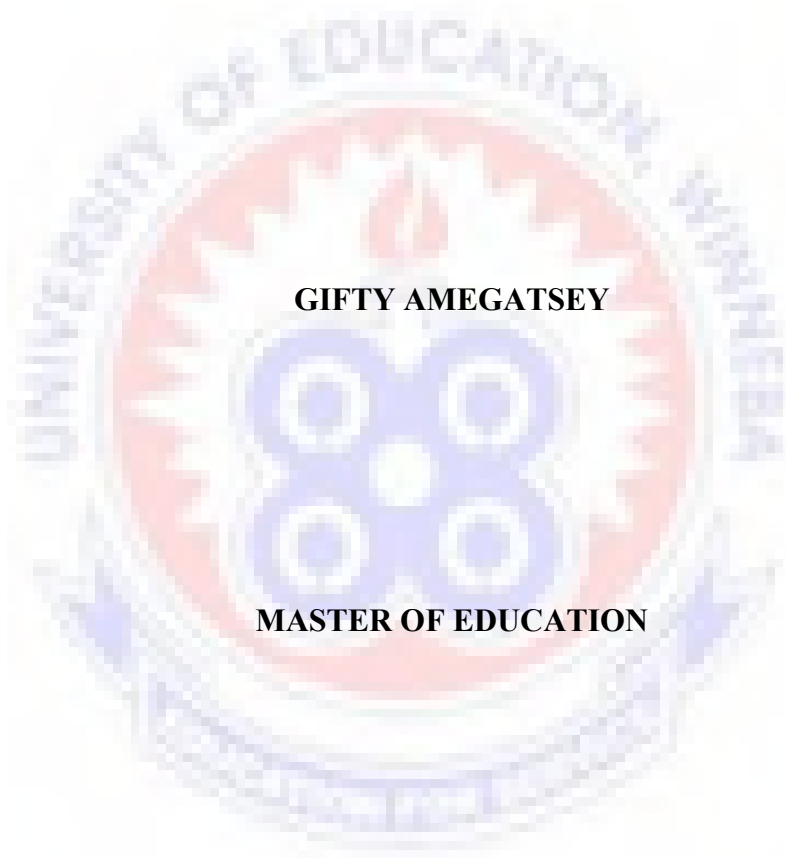


UNIVERSITY OF EDUCATION, WINNEBA

LEARNERS DIFFICULTIES IN NOUN IDENTIFICATION IN CONTEXT

(BASIC FOUR)



2019

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The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with four smaller circular motifs arranged in a cross pattern. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the perimeter of the emblem.

GIFTY AMEGATSEY

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

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

SEPTEMBER, 2019

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

..... (Principal Supervisor)

Signature:

Date:

DEDICATION

I dedicate this work to my husband, Mr. Emmanuel Marfo-Owusu and our sons, Richfield Owusu-Marfo and Mclove Owusu-Marfo.

To you also, my loving supervisor, Dr. Mrs. Rebecca Akpanglo-Nartey.



ACKNOWLEDGEMENT

I extend my heartfelt gratitude to my patient, loving and tolerant supervisor, Dr. Mrs. Rebecca Akpanglo-Nartey who helped in the framing of my topic and offered constructive criticisms to make this work a success. God bless you and keep you safe to continue your good work with University of Education, Winneba.

My next appreciation goes to my husband, Mr. Emmanuel Marfo-Owusu and mother, Ami Kudalor for taking care of our children in my absence and her words of encouragement that extrinsically motivated me to push harder till today. Thank you Honey and Daavi.

To Mr. Justice King and Charles Baidoo for their invaluable support to make this work a success. I say thank and God you.

Also to my colleague, Miss Emma Abban who gave her all in all to take care of my class in my absence and I appreciate her effort so much. May God richly bless you.

Joan Alagbo, Philip Ohene-Gyan and Jimmy Henry Jacobs, you cannot be left out for you kept calling and checking up on me during my stay on campus.

Again, Mr. and Mrs. Agabus Asmah and Mr. and Mrs. Ato Eshun for your love and support during my stressful moments of the programme I am grateful. May God expand their horizons.

To all and sundry who in one way or the other helped to make this work a success, I say God richly bless you all.

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ABSTRACT

This study sought to find out why the class four pupils of Saint Martin's Anglican Primary School find it difficult to identify nouns in sentences and also find remedies to the problem. The researcher did a qualitative study and used observations, interviews and tests in diagnosing the cause of the problem with regard to noun identification in sentences. From the findings, it was realized that, the pupils did not pay attention in class whenever the English Language was being taught. On the part of the teacher, it was also revealed that she (class teacher) had been teaching Language items in isolation. These acts by pupils and teacher were seen as major contributing factors to pupils' inability to identify nouns in sentences. Again in an interview, the researcher found out that the class teacher had been using an old method of teaching which does not allow for functionality of the language usage. The pupils on the other hand, did not like learning grammar as an aspect of the English Language. The researcher intervened by adopting the use of noun phrase and activity oriented method to help remedy the problem. After putting these strategies in place, the researcher conducted a post-test to find out the extent to which the approach used, was useful in curbing the problem. It was suggested to teachers to use approaches that allow for the language items to be used in sentences but not in isolation and activity oriented techniques in teaching in order to catch the attention of learners during teaching and learning.



CHAPTER ONE

INTRODUCTION

This chapter explains the problem the researcher identified and why it was necessary to study it. The chapter is made up of the background to the study, statement of the problem, purpose of the study and research questions. In addition, the significance of the study, delimitation of the study, limitation of the study as well as organization of the study are found in this chapter.

1.1 Background to the Study

English Language is one of the important subjects within the list of subjects in the curriculum in Ghana. English Language is considered one of the core subjects in grading students. Language is a key issue in our existence. It is very essential in our humanity and important as well as an effective tool for socialization. In this regard Downing and Locke (2006) commented that language is for communication.

In Ghana, English language is used as an official language and medium of instruction in schools. At the primary level, pupils begin to use the English language as a medium of instruction at upper level. At this stage, pupils are now expected to fully use the English language during teaching and learning process. Also, pupils would begin to study some essential rules of language use. Obeng (1997) states that English language has become Ghana's lingua franca. English language is also the first foreign language in our country since our colonial rule.

Some grammatical structures cause more troubles to learners who are learning English language as their second language than others. In this perspective, Saint Martin's Anglican Primary School is no exception.

The perceived problem of these pupils is the inability of some of them to identify nouns in sentences or in writing. It is the light of this that the researcher is examining and investigating the cause of this problem “Learner difficulties in noun identification and some possible ways of solving such problem”.

As this study is language related, the researcher also realized that, as a community, Daboase has a community information center and a library but stocked with only history related books thereby making pupils not to get access to books which can facilitate pupil's interaction with the use of the English language. Again, the school also has no library facility to facilitate pupil's learning of the English language. It is in line of these challenges that the researcher is interested in choosing Saint Martin's Anglican Primary School-Daboase as a case study.

From the observation done by the researcher in the above mentioned school, the researcher realized that, the pupils are familiar with prototypical nouns but failed to recognize other words which can function as nouns in sentences.

During the school's end of term examination, pupils were asked to underline nouns in given sentences and it turns out that, pupils failed to recognize other words which were used in the sentences as nouns. For example, “The going is difficult ”. The sentence has "going" as the noun but 96% of the class had it wrong.

In relation to the above example, the researcher realized that, most pupils are confused or uncertain about other words which can function as nouns in sentences.

1.2. Statement of the Problem

Every language has its own vocabulary and must be learnt by the speaker, so is English language. Every Ghanaian who is a school going child and learning English Language is expected to learn its vocabulary items. Richards (2001) states that vocabulary acquisition is an essential element in every language learning process.

In order for learners to have mastery over English Language, they need to be effectively taught the grammatical elements but this is not always so. Some teachers of the English Language teach vocabulary items such as nouns in isolation to the pupils and when this happens the pupils find it difficult to identify them (nouns) in sentences.

A recent observation at Saint Martin's Anglican Primary School reveals that, most of the lessons in grammar are taught by the teachers by giving direct examples to pupils without using them in sentences. As pupils are given examples of nouns by the teachers, the pupils also are made to learn these words in isolation without having to use them in sentences. Due to this, the pupils find it difficult to identify nouns in sentences when they are asked to.

The researcher after observing this, gave a simple class exercise to the pupils to underline nouns in sentences. The result revealed that, the pupils cannot identify other words as nouns when used in sentences.

All the above mentioned factors appeared to contribute to the abysmal performance of basic four pupils of Saint Martin's Anglican Primary School in the identification of nouns in context.

Therefore, this study is of great importance to confirm or reject the cause of pupils' inability to identify nouns in sentences and find solution to it.

1.3. Purpose of the Study.

The purpose of the study is to provide empirical data that will identify the various causes of pupil's inability to identify nouns in sentences at the primary level and the approaches that could be adopted to improve upon the situation so as to pave the way for smooth academic progress of those suffering from this weakness.

The study is to identify the problems of Saints Martin's Anglican Primary School basic four pupils in the use of nouns in sentences

Also to highlight the noun phrase and unravel the confusion which pupils have in identifying nouns from other word classes.

Again to investigate the extent to which the use of noun phrase and activity method will help pupils improve their understanding of the concept nouns.

