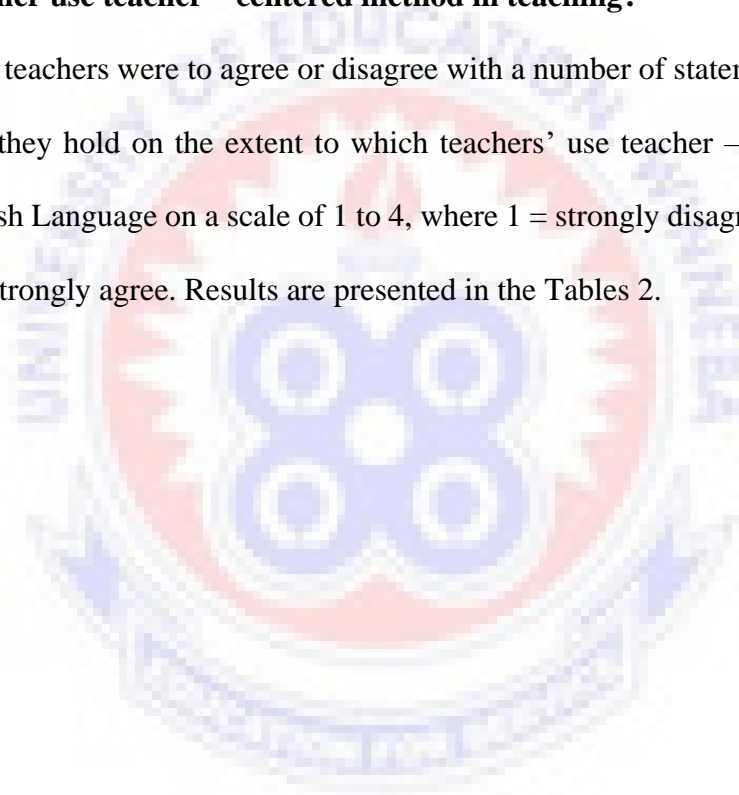


Table 2: The extent teacher use teacher – centered method to teacher English**Language**

Statements	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	N	Mean
1. Lecture	22(36.7)	24(40.0)	10(16.7)	4(6.6)	60	1.93
2. Demonstration	2(3.3)	11(18.4)	24(40.0)	23(38.3)	60	3.13
3. Tutorial	11(16.3)	32(53.3)	16(26.7)	1(1.7)	60	2.11
4. Discussion	1(1.7)	24(40.0)	21(35.0)	14(23.3)	60	2.80
5. Drill and Practice	--(--)	4(6.6)	22(36.6)	34(56.8)	60	3.50
Grand Mean	7(11.7)	18(30.0)	20(33.3)	15(25.0)	60	2.69

Source: Field Survey, 2018

Table 2 presents the teachers responses on the use of teacher – centered method to teach English Language in KNUST Basic School in Oforikrom Municipality. In the first place, the researcher wanted to find out from the teachers if they use lecture method when teaching English. With this statement, 22 of the teachers representing 36.7% strongly disagree, 24(40%) disagree, 10(16.7%) agreed, while 4(6.6%) strongly agreed with that statement. The mean score of 1.93 implies that averagely the teachers disagreed that they use lecture method when teaching English Language.

Moreover, the researchers wanted to from the teachers if they use demonstration method when teaching English Language. With this statement, 2 of the teachers representing 3.3% strongly disagree, 11(18.3%) disagree, 24(40%) agreed, while 23(38.3%) strongly agreed with that statement. The mean score of 3.13 implies that

averagely the teachers strongly agreed that they use demonstration when teaching English Language.

Again, the researcher wanted to find out from the teachers if they use tutorial when teaching English Language. With this statement, 11 of the teachers representing 16.3% strongly disagree, 32(53.3%) disagreed, 16(26.7%) agreed, while 1(7.7%) strongly agreed. The mean score of 2.11 implies that averagely the teachers agreed that they use tutorial when teaching English Language.

The researcher further wanted to find out from the teachers if they use discussion when teaching English Language. With this statement, 1 of the teachers representing 1.7% strongly disagree, 24(40.0%) disagreed, 21(35.0%) agreed, while 14(23.3%) strongly agreed. The mean score of 2.80 implies that averagely the teachers agreed that they use discussion when teaching English Language.

The researcher further wanted to find out from the teachers if they drill and practice when teaching English Language. With this statement, none of the teachers strongly disagree, 4(6.6%) disagreed, 22(36.6%) agreed, while 34(56.7%) strongly agreed. The mean score of 3.50 implies that averagely the teachers strongly agreed that they use drill and practice when teaching English Language.

