

**UNIVERSITY OF EDUCATION, WINNEBA**

**CHALLENGES STUDENTS FACE IN SUMMARY WRITING: A  
CASE STUDY OF GHANA SECONDARY TECHNICAL  
SCHOOL, TAKORADI**



**DAVID KEN OFORI**

**MASTER OF EDUCATION**

**2020**

**UNIVERSITY OF EDUCATION, WINNEBA**

**CHALLENGES STUDENTS FACE IN SUMMARY WRITING: A  
CASE STUDY OF GHANA SECONDARY TECHNICAL SCHOOL,  
TAKORADI**



**DAVID KEN OFORI  
(190010391)**

**A dissertation in the Department of Applied Linguistics, Faculty of Foreign  
Languages 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, 2020**

## DECLARATION

### Student's Declaration

I, David Ken Ofori, declare that this dissertation is a result of my original research except for references to other people's works which have been duly acknowledged and it has neither in whole nor in part been presented for another degree in this university or elsewhere.

SIGNATURE.....

DATE.....

### Supervisor's Declaration

I hereby declare that, the preparation and supervision of this research work was done in accordance with the guidelines for the supervision of research work as laid down by the school of graduate studies, University of Education, Winneba.

DR. KWAKU OFORI (SUPERVISOR)

SIGNATURE.....

DATE.....

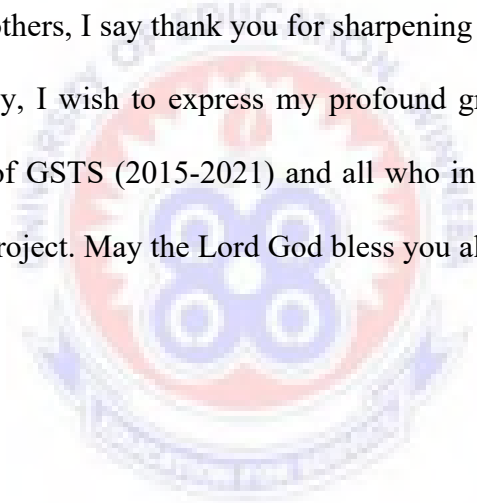
## **DEDICATION**

I dedicate this research project to my GIANTS (Blessing, Adriel and Ellis) as a token of love.



## ACKNOWLEDGEMENTS

I am grateful to the Almighty God, for his banner of pure love, protection and guidance. ‘Ebenezer’- Thank you Lord for how far you have brought me in my quest for professional development. I attribute the success of this dissertation to my supervisor, Dr. Kwaku Ofori a senior lecturer at the Department of Applied Linguistics, UEW. I also express my gratitude to my “darling boys” Richmond Agyei-Kwakye, Muftawu Nurudeen and Mr. Obed Acquah for typing my work. I cannot end without appreciating the generous gesture of Mr. and Mrs. Godwill Andoh Mensah (UEW campus), for accommodating me throughout the course. To my lecturers, Dr. Fofu Lomotey and others, I say thank you for sharpening my skills in research writing and teaching. Finally, I wish to express my profound gratitude to Mr. Samuel Kofi Essel, Headmaster of GSTS (2015-2021) and all who in diverse ways contributed to the success of this project. May the Lord God bless you all.



## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABSTRACT	xii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Purpose of the Study	5
1.6 Significance of the Study	5
1.7 Assumptions of the Study	6
1.8 Limitation	6
1.9 Delimitation of the Study	7
1.10 Organization of the Study	7
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>9</b>
2.0 Introduction	9
2.1 Theoretical Framework	9
2.2 Definition of Summary	12