1.4. Objectives of the Study

The study aims at achieving the following:

- 1) Identifying learner's difficulties in identifying nouns in sentences.
- 2) Identifying the cause of pupil's inability to identify nouns in sentences.
- 3) Designing approaches that can help facilitate pupil's understanding of the concept of nouns.

1.5 Research Questions

The researcher is guided by the following questions:

1. What are the difficulties encountered by learners in identifying nouns in sentences?
2. Why are the pupils of Saint Martin's Anglican Primary School unable to identify nouns in sentence?
3. What effective approaches can help improve the performance of pupils in identifying nouns in sentences?

1.6. Significance of the Study

This study will be beneficial to learners, teachers, curriculum developers and other researchers.

To learners of English language as a second language, this study will help them recognize the possible difficulties in learning nouns, their causes and how to overcome such difficulties. This will reduce the frustration that most learners experience when encountering difficulties in learning.

It will also offer teachers the opportunity to know the possible difficulties learners are likely to face and how to strategize their teaching and learning process to help learners overcome these difficulties. Teachers will also now treat learners as individual entities and not as a group in the learning process.

Again, it will help organizers, curriculum developers, school inspectors to plan programmes which will help teachers to adopt interesting and appropriate methods of teaching vocabulary in order to improve on the quality of student's expression and

academic performance generally. It will also call for reviewed curriculum in education to suit learners and bring better teaching and learning process.

The study will also help other researchers to know the areas of difficulties that have been tackled and the approaches used in solving the problems. This can also enrich their academic writing should there be any.

1.7 Limitation

It is obvious that every research or study when undertaken face some challenges. This study was of no exception. Prime among the many challenges were the usual constraints of limited finance, alongside uncooperative nature that was displayed by some of the pupils alike.

Combining school activities, social, family and religious responsibilities in the study also limited against the smooth administration of the study. In order to arrest the challenges, the researcher had to look for money from well-meaning relatives and loved ones, not to mention the moral support given me.

1.8. Delimitation

This research confines itself to pupils of Saints Martin's Anglican Primary School Basic four "B" only. This is to reduce the sample population in order to complete the study within limited time. The researcher chose this school because, the school is her place of work and easy to access at anytime.

The study concerns itself with nouns which have been classified by Quirk, Greenbaum, Leech and Svartvik (1972) as proper and common nouns, countable and uncountable

noun and concrete and abstract nouns. But the current study will focus on proper and common nouns due to the time allocated for treating the topic 'noun' in the syllabus.

1.9 Organization of the Study

Chapter one deals with the background of the study, statement of the problem, purpose, objective of the study, research questions, significance of the study, limitation, delimitation and organization of the study. Chapter two deals with the relevant related literature review which comprises of the overview, nouns, definition of nouns, types of nouns, difficulties encountered in identification of nouns, causes of difficulties, methods of teaching that enhance the identification of nouns in context and factors that enhance the teaching of vocabulary. Chapter three discusses the methodology which includes the overview, research design, research site, population, sample, data collection strategies, test, personal observation, interview, data analysis and presentation, data collection procedure, pre-intervention, intervention design, post-intervention and data analysis. Chapter four comprises introduction, difficulties in identifying nouns, causes of pupils' inability to identify nouns, analysis of interview results of the teacher, interview results of the class prefect, approaches to facilitate pupils understanding of nouns and comparison of pre-test and post-test results. Chapter five deals with conclusion, summary of findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Literature depicts writing and publications by authors with related ideas on the proposed subject areas. With this idea in mind, the researcher will review in connection to the research various works and publications by other people that are relevant to the research. The chapter deals with what nouns are and the general concept of nouns.

According to Kirkpatrick (2007), spoken and written English are enormously different in structure and formality. Spoken discourse is often disjointed with sentences that would perhaps sound uncomfortable format yet is easily understood by the listeners. However, our written words need this structure and formality to convey meaning accurately. If formal rules are not followed, sentences may sound wrong and give bad impression. In order to speak and write English effectively and confidently, one must know something about its structure.

Based on Kirkpatrick's views about structure, the researcher strongly believes that the acquisition of knowledge in grammatical concepts has a great bearing on the development of the individual, that the community and the society at large. Looking at today's global trend, the nation must make provisions for its citizens to acquire such knowledge. In this respect, individual's exposure to English language and grammatical concept cannot be overlooked.

2.1. Definition of Nouns.

According to Parrotts (2004), a noun is a word which describes a person, place, or thing. Also Downing and Locke (2006) also state that nouns are classes of entities: persons, objects, places, institutions, actions, abstract ideas, qualities, phenomenon, emotions etc.

The words used as nouns in English language goes beyond persons, places, animals or things. Prototypically, they can be identified out of context to be nouns but when used in sentences, has more to it than just person, animals, place, or things. The researcher noticed that the pupils of Saint Martin's Anglican primary school can only identify these prototypical nouns in sentences than other entities.

From the above definitions, we can deduce that, nouns are naming words used in English Language to refer to classes of entities.

2.2. Types of Nouns

Literature shows that nouns are of different kinds. For instance, Parrotts (2010), identifies kinds of nouns such as proper nouns, common nouns, collective nouns and material nouns. He explains proper nouns to be names of people, place or institution which begins with capital letters when beginning sentences and in the middle if sentences. Common nouns are also nouns that state in general cognition. Common nouns are seen as general naming words which can refer to feelings, emotions, passions etc. They are mostly written using small letters in sentences but starts with capital letters when beginning a sentences. Also collective nouns are used to represent a group of people. Finally, Parrots (2010) stated that material nouns are nouns that state matter or essence whatever something is made of.

Downing and Locke (2006) came out with different types of nouns such as count and non-count nouns aside those identified by Parrots (2010). The count nouns are those whose referent can be counted. The referent of count nouns are viewed as individuated things or persons. A non-count is one whose referent is cognitively perceived as not countable. We do not say, for example “three furnitures” but it can be individuated by a preceding 'counter' such as 'a piece of'.

Ouirk, Greenbaum, Leech and Svartvik (1985) also identified concrete and abstract nouns. They explained concrete nouns as physical bodies which we use at least one of our senses to observe or whose shape can be seen physically and abstract nouns to be words which cannot be seen but can be imagined because abstract nouns are concept in the mind.

2.3. Difficulties Encountered in Identification of Nouns

Even though, nouns exist in many languages, their structure in sentences differ. According to Geist (1990), in English language, a noun can be preceded by other words such as determiners, post-modifiers and pre-modifiers. Geist stated that the idea of these other words make it easy for one to identify the noun in a sentence. Therefore, when pupils fail to identify these other words (modifiers), they find it very difficult in identifying the nouns in the sentence.

According to Krejcie and Morgan (2004), understanding phrase with attributives are difficult for young learners of English Language. In a sentence where the noun is modified with modifier, learners find it difficult to integrate the noun and the modifiers. Most learners find it difficult to identify the modifier from the noun. The case is not different from that of the pupils of Saint Martin’s Anglican Primary School.

Also grammatical rule is among other difficulties found in the process of learning other languages. A study conducted by Widianinasih and Gulö (2016) found out that students still made a lot of mistakes in their writing in terms of using plural markers, articles or determiners, verbs and tenses. This truth also applies to those who are studying English in different levels of education. Second language learners usually have difficulties in the grammatical rules such as the way proper and common nouns are written in sentences.

Parrots (2010), states that proper nouns whether beginning or in the middle of a sentence begins with a capital letter. This concept is a challenge to the pupils since most of them even write their own names beginning with small letter. Parrots (2010) states that, common nouns begin with small letters when they are in the middle of a sentence but begin with capital letters when beginning a sentence. The pupils however, write some of these common nouns by beginning with capital letter even in the middle of sentences.

2.4. Causes of Difficulties in Identification of Nouns

Nouns are parts of vocabulary of the English language and it is demanded of learners of the English language to be able to identify or recognize them in speech and writing. Here are some causes of difficulty encountered by pupils identifying nouns in sentences. One of the causes of pupils' inability to identify nouns in sentences is aphasia. According to Michael Siegal and Varley (2006), aphasia is a communication disorder that results from brain damage or injure to language parts of the brain. Aphasia can get in the way of a person's ability to use or understand words. Common types of aphasia identified by Siegal and Varley (2006) are: expressive aphasia (non-fluent), receptive

aphasia (fluent), anomic aphasia, global aphasia and primary progressive aphasia. Anomic aphasia is a type that makes it difficult for someone to identify words. Because of the difficulties, the person struggles to find the right words for speaking and writing. This is the case of the pupils of Saint Martin's Anglican Primary school. The pupils find it difficult to identify nouns in sentences.

Halliday and Mathiessen (2014) also stated that grammar is part of language which is used as a system for wording. By this, they mean that, grammatical elements such as noun should not be taught in isolation but rather in context or sentences. Grammatical elements should be taught in context where students get to practice what they learn. Therefore, in a case where a teacher teaches grammar in isolation, it is going to be difficult for learners to identify them in sentences because the various words can perform different functions in given environments.

Another cause of difficulty in identifying words in sentences is dementia. According to McKeith et al (1996) Alzheimer is the most common type of dementia which is a neurological disorder in which the death of brain cells causes memory loss and cognitive decline. The cognitive decline makes it difficult for the person to think of common words to use while speaking and writing.