Table 2 presents that, majority of the teachers strongly agree on item 5 (i.e, .The teachers use drill and practice as their English Language teaching method). The Table indicated that $(22+34 = 36.6\% +56.8\% = 93.4\%)$ agree, 4(6.6%) disagreed. This was followed by item 2(i,e, The teachers use demonstration as their English Language teaching method). The Table indicated that $(24+23 = 40.0\% +38.3\% = 78.3\%)$ agree and $2+11 = 3.3\% + 18.4\% = 21.7\%$ disagreed.

The study revealed that the teachers strongly agreed that they used teacher-centered method as their English Language teaching method. This finding was in line with that of Ampa (2008) who noted that drill is a technique, especially known as teacher-fronted technique that engages the learners if teachers wish learners to rote the structure or patterns of language. Teachers use teacher-centered method thinking that the pupils do not know anything

The finding also support that of Harmer (2007) who indicated that drill and practice as a technique commonly used in language teaching for practicing sentence patterns in a language based on guided repetition or practice. The finding was in line with Heaton (2008) who indicated that drill is a technique implemented in language teaching in order to train the learners to talk using the particular patterns of structures. The finding was in line with Grose and Strachan (2011) who emphasized that drills are used to teach sentence pronunciation, stress and intonation. The finding further collaborate that of Broughton (2005) who indicated that drills and practice are used to train the learner to talk by helping him/her master the basic structural patterns of the language.

Secondly, the study revealed that the teachers use demonstration as their English Language teaching method. The finding collaborate with that of Broughton (2003) who expressed that English teachers using demonstration support student achievement by building instructional excellence through the sharing of knowledge and practice. The finding further collaborate that of Brown (2003) who expressed that learners observing lessons in their teachers and colleagues' classrooms absorbed the lessons very well. This finding further collaborate that of Allen (2006) who indicated that learners taught with a good demonstration of English learning would show a positive assumption about the

English subject. The finding further support that of Cohen & Mannon (2004) who noted that students consider the learning of English Language interesting, easy to learn and motivated when teachers use demonstration in teaching English Language.

4.3 Presentation and Discussion of Research Question 2- To what extent do teachers use learner – centered method to teach English Language?

This research question was designed to find out the extent to which teachers use learner – centered method in teaching English Language in KNUST Basic School in Oforikrom Municipality. Teachers’ responses were presented and discussed in Table 6.

Table 3: The extent teachers use learner – centered method to teacher English

Language

Statements	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	Mean
1. Brain Storming	5(8.3)	14(23.3)	25(41.7)	16(26.7)	2.87
2. Role Play	2(3.3)	13(21.7)	27(45.0)	18(30.0)	3.02
3. Simulation	6(10)	21(35.0)	31(51.7)	2(3.3)	2.48
4. Case Study	6(10)	20(33.3)	27(45)	7(11.7)	2.58
5. Discussion	1(1.7)	2(3.3)	21(35.0)	36(60.0)	3.53
6. Group Work	1(1.7)	3(5.3)	32(53.3)	24(40.0)	3.32
Grand Mean	4(--)	12(--)	27()	17()	2.97

Source: Field Survey, 2018

Table 3 presents the teachers’ responses on the use of learner – centered method in teaching English Language in KNUST Basic School in Oforikrom Municipality. In the first

place, the researcher wanted to find out from the teachers if they use brain storming method when teaching English. With this statement, 5 of the teachers representing 8.3% strongly disagree, 14(23.3%) disagree, 25(41.7%) agreed, while 16(26.7%) strongly agreed with that statement. The mean score of 2.87 implies that averagely the teachers agreed that they use brain storming method when teaching English Language.

Again, the researchers wanted to from the teachers if they use role play method when teaching English Language. With this statement, 2 of the teachers representing 3.3% strongly disagree, 13(21.7%) disagree, 27(45%) agreed, while 18(30.0%) strongly agreed. The mean score of 3.02 implies that averagely the teachers strongly agreed that they use role play when teaching English Language.

In addition, the researcher wanted to find out from the teachers if they use simulating method when teaching English Language. With this statement, 6 of the teachers representing 10% strongly disagree, 21(35.0%) disagreed, 31(51.7%) agreed, while 2(3.3%) strongly agreed. The mean score of 2.47 implies that averagely the teachers agreed that they use simulating method when teaching English Language.

The researcher further wanted to find out from the teachers if they use case study method when teaching English Language. With this statement, 6 of the teachers representing 10% strongly disagree, 20(33.3%) disagreed, 27(45.0%) agreed, while 7(11.7%) strongly agreed. The mean score of 2.58 implies that averagely the teachers agreed that they use case study method when teaching English Language.

The researcher further wanted to find out from the teachers if they discussion method when teaching English Language. With this statement, 1of the teachers representing 1.7% strongly disagree, 2(3.3%) disagreed, 21(35.0%) agreed, while

36(60.0%) strongly agreed. The mean score of 3.52 implies that averagely the teachers strongly agreed that they use discussion method when teaching English Language.