2.3	Nature of Summary	13
2.4	Purpose of Summary	14
2.5	Summary Writing as a Cognitive Process	16
2.6	Types of Summary	18
2.7	Summary Writing as a Learning Tool	21
2.8	Summary for Text Comprehension	23
2.9	Approaches to Teaching Summary	25
2.10	Feedback on Students' Summary Writing	28
2.11	Correcting Errors	29
2.12	General Factors Influencing Summary Writing	32
2.13	Factors Affecting Summary Writing Development	33
2.14	Instructional-Related Factors	36
2.15	Summary Writing in Textbooks	48
2.16	The Basic Curriculum Material for English Summary Writing	49
2.17	The Syllabus/ Textbooks and Summary Writing	50
2.18	The Teacher and Summary Writing	51
2.19	The Perception of Students and Teachers towards Summary Writing	52
2.20	Related Studies	53
2.21	Research Gap	54
2.22	Conclusion	56
	<b>CHAPTER THREE: METHODOLOGY</b>	<b>57</b>
3.0	Introduction	57
3.1	Research Approach	57
3.2	Research Design	58
3.3	Context of the Study	60

3.4	Population	61
3.5	Sample and Sampling Procedure	62
3.6	Research Instruments	64
3.7	Method of Data Analysis	68
3.8	Validity	69
3.9	Reliability	69
3.10	Ethical Issues	69
3.11	Limitations	70
3.12	Conclusion	71
<b>CHAPTER FOUR: DATA ANALYSIS</b>		<b>72</b>
4.0	Introduction	72
4.1	Data Analysis and Discussion	72
4.2	Questionnaire for Students	72
4.3	Interview for Students	80
4.4.	Questionnaire for Teachers	82
4.5	Interview for Teachers	86
4.6	Analysis of Summary Test for Students	89
4.7	Conclusion	92
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS</b>		<b>93</b>
5.1	Findings	93
5.2	Summary of the Findings	96
5.3	Implications of the Findings	97
5.4	Recommendations	100



5.5	Areas Suggested for Further Research	102
5.6	Conclusion	103
	REFERENCES	105
	APPENDICES	120
	APPENDIX A	120
	APPENDIX B	123
	APPENDIX C	124
	APPENDIX D	126
	APPENDIX E	127
	APPENDIX F	129
	APPENDIX G	130
	APPENDIX H	135



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
4.1 Challenges students face in summary writing	73
4.2: How often Respondents read	74
4.3: Ability to comprehend and interpret what is read.	75
4.4: Strategies to Improve Summary Writing	77
4.5: Satisfaction in English Language performance	79
4.6: Teaching dynamics helps.	80
4.7: Teachers Qualification:	82
4.8: Teacher's Rank	82



## LIST OF FIGURES

<b>Figure</b>		<b>Page</b>
4.1:	I think summary teaching should start from first year classes	76
4.2:	The teaching of summary should start from first year classes.	76
4.3:	My English language teacher is able to simplify difficult materials so I can understand it	79



## ABSTRACT

The research sought to find out the challenges students face in summary writing in Ghana Secondary Technical School, Takoradi, and ways of improving performance in summary among students. The sampled population was 90 final year science students and 10 English Language teachers. The study was conducted with both qualitative and quantitative methods executed through interviews, tests and questionnaires for which 90 students responded to both quantitative and qualitative data while 10 teachers responded to qualitative data. The study employed an explanatory sequential mixed-method approach. The quantitative data were subjected to statistical analysis using SPSS version 24.0 together with percentages for the research questions. Findings indicated that teacher effectiveness significantly contributed to students' academic performance in summary writing, but a positive school climate as one of the teacher efficacy was found to be the best indicator of students' success in academic excellence. Based on the findings, it was recommended that stakeholders in education should motivate and resource the teacher for better academic performance. Finally, data revealed that some variables such as large class sizes and teacher feedback techniques played important roles in influencing the performance of students in the study of summary.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The importance of learning the English Language has been reinforced for many decades throughout the world as a means of global communication. Not surprisingly, acquiring English as a foreign language has naturally become compulsory in Ghana. Since English is not the first language to speakers in non-English-speaking countries, English instruction starts by teaching vocabulary and syntactic structure. Gradually, the instruction focuses on reading, listening, speaking, and writing. The problem is, however, the way reading is taught is not ideal. Reading instruction should take place to enhance students' comprehension ability.