Again, Attention Deficit Hyperactivity Disorder (A.D.H.D) is a complex neurodevelopmental disorder that can affect a child's success at school. According to Tracy (2011), ADHD is generally diagnosed in children by the time they are teenagers, with the average age of diagnosis being seven years children often show signs of forgetfulness and often struggle to find right words for speaking and writing.

2.5. Methods of Teaching that Enhance Identification of Nouns

In order to help pupils understand vocabulary, teachers need to teach vocabulary in context. Some of the techniques that help in teaching the meaning of a word and makes it easy to be identified in sentences are as follow: concrete technique, explanation technique, the use of noun phrase and activity method.

2.5.1 The Use of Concrete Technique

Ginsburg and Opper (1988), supported this technique with Piaget's concrete operational stage of child's development by saying that children rely on concrete materials and situations they have already experienced when interpreting new information. Piaget theorized that, children in the concrete stage of development are active and curious and therefore must be given hands-on activities in the classroom to discover meanings of concepts and using their previous knowledge and logical thoughts in leaning.

This technique according to Koranteng, Sakyiama-Antiri, Ankoma-Appia and Kayi (2011), is the technique that helps pupils to employ their senses (feel, taste, touch, see and hear) to get the appropriate meaning of words. The teacher uses real objects, dramatization, realistic, miming, chalkboard sketches' and pictures. By real objects, the teacher shows actual objects to learners when teaching meaning of words. Realia is also is the use of objects that look like the natural object but is not. For example, the use of artificial flower to teach the vocabulary flower. In miming, some actions are shown to depict the meaning of words. Also in dramatization, two or more pupils may be asked to perform or sketch to show the meaning of a word.

2.5.2 Explanation Method

Also, the use of explanation technique can be used to teach vocabulary. By this, the words being taught are those that cannot be represented by any concrete thing.

Here, the context in which the word appears is used to help learners find the appropriate meaning of the word. According to Mifflin (2003), in order to figure out the right definition, you may first need to determine the word's part of speech in the sentence. By this, Mifflin means that, many words can function as different parts of speech. Therefore, the function of a word in context is taken into consideration by the use of examples and using synonyms and antonyms. Donelan (2003) stated two type of explanation as a teaching technique which are discovery and induction. With induction, teachers stimulate learners to use the technique to generalize from many examples and ask what they have in common. This technique makes

the classroom more interactive, so that learners are teaching themselves and working out things instead of trying to memorize things. For instance, learners can be presented with mixed proper and common nouns and asked to group them into their categories.

2.5.3 The Use of Noun Phrase

Noun phrases also include words that modify the noun, or set it apart so we know which noun we talking about. A noun phase includes a noun and modifiers which distinguish it. The modifiers can be determiners, adjectives, relative clauses, pronouns and noun Downing and Locke (2006) and Quirk, et al (1985) are also of the view that noun phrases consist of a noun and other words that modify the noun. The modifier makes it easy to identify the head noun in sentences.

Again, the use of noun phrases can help pupils to identify nouns. According to Quirk et al (1997), sometimes when nouns are used in a sentence, "it is either pre-modified or post-modified ". This means that: in a sentence, a noun can be preceded or followed by other words which make it referent. These words make it easy for one to identify the noun in a sentence. They are of the views that noun phrases have nouns as their head or main words.

2.5.4 The Use of Activity Method

The use of activity as a method of teaching can also help pupils in identifying nouns in sentences. Wood (1995:26) defines teaching cycles as “the manner in which the teacher effectively and efficiently interacts within the classroom to environment to bring about quality learning of the subject matter among students”. He defines three teaching style as: the discipline centered, the teacher centered, and the student centered. The student centered style allows for a dynamic classroom environment. This style is most effective for teaching the “process than the product”. The focus is on the student, their cognitive abilities and concern is how to make the students take an active part in the learning by marking them to conduct their own investigation, develop their ideas, share ideas with others through discussions or collaborative work. McKeachie (1994) contends that, all these style can stimulate learning when used appropriately, but the student centered style, leads to better retentive memory, better problem solving, better application of knowledge and better motivation for learning student centered style is what is known as “activity method of teaching in modern approaches for teaching and learning” as quoted in Enrinosho (2008), the activity method is described as “a marriage between teacher-centered and child-centered approaches of teaching and learning”. In other words, the activity method involves students in the learning process. Learning by doing

appears to be the best way children learn and thus lesson involving this method usually include certain teacher activities like explanation, demonstration, distribution of learning materials and giving of instruction.

Dominating the lesson however, are students' activities like answering of questions orally or writing, discussing pictures or charts, drawing, collaborative learning, modeling, co-operative learning, searching for information on the internet, case study, debate, use of learning aids like assignment cards and cassette recordings, experimenting, projects and simulation.

The effectiveness of activity method over the other styles is that, it places the learner at the center of the teaching and learning process.

2.6. Factors that Enhance Quality Teaching of Vocabulary

Quality teaching is achieved not only as a consequence of how well teachers teach but through creating context and work environment that facilitates good teaching as stated by Richards (2001). According to Richards, there are four factors which facilitate good teaching, which are: institutional factor, teacher factor, teaching factors and learner factors.

2.6.1 Institutional factors

The organizational culture of a school refers to the ethos and environment that exist within a school. The kind of communication and decision that take place.

According to Wanjiru (2014), in her research findings pointed out that, schools should equip themselves with facilities such as a well-furnished library and resources such as teachers and learners materials.

Komiyama (2013) also commented that the school as an organization has the role of motivating teachers in other for them to put in their best.

2.6.2 Teachers Factors

Wanjiru (2014), suggested that, school should make sure that all untrained teachers get trained as professional teachers. This will make them more effective in lesson delivery.

According to the Educational Research Newsletters and Webinars (2008) effective teachers are the most important factor contributing to student achievement. Effective teachers exhibit certain skills and qualifications. These include verbal ability, knowledge of special needs, coursework in pedagogy and content knowledge of the specific subject to be taught as well as personal traits such as fairness, enthusiasm, dedication and caring. Smith (1995:590) states that many things can be done to create a context for good teaching, but it is the teachers themselves who ultimately determine the success of a programme. Good teachers can compensate for deficiencies in the curriculum, the materials, or the resource they make use in the teaching. All teachers do good things some of the time, and all good teachers do bad things some of the time. The differences among teachers lie not only in the proportions of the good and the bad, but also in their awareness of the effects of what they are doing and their readiness to share this awareness with their students.

2.6.3 Teaching Factors

The focus here is on the teaching practice that occur within a programme, how these can be characterized, and how quality teaching can be achieved and maintained. In language teaching programme, teaching models are often used based on particular

method or approach. For example: the communicative approach, the cooperative learning model, the process approach and the whole language approach.

Atton-Lee (2003) provided ten clearly defined research-supported characteristics of quality teaching. Although these characteristics were developed for diverse students, it is of great importance to language teaching. These characteristics are:

1. A focus on student achievement.
2. Pedagogical practices that create caring, inclusive and cohesive learning communities.
3. Effective links between school and the cultural context of the school.
4. Quality teaching is responsive to student learning processes.
5. Learning opportunities are effective and sufficient.
6. Multiple tasks and contexts support learning cycles.
7. Curriculum goals are effectively aligned.
8. Pedagogy scaffolds feedback on students' task engagement.
9. Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse.
10. Teachers and students engage constructively in goal-oriented assessment.

Gurney (2007) suggested five key factors that provide a foundation for a good teaching which are:

1. Teacher knowledge, enthusiasm and responsibility for learning.

2. Classroom activities that encourage learning.
3. Assessment activities that encourage learning through experience.
4. Effective feedback that establishes the learning processes in the classroom.
5. Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

2.6.4 Learner Factors

According to Doo, Morris and Seung-Won (2006) the learner is the focal point in any learning. Without learners there cannot be learning. They stated the following factors that are associated with the learner in the learning process: motivation, readiness and will power, ability of the learner, level of aspiration and achievement, attention, general health condition of the learner and maturity of the learner. According to McKeachie (1994) teaching tips for teachers, students might have difficulty learning for a number of reasons, many of which have nothing to do with innate intelligence. If teachers are cognizant of these reasons, then they will know what to do to help their students. Getting to know our learners individually will help to learn which factors might affect their learning. Factors such as motivation, intellectual ability, attention spans and prior knowledge.

Khasinah, (2014) pointed out motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are considered as factors that greatly influence someone in the process of his or her learning. Learning is not the mirror image of teaching. The extent to which teaching achieves its goal will also depend /on how successfully learners have

been considered in the planning and delivery process. Based on these factors, the teaching of nouns should be done in such a way that the learners can communicate effectively using them (nouns). For example, if a teacher wants to teach objects in the classroom, the teacher does not only say "book" or "chair". But the teacher should say "this is a book" and "that is a chair". By doing this, the teacher can make learners practice to speak English language the right way.

2.7 Teaching Approaches and Strategies

Celce-Murcia & Hilles (1985:210) described five phases to teaching grammar:

- 1) Presentation where the teacher introduces the grammar structure inductively or deductively via variety of techniques and resources.
- 2) Focused practice where the students learn how to form sentences with new words.
- 3) Communicative practice- where the student practices the structure in communication.
- 4) Teacher and/or peer feedback and corrections.
- 5) Summary and extension.