Lastly, researcher further wanted to find out from the teachers if they use group work method when teaching English Language. With this statement, 1 of the teachers representing 1.7% strongly disagree, 3(5.3%) disagreed, 32(53.3%) agreed, while 24(40.0%) strongly agreed. The mean score of 3.32 implies that averagely the teachers strongly agreed that they use group work method when teaching English Language.

Table 4.8 presents that, majority of the teachers strongly agree on item 5 (i.e, The teachers use discussion as their English Language teaching method). The Table indicated that $(21+36 = 35\% +60\% = 95\%)$ agree, and $(1+2 = 1.7\% +3.3\% = 5\%)$ disagreed. This was followed by item 6(i.e, The teachers use group work as their English Language teaching method). The Table indicated that $(32+24 = 53.3\% +40.0\% = 93.3\%)$ agree and $1+3 = 1.7\% + 5.0\% = 6.7\%$ disagreed.

The study revealed that the teachers strongly agreed that they use discussion method when teaching English Language. This finding was in line with that of Harmer (2003) who emphasized. The use of discussion method improves classroom interaction that plays a focal role not only for the students but also for the teachers which is commonly recognized to all learners to detect their cognitive development. The finding support that of Brown (2007) who noted that teaching English Language using discussion method promote learners language development and communicative competence. The finding support that of Lightbown and Spada (2008) who indicated that the practicing of any languages opportunity can be developed by the significant part of classroom interaction via class discussion.

Secondly, the study revealed that the teachers use group work as their English Language teaching method. The finding collaborate with that of Dörnyei and Ryan (2015) who expressed that children become a part of knowledge through getting to know the way other people communicate and think about the world. The finding support that of Dörnyei (2001) who states that the changes in the way languages were taught that occurred via the social interaction with others, the effect that one person has on another and being able to understand the underlying meaning of what is said. The finding concurred that of Illingworth (2007) who expressed that English teachers using group work help learner to study together and effectively in a small group so that everyone can participate on a task that has been clearly assigned. The finding also support that of Lightbown & Spada (2006) who points out that language students learn well in a group as the group help the learners to overcome their difficulties in communicating also grow in their second language. This finding further collaborate that of McKay (2006) who noted that group work is an effective technique for achieving certain kinds of intellectual and social learning goals and concluded that learning language via group is a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency.

4.4 Presentation and Discussion of Research Question 3: What challenges do teachers face in teaching English Language

This research question intended to find out the challenges teachers face in the teaching of English Language in KNUST Basic School in Oforikrom Municipality. The teachers were given questionnaires and their responses were presented in Table 4.

Table 4: Challenges teachers face in teaching English Language

Statements	Strongly Disagree N (%)	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	Mean
Large class/heavy work load	2(3.3)	6(10.0)	27(45.0)	25(41.7)	3.25
Inadequate teaching materials	5(8.3)	19(31.7)	27(45.0)	9(15.0)	2.67
Lack of motivation among learners	6(10.0)	18(30.0)	17(28.3)	19(31.7)	2.84
Inadequate trained personnel to teach English	19(31.7)	26(43.3)	9(15.0)	6(10.0)	2.03
Limited teachers of the use of learner – centered method of the teaching of English Language	17(28.3)	21(35.0)	14(23.3)	8(13.4)	2.23
Grand Weighted Mean	10(16.7)	17(28.3)	20(33.3)	13(21.7)	2.60

Source: Field Survey, 2018

Table 4 presents the teachers' responses on the challenges teachers face in teaching English Language in KNUST Basic School in in Oforikrom Municipality. In the first place, the researcher wanted to find out from the teachers if large class/heavy work load hinder their teaching of English Language. With this statement, 2 of the teachers representing 3.3% strongly disagreed, 6(10%) disagreed, 27(45.0%) agreed, while 25(41.7%) strongly agreed with that statement. The mean score of 3.25 implies that averagely the teachers strongly agreed with that statement.

The researcher further wanted to find out from the teachers if inadequate teaching materials hinder their teaching of English. With this statement, 5(8.3%) strongly disagree, 19(31.7%) disagree, 27(45.0%) agreed, while 9(15.0%) strongly agreed with that

statement. The mean score of 2.67 implies that averagely the teachers agreed with that statement.

Again, the researcher wanted to find out from the teachers if lack of motivation among learners hinder their teaching of English. With this statement, 6(10%) strongly disagree, 18(30%) disagree, 17(28.3%) agreed, while 19(31.7%) strongly agreed with that statement. The mean score of 2.84 implies that averagely the teachers agreed with that statement.

Moreover, the researcher further wanted to find out from the teachers if inadequate trained personnel to teach English hinder their teaching of English. With this statement, 19(31.7%) strongly disagree, 26(43.3%) disagree, 9(15.0%) agreed, while 6(10.0%) strongly agreed with that statement. The mean score of 2.3 implies that averagely the teachers agreed with that statement.