The researcher reviewed the above teaching approaches because, before any teacher teaches a specific grammar point, he or she must review several grammar reference books to determine how the structure is formed, when it is used and if there are any exceptions to the grammatical rules. The researcher thinks that same should be done when teaching nouns as language items.

2.7.1 Use of Instructional Materials

One of the most important instructional decisions that a teacher must take is the selection of instructional materials. This will provide relevant experience to support students learning and align with the teachers teaching style. The responsibility of the teacher, thus, is to create and innovate in selecting materials that will motivate students. The chosen material must suit a variety of learning styles and be usable with the context of learning environment. The learning outcome should influence and determine the selection of instructional materials. According to Erinosh (2008) the materials for teaching and learning must be adoptable and productive within the learning context of students.

The materials must be appropriate to the characteristics (i.e ability, age, learning style preference), special need and interest of the majority of the students.

According to Farrant (1964) “instructional materials and resources are aids to learning rather aids to teaching, they are students’ aid”. Instructional materials are described as aids to learning rather than aids to teaching. Abdu-Raheem (2016) listed a number of importance of instructional materials as follows: instructional materials make learning easier, make learning more of children and less teacher activity, creates interest and as a result sustains participation and attention in learners and promotes discipline with less effort in the quest by the teacher to use instructional materials. Therefore to aid learning, the teacher must be careful enough in choosing the right type of instructional material and the purpose it is going to serve. It is upon these facts that the researcher chose and planned the appropriate teaching/learning aid to help her in her lesson delivery when she taught her lessons.

Farrant (1964) puts instructional materials into two different categories namely: primary and secondary instructional materials. According to Abdu-Raheem (2016) there are many reasons why teachers should use instructional materials during teaching and learning process. These are: instructional materials help the teacher and the students to keep in touch with the changes and ideas in the stated field of study. It is realized that when lessons are delivered with the appropriate aid, it causes a smooth and systematic transmission of knowledge, skills, values and attitudes from teachers to students. The relevance of instructional material is numerous. When the teacher selects materials, he is convinced that such materials will contribute significantly to the attainment of the objective of the lesson. If they are not relevant for the students' learning, they should be avoided completely. For the aim of their use is to help to classify and illustrate concepts, thus making abstract ideas a bit more concrete. A good picture they say is worth a thousand words. Without illustrations, the teacher will have to depend on crude translation and irrelevant examples, which will confuse the students the more.

To conclude this discussion, it will be of importance to stress that the teachers' own voice also constitute a useful aural aids which the teacher can exploit to make his or her lesson more reinforcing.

2.7.2 Motivation as a Teaching Strategy

According to Amissah and Sam-Tagoes (2002) motivation concerns the question of what initiates behaviours in man and why an organism behave in a particular way it does. The term therefore may be interpreted to mean the 'why of behaviours'.

According to Bierhler and Snowman (1986) Motivation is a broad topic in general psychology which covers the arousal, selection, direction and the continuation of all types of behavior. In relation to learning however, motivation may be conceived of as that which initiates and sustains a student involvement in the act or process of learning.

To a large extent, motivation determines the directions and efficiency of learning.

It explains the 'how and why' learning has the capacity to offset fatigue and even some lack of ability for learning.

Durogaiye (1983) highlighted the characteristics of motivation for performance, as:

- Energies: the things that sensitize and activate the organism towards stimulation.
- Reinforcement of behavior: that is effective in the attainment of goals.
- Direction of organism behaviours towards certain goals.

In motivating students for learning, the teacher must be aware of the various motivational types and how to use them effectively.

Reaman (2015) states that some students seem naturally enthusiastic about learning, many may need or expect other factors to inspire, challenge and stimulate them.

Reaman (2015) also stated that, motivation is the live wire for every academic pursuit; she stated two type of motivation as:

1. Intrinsic Motivation – this is an inner stimulus in man, such as hunger for food, thirst for knowledge and curiosity for information. The inner stimulus directs the individual to aspects of his environment which will help him reduce or satisfy that hunger for food, thirst for knowledge and curiosity for information.

2. Extrinsic Motivation – It is the kind of learning connected with artificial connections with such incentives as reward, praise or self-motivation is part of the action learning process but imposed by the teacher.

2.7.2.1 Strategies for Motivating Students

According to Jere (1987) there are ways of creating essential preconditions and for motivating learners which are: arousing the student's curiosity before starting a lesson with something like novel, reinforce learners' effort through praise and encouragement especially for the average and slow learners, as well as the introverts, since they lack confidence in themselves, giving encouraging comments on student's test and exercises, provide prompt feedback by informing learners of their performance in task soon after an assignment, give learners the opportunity to participate actively in the class through role play, dramatization, create room for individual differences, organize educational visits like excursions, fieldtrips, etc. occasionally to arouse student' interest and making lessons concrete and real by using appropriate and adequate teaching aid.

The researcher is quite aware of these, therefore she would make use of motivational strategies to work in this piece so that not only the researcher, but other readers of this material would also use these strategies to help arouse the interest of learners in the teaching and learning of nouns.

2.7.2.2 Importance of Motivation.

According to Bierhler and Snowman (1986) motivation is of great importance to both teachers and learner. They came out with the following importance as listed below:

1. It enables the teacher to secure the attention and active participation of class in lesson.
2. Learners developed their potentialities as a result of need for self-actualization, it directs the energies of the learners to the learning activity.
3. It helps to maintain discipline.



CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter discusses method of investigation concerning research site, population and sample, data collection technique and data analysis technique.

3.1. Research Design

The study is qualitative case study in nature. The problem was identified at Study at Saint Martin's Anglican Primary School basic four. The researcher used purposive sampling technique for the purpose of this research.

According to Cohen, Mansion and Morrison (2007) the experimental method is used to find out the effect of treatment. The approach used in this research is experimental. This is because the researcher used the study to effect a change. Cohen, Mansion and Morrison further stated that, experimental study typically involves two groups: an experimental group and controlled group which receives different treatment. This study uses pretest and post-test. The design of the experiment can be described as follows: according to Arikunto (2010).

Table1: Pre-test and Post-test

E. 01.	X. 02
C. 03.	Y. 04

Where:

“E” represents Experimental group, “C” represents Controlled group, “01” represents Pre- test for the experimental group, “02” represents Post - test for the experimental group, “03” represents Pre-test for the control group, “04” represents Post-test for the

control group, “X” represents Treatment with noun phrase and “Y” represents Treatment without noun phrase.

In the design above, subjects were grouped into an experimental group (top line) and control group (bottom line). Their language proficiency of the subject matter (nouns) was first checked by pre - testing them (01 and 03). Then the treatment taught with noun phrase was applied to the experimental group, while the control group was taught without noun phrase. The result of which (02 and 04) were computed statistically.

3.2. Research Site

The research took place in Saint Martin's Anglican Primary School located at Daboase in the Wassa-East District of Western region. The school is purposely selected as the research setting because of two major reasons Firstly, its proximity to the researcher. The second reason is that, it is made up of pupils from different ethnic groups in Ghana and there is great possibility of pupils' heterogeneity of intelligence and competence.

3.3. Population

According to Arikunto (2010) population is the subjects of the research. The population in this research is all pupils of basic four 'B' of Saint Martin's Anglican Primary School which consists of fifty pupils. Arikunto states that "when the number of subject is less than one hundred, they all should be taken as the subject of the research" (Arikunto, 2010:134). So this research had a population of fifty. They were divided into two groups, namely control group and experimental group. The choice of the subject of the study was based on the following consideration;

- a. The pupils needed an interesting technique in learning English in general and specifically in vocabulary.

- b. The pupils were never taught the concept of nouns in the context when learning English language. The words were always mentioned or given in isolation.

3.4. Sample

A sample depicts a small population out of the population that is selected for observation and analysis. Sampling then is the act, process or technique of selecting a suitable sample for study. In this research, the researcher selected twenty-five pupils out of the population through a random sampling process.

Krejcie and Morgan (1970) explains a sample as the representative part of a population for the purpose of determining parameters or characteristics of a whole population. In relation to this, the researcher used the purposive sample technique which shows that Basic '4' B was purposely chosen among the two classes in the school. Though the problem relating to the identification of nouns in sentences affects all pupils of various classes in the school, the analysis would better be treated in basic four class. This is because, basic four is where pupils are introduced to the main types of nouns so that, the challenges in identifying nouns in sentences would be addressed at an early stage where pupils are introduced to detailed information about nouns.

3.5. Data Collection Strategies

The method of testing the hypothesis or research questions should include instruments used, Instruction to subjects, control precautions and the like. As a result, it is important for the researcher to state that he has chosen a particular instrument because it reflects the concept of the phenomenon in a manner that is consistent with his position.

The researcher used personal observation and test to diagnose the problems the pupils of Saint Martin's Anglican Primary four have in relation to the proper identification of

nouns in sentences or context. The class teacher was observed during one of her grammar lessons with pupils. The pupils too were given sets of tests to diagnose their inability to identify nouns in sentences.

The researcher presents a report on intervention measure adopted during the intervention period with the pupils of Saint Martin's Anglican Primary School. These include pre-intervention activities, intervention design, interventions design implementation and post intervention data analysis.

3.5.1. Observation

The researcher used the observation technique to gather information about how nouns lessons were handled in the school. The researcher went to the other stream of the school to observe the teaching of nouns during grammar lesson. This she did with the permission of the class teacher.

The needed pieces of information from the observation strategy were to see how noun lessons were introduced, what activities were done and how the lessons were concluded and evaluated. Through the observation technique, the researcher was able to understand the ambiance of the class. Through this tool was time consuming, it gave the researcher a lot of insight into her study. Upon the researcher's interactions with the teacher at the other block, the researcher had an idea that, the teacher always taught the concept "nouns" in isolation when she observed her teaching. The researcher saw this to be the cause of pupil's inability to identify nouns in sentences.

3.5.2. Test

The term "test" refers to the use of test scores as data (Macmillan and Schumacher, 1989). This technique involves subjects' response to either written or oral questions to measure knowledge, ability, aptitude, or some other trait.

Intervention lessons involving pre-test and post-test were used. The test instrument consisted test items based on the Upper Primary English Syllabus (4 - 6), Teachers' Guide 4 and Pupils' Book 4. The topic on which the researcher tested the students is "proper and common nouns" in English grammar in order for the pupils to identify the proper and common nouns in the sentences by underlining them.

3.5.3 Interview

The researcher used a semi-structured interview to find out why the pupils scored below average. She did this through questions and answers and recorded the responses of the class prefect. The class prefect was asked about their perception of grammar and how they enjoy grammar lessons. Similarly, the class teacher too was interviewed through questions and answers to find out the teaching techniques she has been adopting in lesson delivery. The class teacher was asked about her teaching experience, highest professional qualification and number of years that she has been teaching the subject English. Their responses informed the researcher of possible causes of pupils' ability to identify nouns in sentences and hence the approaches she adopted to curb this problem amongst the pupils.

3.6. Data Analysis and Presentation

For the analysis of this qualitative study the researcher used mixed method strategy to analyze the pupil's assignment, the pre - test and post - test done during the intervention lessons. The analyses involve the use of group data measures for tables which included

frequency, percentage and proportion based on pupils scores to measure their knowledge, ability, and the degree of relationship between the two sets of tests.

3.6.1 Pre-intervention

This section discusses the procedures that the researcher adopted in trying to define the perceived problem before the actual intervention is carried out in research work. It begun by the researcher observing the teaching of nouns by the class teacher from the introduction to presentation through to post presentation stage of the lesson.

Another source of insight was for the researcher to have a look at the result of the pupils' end of them examination. This is to have a general view of pupils; performance in English Language. After the search for the stated area, the researcher conducted a pre-test to find out whether pupils could identify nouns specifically in sentences. After administering the pre-test, the researcher realized that some of the pupils' levels of performance were rather low.

- i) Most could not identify common and proper nouns in sentences when they were asked to underline them (common and proper nouns) in sentences.
- ii) Most pupils failed to recognize other words (modifiers) used as nouns in the sentences

3.6.2 Intervention Design

Instructional materials such as realia, drawn pictures, improved chart and word and sentence cards were used during the researcher's teaching periods in class to make her lessons interesting and meaningful to learners.

Another method which the researcher used was noun phrase, with this, the researcher taught common noun by introducing pre-modifiers (determines) to make it easy for pupils to identify the nouns. In another instance, prompt motivational rewards were given to pupils during class delivery of grammar lessons. Rewards and positive reinforcement were used as feedback after conducting exercises or when pupils answer questions in the class. The researcher also improved the class assessment procedure by giving class exercise and take-home assignment at the end of every lesson. She provided instance feedback by marking pupils work to alert them of their progress.

3.6.3 Intervention-Design Implementation

This aspect explains the series of concrete measure, strategies and approaches the researcher put in place to arrest the problem by improving the performance of the Saint Martin's Anglican primary School pupils with reference to identifying nouns in sentences. Here, the researcher assisted pupils in identifying nouns in sentences by using the following strategies:

- a. four weeks were used in solving the problem. The intervention lessons were conducted after normal class period from 2:15pm to 3:00pm on Mondays and Wednesdays. This is because grammar lessons were taught only once on the time table.
- b. twenty-five pupils were taught during this period while the rest twenty-five pupils were asked to go home after school.

To effect changes to the problem, the researcher put in place the following approaches and strategies:

3.6.4 Activities to Effect Changes to the Problem

The nouns for consideration in this research are proper and common nouns. Therefore, names of people, animals and things in general were taught. The researcher bearing her objective in mind decided to treat the meaning and types of nouns in the first week and examples of the types in the second week.

Using a variety of techniques and resources, the researcher introduces the lesson. The objective here was to let the learners tell what nouns are and give the two main types so she used the discussion technique. The researcher reviews pupils' previous knowledge on nouns by asking them to mention names of things around them. She writes their answers on the chalkboard.

With the listed nouns, the researcher guided the pupils to re-organize the names according to names of people, places, animals and things in general. Through discussion and explanations, the researcher defined what nouns are to pupils. This she did by helping pupils to group the nouns into proper and common nouns. Nouns are naming words. The researcher made pupils aware of how proper nouns are written and how common nouns are also written in the beginning and middle of sentences.

The researcher revised the previous lesson with pupils. This she did by letting pupils tell what nouns are and giving the types of nouns we have and give examples of nouns.

The researcher asked pupils to group the nouns into proper and common nouns. At practice II stage, the researcher asked pupils to use the nouns in sentences.

In an evaluation exercise, the researcher asked pupils to underline the proper and common nouns in a given sentences and use the nouns in simple sentences on their own.

3.7 Post Intervention

The researcher now conducted a post-test for the sampled pupils after the intervention measures had been put in place. The test was made up of (10) questions where pupils were asked to underline the proper and common nouns in the given sentences and it lasted for thirty minutes. This is labelled under Appendix C.

Scoring was done as follows:

1. Above average 7 - 10
2. Average. 4 - 6
3. Below average. 0 - 3

The post-test carried out by the students showed much improvement in their identification of nouns in sentences. Thus, the validity of the post-test showed that the researcher's intervention measures were effective.

3.8 Data Analysis

The major items of the test were selected and duly tallied for discussion and analysis percentages were developed from the frequencies of the various variables which were obtained. As a result, the frequencies and percentages were subjected to statistical analysis. Besides, the comparative system of analysis was adopted to compare some of the results.

In conclusion, this chapter discussed the various methods used to obtain the data and the intervention put in place to remedy the situation. There were three intervention stages namely: pre-intervention, intervention and post-intervention. The researcher identified the pupils' problem of inability to identify nouns in sentences at the pre-intervention stage. Based on the information retrieved at the pre-intervention stage, the

researcher was opted to make a systematic intervention in order to help the pupils in identifying nouns in context. Strategies such as the use of concrete objects and noun phrases were used in helping the pupils as it was seen after the conducting of the post-test. The next chapter will present the analysis of the data collected.



CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION

4.0 Introduction

This chapter outlines data presentation, its analysis and discussion. It presents analysis of data obtained from the instruments used. Also, it presents the discussion of pertinent findings that came out in the data and how the instruments and interventions assisted the researcher to reach at the findings. The analysis was done taking into consideration the research objectives which are re-stated below.

- 1) Identifying learner's difficulties in identifying nouns in sentences.

- 2) Identifying the cause of learner's difficulties in identifying nouns in sentences.
- 3) Designing approaches that can help facilitate pupil's understanding of the concept nouns.

4.1 Difficulties Encountered by Pupils

A diagnostic pre-test was conducted to establish a baseline of class four pupils of Saint Martin's Anglian School's inability to identify nouns in sentences. The learners in the pre-test failed to identify the nominal group elements and also did not follow the grammatical rule of how proper and common nouns are written in sentences as evident in the results of the pre-test.

4.1.1 Inability to Identify Nominal Group Elements in Sentences.

From the terminal examination conducted by the school, the researcher observed that, a question demanded that, the pupils underline common nouns in given sentences and majority of the pupils had this "the going" and "the love" wrong. The pupils could not identify any prototypical nouns in these sentences and therefore chose other words as the nouns which were wrong. This difficulty encountered by pupils can be traced to Theakston, Elena, Pine and Rowland (2004) who stated that it is often difficult for young learners of English Language to integrate a noun and its modifier. Most pupils could not identify the modifier from the noun. The pupils had options to choose from but since they could not identify any traditional noun in the sentences they had the answers wrong. Geist (1990) supported the claim of Theakston, Elena, Pine and Rowland (2004) that nouns in a sentence can be preceded by other words such as determiners, post-modifiers and pre-modifiers which make it easy for one to identify the noun in sentences. Clearly, the pupils lack this idea. Out of the twenty-five (25)

pupils who sat for the pre-test, eighteen (18) of them had scores between zero to three (0-3) making seventy-two percentage of the population. Most of the pupils underlined “capital of Ghana” instead of “Accra” and “Ghana” in the question “Accra is the capital of Ghana” when they were asked to underline the proper nouns in the sentence. This proved to the researcher that, the pupils had difficulty in identifying the nominal phrases in sentences.