Lastly, the researcher wanted to find out from the teachers if limited teachers of the use of learner – centered method of the teaching of English Language. With this statement, 17(28.3%) strongly disagree, 21(35.0%) disagree, 14(23.3%) agreed, while 8(13.4%) strongly agreed with that statement. The mean score of 2.23 implies that averagely the teachers agreed with that statement.

Table 8 presents that, majority of the teachers strongly agree on item 1 (i.e, Large class/heavy work load hinder the teaching of English Language. With this statement, the table indicated that $(27+25, = 45.0\% + 41.7\% = 86.7\%)$ agreed and $(2 + 6 = 3.3\% + 10.0\% = 13.3\%)$ disagreed. This was followed by item 3(i.e., Lack of motivation among learners hinder the teaching of English language). The Table indicated that $(17+19, = 28.3\% + 31.7\% = 60\%)$ agree and $(6+18 - 10\% + 30\% = 40\%)$ disagree.

The study revealed that the teachers highly strongly agreed that large class/heavy work load hinder the teaching of English language. This finding was in line with that of Larsen-Freeman (2000) who emphasized that large size of classes is a prime impediment for the efficient English teaching and learning and concluded that experienced English teachers find it onerous to manage a class with a big number of students with various levels and different personalities. The finding further supports that of Chondhury (2014) who emphasized that teachers in general and English teachers in particular always favor small classes and believe that students in small classes learn better than their counterparts in large classes as more practice and activities are employed.

This finding was in line with that of Barasa (2005) who indicated that large English classes do not offer ideal setting where effective teaching and learning could take place and further expressed that student-centered teaching/learning is almost impossible in large classes. The finding further collaborate that of Halliday (2003) who commented that due to the size of the class English teachers do not have enough time to pay attention to each learner and give every student a chance to speak and participate.

Secondly, the study revealed that teachers agreed that lack of motivation among learners hinder the effective teaching of English Language. The finding support that of Popp (2006) who noted that learner motivation, specifically, English learners need motivation to enhance their learning engagement and commitment. Moreover, this finding support that of Stubbs (2002) who emphasized that learner motivation enhances learners' enthusiasm for learning. The finding was in line with Rock and Wilson (2005) who indicated that English learner motivation enhances the English learners' attitude to learning

and concluded that if English learner motivation is attended to, could improve learners' enthusiasm.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents a summary of the major findings that emerged from the study and the conclusion drawn from it. This chapter includes the summary of the research findings, and conclusion from the results and finally the recommendations for further studies.

5.1. Summary of the Study

The study attempted to explore the methods in teaching English Language in KNUST Basic schools in Oforikrom Municipality. The study was interested in finding out the extent to which teachers used teacher-centered method to teach English Language. The study was also interested in ascertaining the extent to which teachers used learner-centered method to teach English Language. Finally, the study sought to examine the challenges teachers face in teaching English Language. With the use of a descriptive research design, the study purposively sampled 70 English teachers of KNUST Basic School out of the 189 total teaching population. However, the response rate was 85.7% constituting 60 teachers. Using a quantitative approach, questionnaires were administered to respondents while frequencies, percentages and means were used to analyze the data.

The following key findings were arrived at in the present study. On whether, teachers used teacher-centered method to teach English Language majority of the

teachers strongly agreed that they used drill and practice and demonstration as their English Language teaching method.

Moreover, the study also revealed that majority of the teachers who participated in the study strongly agreed that they highly use discussion and group work as their English Language teaching method. Finally, with respect to the objective of finding out the challenges English teachers faced in teaching English Language, majority of teachers strongly agreed that they highly encounter large class/heavy work load and lack of motivation among teachers hinder the teaching of English Language.

5.2. Conclusions

Based on the findings of the study and the conclusions, following conclusions were drawn. Firstly, the teachers highly used drill and practice and demonstration as their English Language teaching method. Teachers therefore used teaching-center method to transmit knowledge to learners. It is also means that teachers are more likely to guide learners.

Secondly, the teachers highly used learner-centered method particularly through discussions and group work as the method for teaching English Language. Lastly, teachers mostly encountered large class, heavy work load and lack of motivation, among teachers. These hinder the teaching of English Language. Teachers asserted that if these challenges are not solved, teaching of English Language in the classroom would be affected negatively.

5.3. Recommendations

In light of the research findings, it is recommended that the teachers should use drill and practice and demonstration as their English Language teaching method in their attempt to use teacher – centered method. Moreover, teachers should use discussion and group work as their English Language teaching method in their attempt to use learner – centered method. Lastly, the school head should reduce the large class and heavy work load and also improve motivation among teachers to improve the teaching of English language.