4.1.2 Inability to Follow Grammatical Rules

It was again observed from the results of the examination that, most of the pupils failed to recognize how proper and common nouns are written in sentences. The question “Accra is the capital of Ghana” had been answered wrongly by most of the pupils. They (pupils) underlined “Ghana” leaving “Accra” unanswered. Again, in the sentence “Today is Monday”, most of the pupils underlined “Today” instead of “Monday”. Out of the twenty-five (25) pupils who took the test, twenty (20) of them had these questions wrong. This difficulty was hammered by Widianingsih and Gulö (2016) that students still make a lot of grammatical mistakes in their writing at different levels of education as to how proper and common nouns are written. Parrots (2010) states that proper nouns whether beginning or in the middle of a sentence begins with a capital letter. Due to the pupils’ difficulty in applying these rules, they had the answers wrong. The researcher then gave the pupils a pre-test to identify their areas of difficulties again in order to intervene to curb the problem. Below is a summary of the test results.

Scoring was done as:

Above average 7 – 10

Average 4 – 6

Below average. 0 -3

Table 2: Summary of Pre-test Results

Pre-test Scores (Range)	Number of Pupils	Percentage (%)	Remarks
0 – 3	18	72	Below average
4 – 6	5	20	Average
7 – 10	2	8	Above average
Total	25	100	

Data in table 2 above shows the scores of each of the 25 pupils who participated in the pre - test to find out the difficulties encountered by learners in noun identification. The summary of pre- test in the above table indicates that only two (2) pupils with a percentage of eight (8%) scored above average. Five (5) pupils representing thirty-two percent (20%) scored average mark with Eighteen (18) pupils forming sixty percent (72%) scoring below average. This is a clear indication that many of the pupils had difficulties in identifying nouns in sentences. The test enabled the researcher to identify the specific areas of pupils' difficulty. The test results revealed that these pupils had problem of identifying the other words that makes the head noun known. For instance, majority of the pupils could not identify “my take” as a noun phrase. They underlined

“simple” as the noun instead of “take” as the noun. They were confused since they could not identify any prototypical noun in these sentences. They also had the problem of identifying proper nouns in sentences when they are written in the middle of a sentence. For instance, majority of the pupils could not identify “My sister” as a nominal group. They underlined “beautiful” instead of “sister” as the noun.

4.2 Causes of Pupils Inability to Identify Nouns

At the pre-intervention stage, the researcher observed the class teacher when she was teaching learners nouns in the classroom and also interviewed the class prefect just to ascertain the cause of their difficulties.

4.2.1 Poor Method of Teaching

The researcher observed that she (the class teacher) taught nouns in isolation without letting the learners use the nouns in sentences during grammar lessons. The class teacher again in an interview was asked how she introduces vocabulary items during grammar lesson and she said, “*I mention the words and let them mention after me*”. The method of teaching employed by the class teacher was not supported by the functionalist view of teaching the English as a second Language. Halliday and Mathiessen (1997) state that grammar is part of language which is used as a system for wording which means that, grammatical elements such as nouns should not be taught in isolation but rather in context or sentences. The technique used by the teacher made it difficult for most pupils to identify the nouns in sentences they were not made to use the nouns in sentences. They were made to mention the nouns after the teacher had mentioned. The question of how long she has been teaching the English Language, proves that she is an old teacher with Certificate “A” who is still using an old method

of teaching grammar which is the Grammar Translation Method. The teacher remarked in an interview that, *“I completed the training college in the year 2008”*. She also had not upgraded herself since she acquired Certificate “A” as a trained teacher making her use old methods in teaching English as a second Language.

4.2.2 Anomic Aphasia

The researcher also interviewed the class prefect and a few pupils and was informed by them that naturally, they find it difficult to identify the various word classes in sentences which was referred to as Anomic aphasia (Siegal and Varley 2006). This disorder is a type of aphasia that makes it difficult for someone to identify words making it difficult for the person to find the right word for speaking or writing. This was evident in the examination and test results, where most of the pupils were choosing preposition “on”, and adjective “red” as nouns in the sentences.

4.2.3. Attention Deficit Hyperactive Disorder

The learners were observed by the researcher not to be paying attention in class during the grammar lesson which can be traced to Tracy (2011) Attention Deficit Hyperactivity Disorder. The class prefect remarked in an interview that, *“Grammar lessons are difficult”* and due to that, they normally play around when lessons are going on. They do not show any interest in learning the Language. This can be traced to the fact that, the class teacher is using a method that is learner unfriendly making them lose interest in the lesson and rather prefer playing around to paying attention in class. About seventy percent (70%) of the class was doing different things while the teacher was teaching. They showed no interest in the lesson at all. The rest thirty percent (30%) of

the pupils were only being obedient to the teacher but could not even provide correct answers when they were asked to in the end of term examination.

4.3. Effective Approaches to Facilitate Pupils Understanding of Nouns

The researcher upon realizing the problems of the pupils, adopted teaching methods that would improve the performance of the pupil's in identifying nouns in sentences. The researcher intervened by using activity method and noun phrase to help facilitate the understanding of the concept "noun" to the pupils and the of use noun phrases where the nouns are modified by other words (modifiers) in sentences. The pupils were made to mention things around them and after which they attached determiners using articles such as "the", "an" and "a" to the common nouns and wrote proper nouns beginning with capital letters. The results of the test have been tabulated after the researcher used approaches such as activity method and noun phrases in her lesson delivery. The researcher after adopting these techniques in her intervention teaching practice, conducted a post-test to verify the effectiveness of these techniques. Table 3 below shows the summary of the test results of pupils.

4.3.1 The Use of Activity Method

The researcher intervened by using activity-oriented lesson by letting pupils mention things around them and using them in phrases and sentences to identify their meaning and uses in the sentences. This approach to teaching is supported by Wood (1995) teaching cycle "process approach" where focus is on the students. Here, the students are made to take active part in the learning by making them conduct their own investigation, develop their ideas, share ideas with others through discussions or collaborative work. Mckeachie (1994) contends that the students centered learning style

leads to better retentive memory, better problem solving, better application of knowledge and better motivation of teaching and learning. The researcher made learners to mention naming words in and outside the classroom. The approach improved on the learners' ability to identify nouns in sentences which was evident in the post-test conducted after the intervention lesson by the researcher.

4.3.2 The Use of Noun Phrase

The researcher again employed the use of noun phrases during her intervene lessons to facilitate the understanding of the concept “nouns” by letting pupils mention the nouns they identified in the classroom with definite articles (a, an, the). This approach was supported by Quirk et al (1997) who are of the view that noun phrases include words that modify the noun, or set it apart so that one can know which noun someone is talking about. This approach is further supported by Downing and Locke (2006) who are also of the view that modifiers of nouns in nouns phrases make it easy one to easily identify the head noun in sentences. After employing these approaches, the researcher conducted a post-test to verify the effectiveness of these techniques. Table 3 shows the summary of the test result of the pupils after the intervention.

Table 3: Summary of Post - Test Results

Scores of Pupils (range)	Number of pupils	Percentage (%)	Remarks
0-3	3	12	Below average
4-6	9	36	Average

7-10	13	52	Above average
Total	25	100	

Summary of the post-test results in table 3 indicates that, thirteen (13) pupils forming 52% had above average, nine (9) of them representing 36% had average with only three (3) pupils forming 12% performing below average. The test was structured in such a way that most of the common nouns were modified with determiners. This was done to test the understanding level of the pupils. The pupils proved that they understood the lesson when most of them underlined “the table” and “wood” in one to be the common noun in one sentence and “the love” to be the noun in another. They also underlined two proper nouns “Church” and “Sunday” in one sentence. This is a clear indication that the pupils have improved upon their performance in identifying nouns in sentences after they have been taught using noun phrases and activity method.

4.4 Comparison of the Pre -Test and Post - Test Results

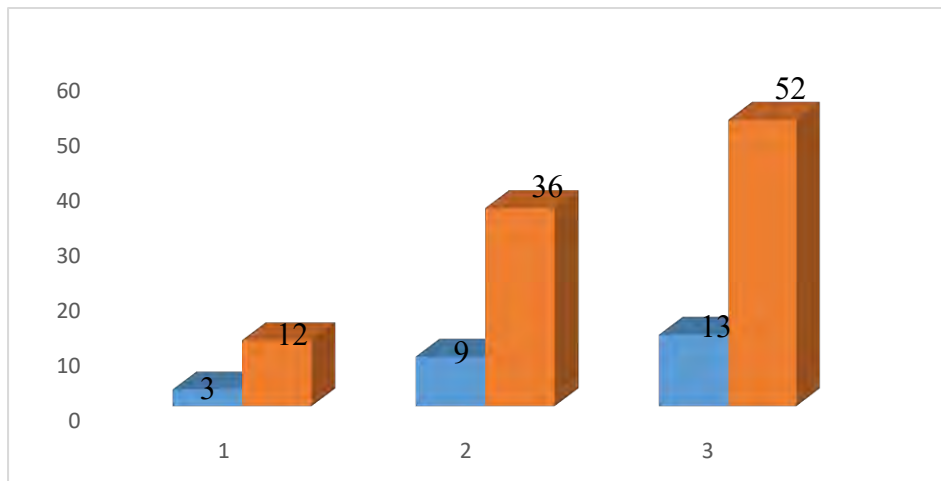
A critical analysis of the pre-test in table 2 shows that only two (2) pupils forming 8% had above average whilst in the table three the post-test, thirteen (13) pupils with a percentage of fifty-two (52%) performed above average at the end of the post -test.