5.4. Suggestions for Future Research

The findings of the study suggest that further studies should be investigated on the influence of teaching methods on students' performance. Attention also should be given to the study of techniques in English Language teaching as a second language. Moreover, the scope of this study could be expanded to include basic schools in the whole of Ashanti Region.

REFERENCES

- Abdelkader, M. (2007). The effect of using brainstorming in teaching Biology on the development of some biological concepts and scientific thinking among pupils in the first secondary grade. *Educational Journal*, 12(1), 1-31.
- Abdu-Raheem, B. O. (2011). Effects of discussion method on secondary school students' achievement and retention in social studies. *European Journal of Educational Studies*, 3(2), 293-301.
- Abraham, P. (2002). Skilled reading: Top-down, bottom-up. *Field Notes*, 10 (2), 1.
- Abu Sneineh, O. (2008). The impact of using brainstorming method in the development of achievement and critical thinking in Geography among the students of the Faculty of Educational Sciences UNRWA *Al-Najah University Journal for Research (Humanities)*, 22(5), 23-45.
- Adams, N. (2003). *Secondary school management today*. London: Hutchinson Ltd.
- Adrian, L. M. (2010). Active learning in large classes: Can small interventions produce greater results than are statistically predictable? Active learning in large classes. *The Journal of General Education*, 59(4), 223-237.
- Al-Bustan, S. A., & Al-Bustan, L. (2009). Investigating students attitudes and preferences towards Learning English at Kuwait University. *College Student Journal*, 43(2), S454.
- Al-Jarf, R. (2011). Large student enrollments in EFL programs: Challenges and consequences. *Asian EFL Journal Quarterly*, 8(4), 8-34.

- Alex, M. (2008). *Teaching and learning: Pedagogy, curriculum and culture*. London: Routledge, Falmer.
- Al-Qarni, I., & Meara, P. (2008). Intensive vocabulary learning: A Case study. *Language Learning Journal*, 36(2), 239-248.
- Allen, J. (2006). *Words, words, words*. New Jersey: Cambridge University Press.
- Allexander, M. (2013). Lecturers' competences and students' Academic Performance, *International Journal of Humanities and Social Science Invention*, 3(1), 06-13.
- AlNoursi, O. (2013). Attitude towards learning: The case of the UAE technological high school, *Educational Research*, 4(1), 21-30.
- Al-Rawi, (2013). *Motivation and attitudes*. Spain: Universitat Autònoma de Barcelona.
- Alshaar, B. (2007). *Attitudes and motivation of second Language Learners in Kuwait*. Iowa: Iowa State University.
- Ampa, A. T. (2008). *English phonology*. South Africa: English Education Department Makassar Muhammadiyah University.
- Anderson, R. C., & Freebody, P. (2001). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews*, 6(2), 77-117.
- Au, S. Y. (2008). A critical appraisal of Gardner's social psychological theory of second-language (L2) learning. *Language Learning*, 1(38), 75-100.
- Babbie, E. (2005). *The basis of social research* (3rd ed.). Toronto: Wadsworth.
- Barasa, L. P. (2005). *English Language teaching in Kenya: Policy, training and practice*. Eldoret: Moi University.

- Barraket, J. (2005). Teaching research method using a student-centered approach? Critical reflections on practice. *Journal of University Teaching & Learning Practice*, 2(2) 65-74.
- Bedeian, A. G. (2003). *Management* (3rd ed.). New York: Dryden Press.
- Bell, J. (2003). *The principles of educational management*. London: Bell, and Britain
- Bernaus, M. (2005). *What keeps teaching going? Motivation and attitudes*. Spain: Universitat Autònoma de Barcelona.
- Best, J. W., & Kanh, J. V. (2003). *Research in education* (9th ed.). USA: Pearson Education, Inc.
- Biggs, J. (2007). *The process of learning*. New York: McGraw-Hill.
- Blatchford, P. (2003). A systematic observational study of teachers' and pupils' behavior in large and small classes. *Learning and Instruction*, 13, 569-595.
- Blatchford, P., & Martin, C. (2002). Relationships between class size and teaching: A multimethod analysis of English infant school. *American Educational Research Journal*, 39(1), 101-132.
- Blatchford, P., & Mortimore, P. (2004). The issue of class size for young children in schools: What can we learn from research? *Oxford Review of Education*, 24, 411-428.
- Borko, H., & Putnam, R.T. (2006). *New forms of classroom assessment: Implications for staff development*. New York: Macmillan.
- Bose, C. (2015). The problems in learning auxiliary verbs in English at High School Level. *Language in India*, 5(11), 1-70.