Also, for the pre-test Five (5) pupils representing Twenty percent (20%) were average performers but on the other hand nine (9) pupils’ forming Thirty-six percent (36%) had average mark at the end of the post- test.

Finally, fifteen pupils with a percentage of sixty (72%) scored below average in the pre-test. Meanwhile in the post-test only three (3) pupils representing twelve percent (12%)

performed below average. Figure 1 below shows the comparison of the pre-test results and post-test results.

4.4.1 Results Pre-Test



4.4.2 Result of Post –Test

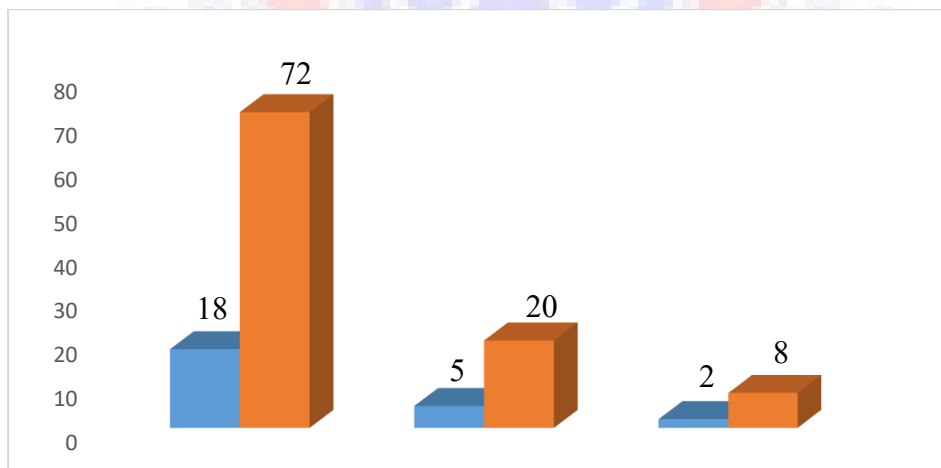


Figure 1 & 2. Comparison of Pre-test results and Post-test results

Comparing the results of both pre-test and post-test, it is obvious that before the intervention, the pupils encountered a lot of problems such as not being able to identify

noun modifiers and not applying grammatical rules of how proper and common nouns are written. However, their performances improved as a result of the intervention measures such as activity-oriented method and the use of noun phrase were put in place by the researcher. A detail of the intervention measures is in chapter three. Indeed, the above measures were very effective as they helped in improving upon the pupils' performance in identifying nouns in sentences.



CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.0 Introduction

This chapter is a summary of discussion of the findings of the research presented and analyzed in Chapter Four. The chapter also deals with the conclusion of the study and recommendation for improving the teaching of nouns in basic schools and suggestion for further research.

5.1 Summary of Findings

The data presentation and analysis revealed a lot of findings about the teaching of vocabulary (nouns) by the teacher and the performance of pupils in identifying nouns in sentences. The following is the summary the findings: From the presentation and analysis of performance of pupils, pupils performed poorly in identifying nouns in

sentences in their last end of term examination organized by the school. This was as a result of the poor teaching method employed by the class teacher in teaching nouns. Again, the pupils were suffering from Attention Deficit Hyperactivity Disorder which made it difficult for them to find words in sentences as pointed out in Tracy (2011). The researcher also found out that, the pupils were not made to use the new vocabulary (nouns) in sentences due to the technique employed by the class teacher.

It was also found out that pupils performed well in identifying nouns in sentences when the researcher taught the pupils using activity-oriented method and the use of noun phrase where the vocabulary (nouns) was used in context to make it more identifiable by the pupils before the intervention test.

Data was collected for the work through observation, interview and the conduction of pre-test and post-test for the selected class. The class was divided into two groups namely; the controlled group and the experimental group. The tests were administered to the experimental group. The scripts were marked and the scores were compiled and processed in tables and bar chart for analysis and comparisons.

Before the post-test, there were intervention lessons in which the researcher used activity method and noun phrase to make the concept more understanding to the pupils than before. The scores obtained by the pupils in both pre-test and post-test were analyzed in percentiles. From the results of the pre-test and the post -test, the following conclusion was drawn: it was realized that, the scores of the pupils who performed above average was higher for the post-test than that of the pre-test.

It can therefore be said that, the numerous difficulties encountered by the pupils early on made it difficult for them to identify nouns in sentences but with the timely intervention by the researcher, the difficulty levels of the pupils were minimized.

5.2 Recommendations for Improving the Teaching of Vocabulary

After deliberation on the issue, the following recommendations were put across for teachers and learners to put into practice:

Teachers should make the teaching of nouns interesting to catch the attention of the pupils during teaching and learning processes by employing varied teaching techniques in teaching grammar for better result as adopted by the researcher.

Teachers should upgrade themselves in courses that will refresh their mind on new methods, approaches and techniques in teaching English as a second Language since the class teacher of the controlled class as at twelve years of teaching was still a Certificate “A” holder.

Teachers should always teach vocabulary items in context for better understanding and make pupils to practice the new language items in sentences and in speech as propounded by Mathiessen and Halliday (2014:2) who argues that, “Grammar is part of a language which is the system of wording” and that language and should therefore be taught in context or sentences and not in isolation as seen in the case of the class teacher.

5.3 Conclusion

English vocabulary is the language itself and one cannot perform well in the use of English Language without having much knowledge in the English vocabulary. Nouns

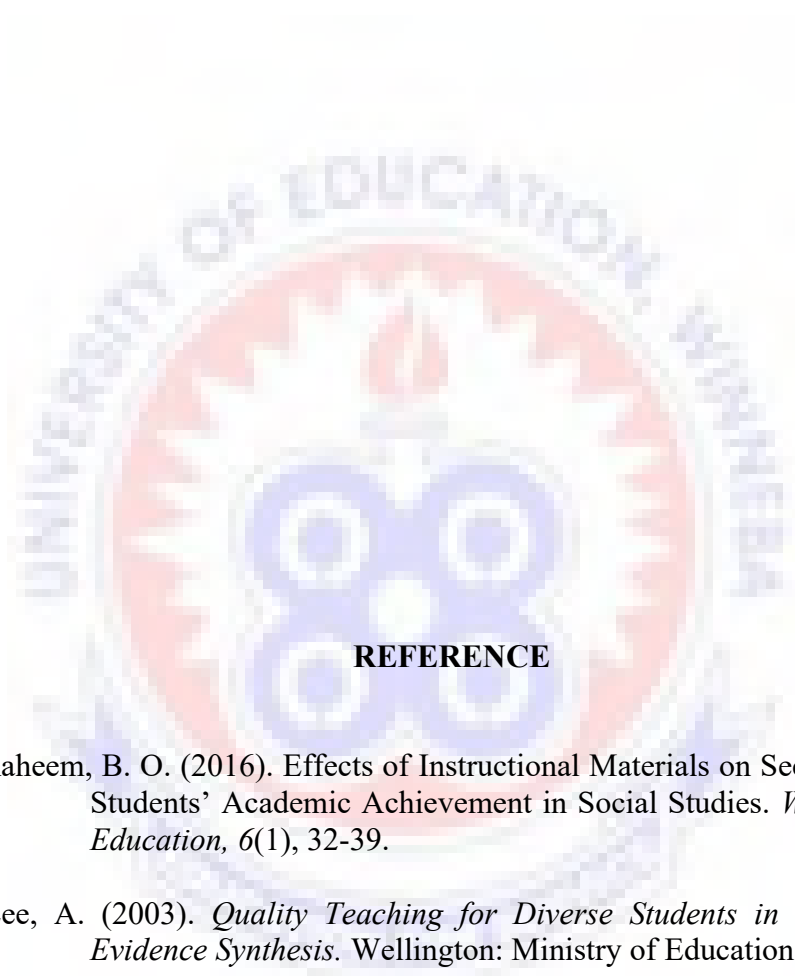
are parts of the English vocabulary therefore teachers of the English Language are expected to vary their pedagogical creativity in teaching in order to have the attention of the learners during teaching and learning processes.

5.4 Suggestions for Further Research

It is the concern of every nation including Ghana to create an enabling and conducive learning environment for children. One of the reasons why research is usually conducted in education is to make known some theories and methods of teaching and learning.

The researcher therefore recommends among other things that; future researchers can research into other methods of teaching vocabulary (nouns) to enhance better understanding of the concept. The findings will improve the teaching and learning of vocabulary (nouns) at the basic level by the teacher and the learners as well.

The researcher further recommends that researchers in future can research into other types of nouns as this research concerns itself with only common and proper nouns.