- Bratton, J., & Gold, J. (2003). *Human resource management theory and practice*. Great Britain: Bath Press.
- Broughton, G. (2003). *Teaching English as foreign language*. New Jersey: Routledge.
- Broughton, G. (2005). *Teaching English as foreign language*. USA: Routledge & Kagen Paul Ltd.
- Brown, D. (2011). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Brown, D. H. (2001). *Teaching by principles* (2nd ed.). London: Pearson Education.
- Brown, D. H. (2004). *Language assessment principles and classroom practice*. London: Pearson Education.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Addison Wesley Longman.
- Brown, H. D. (2003). *Language assessment, principles and classroom practices*. California: Pearson Longman.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education.
- Brown, J., & Rodgers, T. (2002). *Doing second language research*. London: Oxford University Press.
- Bryman, A. (2015). *Social research methods*. London: Oxford university press.
- Bygate (2005). Cooper J. L., & Robinson, P. (2009). *The argument for making large classes seem small*. London: Prentice-Hall.
- Cameron, L. (2005). *Teaching languages to Young learners*. Cambridge, UK: Cambridge University Press.

- Carter, R., & McRae, J. (2001). *The routledge history of literature in England*. London.
- Chang, L. Y. H. (2010). Group processes and EFL learners' motivation: A study of group dynamics in EFL classrooms. *TESOL Quarterly*, 44, 129–154.
- Chen, P. (2005). Effectively implementing a collaborative task-based syllabus (CTBA) in EFL large-size Business classes. *English for Specific Purpose World*, 2(3), 1-14.
- Cohen, L., & Mannon, L. (2004). *A guide to teaching practice* (4th ed.). London: Routledge.
- Chondhury, A. S. (2014). *Classroom role of English teachers. The innovative:* on line.
- Cohen, A.D. (2004). *Assessing language ability in the classroom*. Boston: Heinle & Heinle.
- Cohen, L., & Manion, L., & Morrison, K. (2004). *A guide to teaching practice* (5th ed.) London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. London: Routledge.
- Cooper J. L., & Robinson, P. (2009). The argument for making large classes seem small. *New Directions for Teaching and Learning*, 81, 5-16.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. New Delhi: Sage.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). New Delhi: Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). London: Sage Publications.
- Crooks, G., & Schmidt, R.W. (2007). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.

- Da, B. R. (2007). *Improving English teaching*. New Delhi: Discovery Publishing House.
- Dang, H. V. (2006). Learner-centeredness and EFL instruction in vietnam: A Case Study. *International Education Journal*, 7(4), 598-609.
- Deci, E. L. (2005). *Intrinsic motivation*. New York: Plenum.
- Dimitriadis, G., & Kamberelis, G. (2006). *Theory for education*. New York: Routledge Taylor & Francis Group.
- Ditual, R. C. (2012). The motivation for and attitude towards learning English. *Asian EFL Journal*, 63(2), 34-49.
- Dodson, S. (2000). *Learning Languages through drama*. Education (3rd edition): New York: McGraw-Hill.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow: Longman.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.
- Ellis, R. (2009). *Second language acquisition*. Oxford: Oxford University Press.
- Freeman, D. (2007). *Techniques and principles in language teaching*. New Delhi: Oxford University Press.
- Ganji, H., & Mir-Hashemi, M. (2005). The effect of brainstorming on enhancing creativity in students. *Education Quarterly (in Persian)*, 21(1), 89-112.
- Gattegno, C. (2012). *Teaching foreign Languages in schools: The silent way*. New York City.
- Goodey, N. (2007). Grammar practice and presentation in context. *English Teaching Professional*, 7(5), 7-8.
- Gorard, S. (2001). *Quantitative methods in educational research*. London: Continuum.

- Griffin, R. W. (2011). *Fundamentals of management* (6th ed.). Canada: South-westerns.
- Grose, K., & Strachan, J. (2011). In demonstration classrooms, it's show-and-tell every day. *Journal of Staff Development*, 32(5), 24-29.
- Halliday, M. A. K. (2003). *Language based theory of learning*. Australia: University of Sydney.
- Harmer, J. (2000). *How to teach English. Foreign language teaching and research* London: University Press.
- Harmer, J. (2003). *The practice of English language teaching*. Harlow, England: Longman Group UK Limited.
- Harmer, J. (2007). *The practice of English language teaching*. Longman: Longman Group Ltd.
- Harmer, J. (2011). *The practice of English language teaching*. Longman: New York.
- Hashempour, Z., & Behjat, F. (2015). The effect of brainstorming as a pre-writing strategy on EFL advanced learner's writing ability. *Journal of Applied Linguistics and Language Research*, 2(1), 86-99.
- Hassanein, H. (2002). *Brainstorming methods*. London: University Press.
- Heaton, J. B. (2008). *Writing English language tests*. New York: Longman.
- Henson, K. T. (2003). Foundations for learner-centered education: A knowledge base. *Education*, 124(1), 5-16.
- Hess, N. (2001). *Teaching large multilevel classes*. Cambridge: CUP.
- Hismanoglu, M. (2005). *Teaching English through Literature*. *Journal of Language and Linguistic Studies*, 1(1), 3-6.

- Hodge, S. (2010). Student-centered learning in higher education and adult education. *Occasional Papers on Learning and Teaching at UniSA*, 4, 1-15.
- Huba, M. E., & Freed, J. E. (2000) *Learner-centered assessment on college campuses: shifting the focus from teaching to learning*. London: Allyn & Bacon.
- Husari, E. (2000). *General teaching methods*. Kuwait: Al-Falah Library.
- Illingworth, V. (2007). *Groupwork Survey*. Bradford: Bradford University.
- Jack, G., & Kyado, J. (2017). Effectiveness of brain-based Learning Strategy on students' academic achievement, attitude, motivation and knowledge retention in electrochemistry. *Journal of Education, Society and Behavioral Science*, 21(3), 1-13.
- Jacobson, D., & Kauchak D. (2009). *Methods for teaching-promoting student learning in K-12 classroom* (8th ed.). USA: Library of Congress.
- Jan, K. (2009). Effects of student-centered approach on the abilities of students in private secondary schools in Pakistan. *Journal of Educational Research*, 12(2), 268-284.
- Jones, L. (2007). *The student-centered classroom*. New York: Cambridge University Press.
- Kain, D. J. (2002). Teacher-centered versus student-centered: balancing constraint and theory in the composition classroom. *Duke University Press/Journal*, 3(12), 104-142.
- Kaplan, R. B. (2002). *The Oxford handbook of applied linguistics*. London: Cambridge University Press.
- Kaplan, A. M., & Hainlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(3), 59-68.

- Kimweri, P. (2004). *Adult teaching learning*. Dar es Salaam Tanzania: The Open University of Tanzania.
- Klein, W. (2006). *Second language acquisition*. Cambridge: Cambridge University Press.
- Koul, L. (2006). *Methodology of educational research* (3rd ed.). New Delhi: VIKAS.
- Kreitner, R. (2005). *Management* (6th ed.). Boston: Houghton Mifflin Company.
- Kramsch, C. (2003). *Context and culture in Language teaching Oxford*: Oxford University Press. London.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post method*. Mahwah, NJ: Lawrence Erlbaum.
- Langlois J. P. (2011). *Teaching styles / learning styles*. Asheville: USA learning styles. Boston: Allyn & Bacon.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.) Oxford University Press, London.
- Larsen–Freeman, D. (2011). *Techniques and principles in language teaching*. New York: OUP.
- Larson, B. C. (2000). Classroom discussion: a method of instruction and a curriculum outcome. *Teaching and Teacher Education*, 16, 661-677.
- Lazear, E. P. (2003). Educational production. *The Quarterly Journal of Economics*, 116(3), 777- 803.
- Lightbown, P., & Spada, N. (2003). *How languages are learned*. Oxford: Oxford University Press.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.

- Lightbown, P. M., & Spada, N. (2008). *How languages are learned*. Oxford: Oxford University Press.
- Littlewood, W. T. (2007). *Foreign and second language learning*. Cambridge: C.U.P.
- Louie, B. (2006). *Guiding principles for teaching multicultural literature*. London: Prentice-Hall.
- Maley, T. (2007). *The role of the first language in foreign language learning*. Clevedon: Multilingual Matters.
- Mathew, R. (2008). Teaching English to young learners. *Need for introspection* Fortell, (13), 5-7.
- McArthur, T. A. (2003). *Foundation course for language teachers*. Cambridge: C.U.P
- McKay, S. L. (2006). *Researching second language classrooms*. New York: Routledge.
- McShane, S. L. (2006). *Organizational behaviour*. New York: McGraw-Hill.
- Meece, J. L. (2003). Applying learner-centered principles to middle school education. *Theory into Practice*, 42(2). 109-116.
- Moore, W.G. (2008). *The tutorial system and its future*. Oxford: Pergamon Press.
- Moulin, M. (2007). Performance management definition linking performance and organizational excellence. *International Journal of Health Care Quality Assurance*, 3, 67-89.
- Myles, F., & Mitchel, R. (2004). *Second language theories*. New York: Hodder Arnold.
- Omaggio, A. C. (2006). *Teaching language in context: Proficiency-oriented instruction*. Boston: Oxford Press.