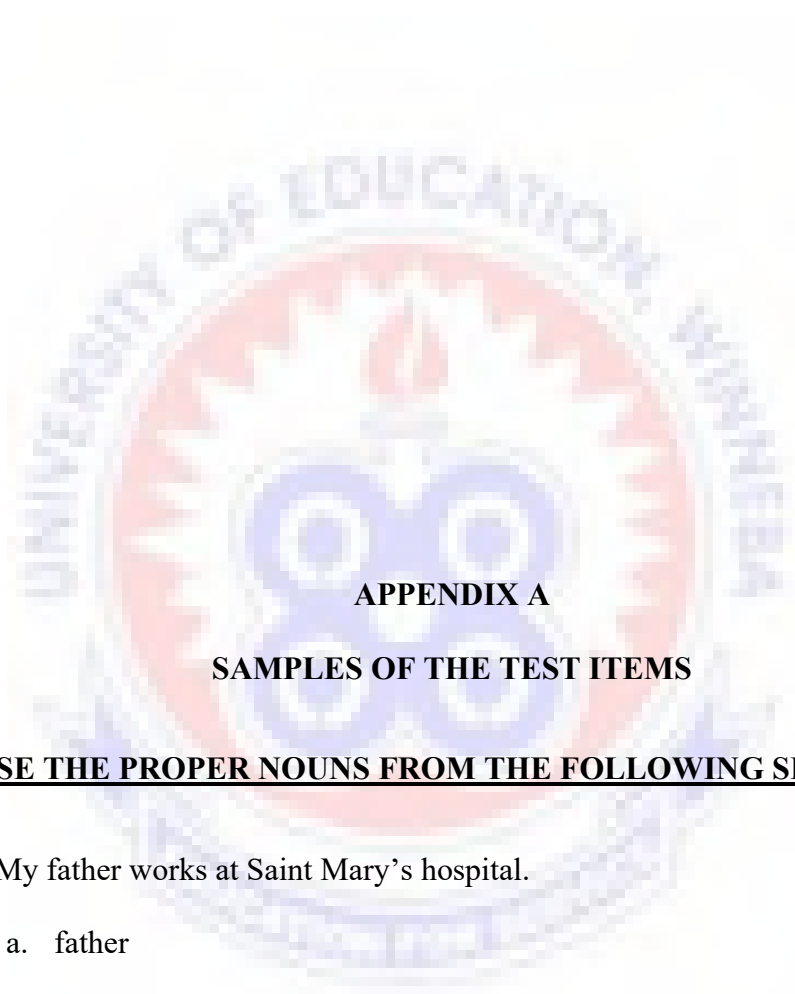
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APPENDIX A

SAMPLES OF THE TEST ITEMS

CHOOSE THE PROPER NOUNS FROM THE FOLLOWING SENTENCES.

1. My father works at Saint Mary's hospital.

- a. father
- b. works
- c. Saint Mary's hospital
- d. my

2. Sandra is a very respectful girl.

- a. is
- b. very

- c. respectful
 - d. Sandra
3. River Oti is in my hometown.
- a. River Oti
 - b. in
 - c. my
 - d. hometown
4. I will visit my parent during Easter holidays.
- a. visit
 - b. parent
 - c. during
 - d. Easter
5. The school will vacate in December.
- a. vacate
 - b. December
 - c. School
 - d. will
6. I come from Bibiani.
- a. come
 - b. from
 - c. Bibiani
 - d. I

CHOOSE THE COMMON NOUNS FROM THE SENTENCE BELOW.

7. This book is for Kofi.

- a. this
- b. Kofi
- c. book
- d. for

8. The going is difficult.

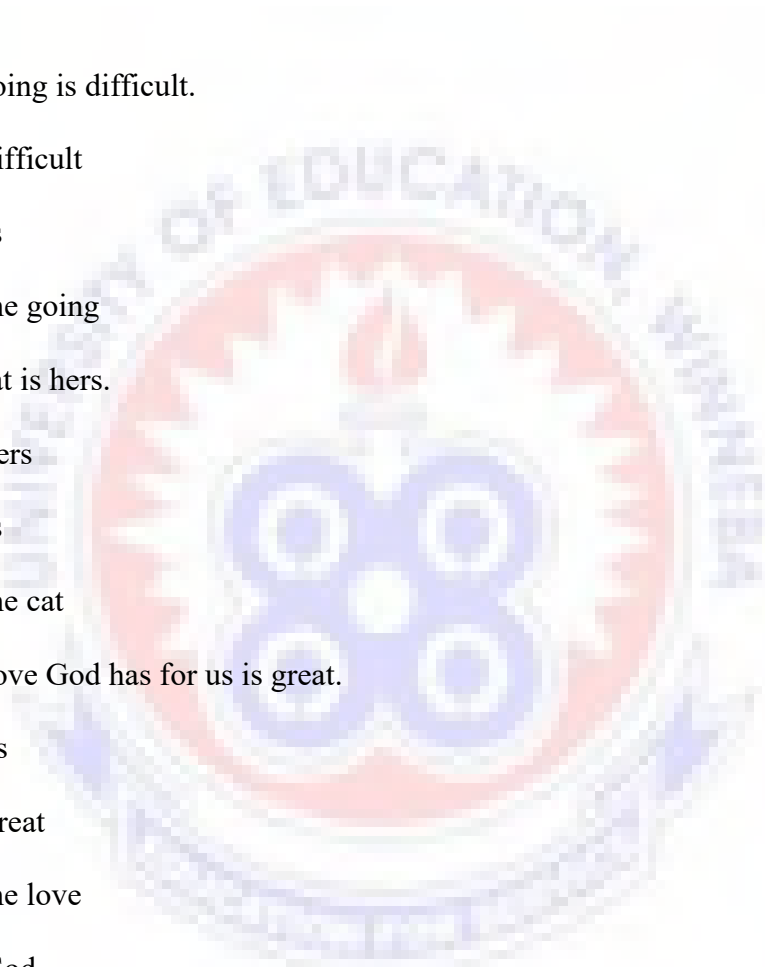
- a. difficult
- b. is
- c. the going

9. The cat is hers.

- a. hers
- b. is
- c. the cat

10. The love God has for us is great.

- a. us
- b. great
- c. the love
- d. God





APPENDIX B
SAMPLES OF PRE-TEST OF PUPILS



Class 40

Oliver Boatkye
Class test

18th December, 2018

Answer all questions

A) Underline the proper nouns in the following sentences.

1. My sister is beautiful.
2. Accra is the Capital of Ghana.
3. I come from Dabobase.
4. Today is Monday.
5. The chalk is with Kofi.

B) Underline the common nouns in the following sentences.

6. The pencil is on the table.
7. I like mangoes.
8. My take on the issue is simple.
9. Mr. Mensah has a cat.
10. The bag is red.

Abigail Aprekei Yebuah

12th December, 2018

class HB class test

Answer all questions

Underline the proper nouns in the following sentences:

1. My sister is beautiful

2. Accra is the capital of Ghana

3. I came from Dabobase

4. Today is Monday

5. The chalk is with Kofi

3. Underline the common nouns in the following sentences:

1. The pencil is on the table

2. I like mangoes

3. My take on the issue is simple

4. Mr Mensuh has a cat

5. The bag is red

Class 40

Daniel OSam

Class test

18th December, 2018

Answer all questions

A) Underline the proper nouns in the following sentences.

1. My sister is beautiful

2. Accra is the capital of Ghana

3. I come from Dabagse

4. Today is Monday

5. The chalk is with Kofi

B) Underline the common nouns in the following sentences.

6. The pencil is on the table

7. I like mangoes

8. My take on the issue is simple

9. Mr. Mensah has a cat

10. The bag is red

Lawrence Badzi

Class NB Class Test 10th December, 2018

Answer all questions

A) Underline the proper nouns in the following sentences.

1) My sister is beautiful

2) Accra is the capital of Ghana

3) I come from Dabonse

4) Today is Monday

5) The chalk is with Kofi

B) Underline the common nouns in the following sentences.

6) The pencil is on the table

7) I like mangoes

8) My take on the issue is simple

9) Mr. Mensah has a car

10) The bag is red

APPENDIX C

SAMPLES OF POST-TEST OF PUPILS



Name Benjamin Adange

Class 4B

Class Test

15th February 2019

Answer all questions

Underline the proper nouns in the sentences below.

1) Today is Friday

2) I stay at Assarko

3) Mr. Mensah has a dog

4) His father's name is Daniel

$\frac{10}{10}$ 5) I go to church every Sunday

Underline the common nouns in the sentences below.

6) The table is made of wood

7) Ama likes oranges

8) I have a blue dress

9) The love God has us is great

10) She pounded fufu



Name: Majidatu Eduwat
Class: H13

Class Test 15th February, 2019

Answer all questions.

Underline the proper nouns in the sentences below.

(1) Today is Friday.

(2) I stay at Assaba.

(3) Mr. Mensah has a dog.

(4) His father's name is Daniel.

(5) I go to Church every Sunday.

Underline the common nouns in the sentence below.

V. Goma

(6) The table is made of wood.

(7) Anna likes oranges.

(8) I have a blue dress.

(9) The love God has for us is great.

(10) She powdered supu.

class test

Name: Emmanuella Bogra
Class 4^B

15th February, 2019

Answer all question.

Underline the the proper nouns in the sentences below

① Today is Friday.

② I stay at Assarko.

③ Mr. Mensah has a dog.

④ His father's name is Daniel.

~~⑤~~ ⑤ I go to church every Sunday.

Underline the common nouns in the sentences below

⑥ The table is made of wood.

⑦ Ama likes oranges.

⑧ I have a blue dress.

⑨ The love God has for us is great.

⑩ She pounded fufu.