- Popp, M. S. (2006). *Teaching language and literature in elementary classrooms*. New Jersey: Lawrence Erlbaum Associates,
- Pedersen, S. (2003). Teachers' beliefs about issues in the implementation of a student-centered learning environment, *51*(2), 57-76.
- Prabhu, N. S. (2002). The dynamics of the language lesson. *TESOL Quarterly*, *24*(2).
- Prabhu, N. S. (2007). *Second language pedagogy*. Oxford: O.U.P
- Prentice, H., & Bruner, J. (2006). *On knowing: Essays for the left hand*. Artheneum, New York: Prentice-Hall.
- Qatami, D. (2008). *Creative thinking*. Al-Quds: Open University Publications, Amman.
- Richards, J. C. (2005). *The concept of language teaching*. London: Cambridge University Print Press.
- Richards, J. C., & Rodgers, T. S. (2006). *Approaches and methods in language teaching*. London: Cambridge University.
- Richards, J. C., & Rodgers, T. S. (2009). *Approaches and methods in Language teaching* (2nd ed.). London: Cambridge University Press.
- Rivers, W. (2001). *Teaching foreign language skills*. Chicago; The University of Chicago Press.
- Rock, T. C., & Wilson, C. (2005). Improving teaching through lesson study. *Teacher Education Quarterly*, *32*(1), 77-95.
- Rod, E. (2007). *Language acquisition*. New York: Oxford University Press.
- Selinker, L., & Gass, S. M. (2008). *Second language acquisition. An introduction course* New York: Routledge.

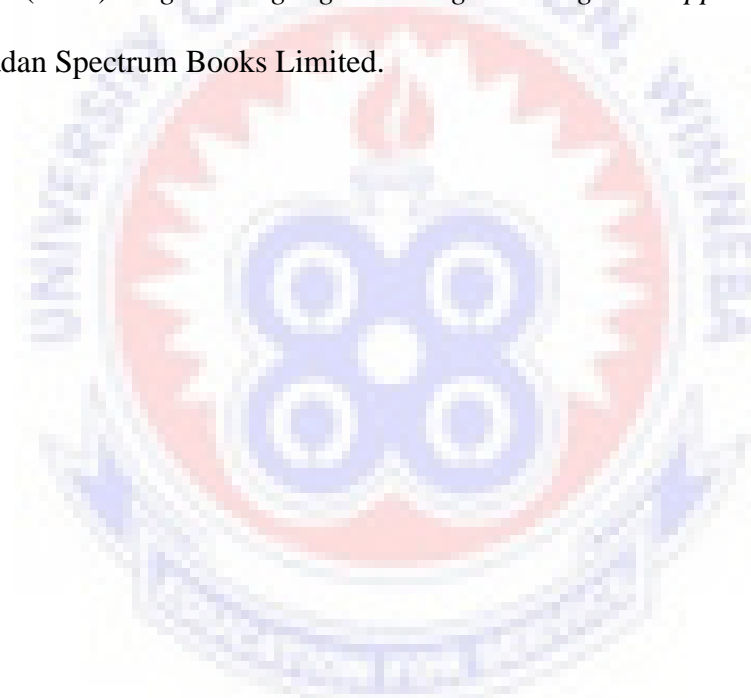
Sharma, R. K. (2008). *The problems and solutions of teaching English*. New Delhi: Commonwealth Publishers.

Stevick, E. W. (2008). *Teaching languages: A way and ways*. Rowley: Mass Newbury House.

Stubbs, M. (2002). *Language, schools and classrooms: Contemporary sociology of the school* (2nd ed.). London: Rout ledge.

Ur, P. (2006). *A course in language teaching*. Cambridge: Cambridge University Press

William, D. (2004). *English language teaching: An integrated approach*. Ibadan, Nigeria: Ibadan Spectrum Books Limited.



APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR KNUST BASIC SCHOOL

TEACHERS

Dear Respondent,

I am carrying out a study on the topic “*Exploring Methods of Teaching English Language in in KNUST Basic Schools in Oforikrom Municipality*” It is against this background that you have been selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....

Martha Donkor

Researcher

SECTION A: RESPONDENTS' BACKGROUND INFORMATION

Please respond to the following questions to the best your opinion by ticking an appropriate box. There is no right or wrong answer therefore no particular response is targeted.

1. Gender: Male [], Female [].
2. Age. 21 – 30[], 31 - 40[], 41-50[], 51- 60 []
3. What class do you teach: Lower Primary [], Upper Primary [], Junior High School []

SECTION B: TEACHER – CENTERED METHOD QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 4-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Lecture				
2. Demonstration				
3. Tutorial				
4. Presentation				
5. Drill and Practice				

SECTION C: LEARNER – CENTERED METHOD QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 4-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Brain Storming				
2. Role Play				
3. Simulating				
4. Case Study				

5. Discussion				
6. Group Work				

SECTION D: CHALLENGES TEACHERS FACE ON TEACHING ENGLISH

LANGUAGE QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 4-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree) as sincerely as possible.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Large class/heavy work load				
2. Inadequate teaching materials				
3. Lack of motivation among learners				
4. Inadequate trained personnel to teach English				
5. Limited teachers of the use of learner – centered method of the teaching of English Language				