However, most reading instructions in Ghana emphasize short translation for answering questions in an English examination. Hence, despite much time spent on reading, students' overall comprehension ability is quite low. Furthermore, another problem is the absence of writing instruction. In general, students' writing in Ghana is about vocabulary tests, dictations during listening, and short responses to questions. The most common way to experience writing is through follow-up activities after reading. One of the frequently used activities after reading is summary writing to check students' comprehension. However, Sackey-Fio (2009, p.31) posits there have not been specific instructions for summary writing in Ghana.

While summarization is one of the most well-known types of academic writing, it is also difficult to accomplish in a short time. Because of its challenging nature, most students face challenges in writing summaries in both classroom and examinations. Even teachers in Senior High Schools do not know exactly how to teach summary

writing, although they recognize summary writing as available. During the school year, students are frequently asked to write a summary without adequate instructions.

According to Agodjor (2004, p.16) and Adika (1996, p. 28), summarization is one of the most effective methods for reading comprehension and has positive effects if it is well taught. Considering SHS students' low comprehension, effective skills in summary writing is the most beneficial way to enhance their comprehension.

Besides, English is used as a service language. In Ghana, English is used as a medium of instruction in our educational sector from the upper primary school level to the highest level. Almost all subjects studied in schools, including examinations, are written in English Language. It is also a core subject of study up to the second level in the Ghanaian Educational System. A good grade in English Language is a prerequisite for education in any tertiary institution. It therefore, stands to reason that, in-depth knowledge of English Language on the part of students is very paramount.

Conversely, students' performance in English, especially in their final examinations at the Senior High School level over the years, has been at their lowest ebb (Sackey-Fio, 1997, p. 29). The greater part of these factors responsible for this trend of affairs is summary writing. The summary section of the English Language paper for Senior High Schools sends cold shivers down the spine of several students. Summary writing has been the bane of many students who otherwise could have made good or excellent grades in English in the West African Senior School Certificate Examination (WAEC, 2017). This challenge has come as a result of the fact that summary writing is not taught as an aspect of the English Language at the basic schools and even at the Senior High School, it is introduced late.

Again, there is an absence of a separate book on the summary that treats the basic principles involved in summary writing in simple straight forward language that students can easily understand.

The WAEC Chief Examiners report (2018) reveals that students perform poorly in the summary writing section of the English Language paper. Whenever students are asked to summarize, what usually happens is that they write down everything, adding irrelevant materials. They do not write simple sentences. Also, students copy word for word (mindless lifting) from the passage which makes them score very low marks. This is as a result of students' lack of skills in summary writing. The researcher believes that when students are introduced to proper summary writing skills and when teachers adopt the right teaching techniques, they can arouse the students' interest in summary writing. Students can break down the larger idea and pull out only the main ideas needed. It is against this background that the researcher has chosen this research by using Ghana Secondary Technical School Takoradi, as a reference point.

## **1.2 Statement of the Problem**

Despite the aim of the English Language Syllabus to test the ability of students to use English as an effective means of communication, performance in the English Language by students of Ghana Secondary Technical School, Takoradi is not encouraging.

Most students of Ghana Secondary Technical School, Takoradi, face challenges in their summary exercises and examination. The challenges they face include the following; mindless lifting, poor articulation, and expression of thoughts as well as poor understanding of basic skills in summary writing.

These observations were made after the researcher had marked students' scripts on summary for both second and third term examinations during the 2017/2018 academic year. Tsikata (1996), through a qualitative method, conducted a study at the University of Ghana and only provided a model for answering summary questions, but he overlooked some basic factors such as wrong approaches in tackling summary questions. The study of Quahin (2009) at Adankwaman Senior High School also provided a model for answering summary questions, and a supposed practical approach and application which was limited in addressing the challenges in summary writing.

In spite of many studies carried out at the University of Education, Winneba, on summary writing, none has been conducted to explore the challenges students face in summary writing. These works emphasize reading comprehension as a basic rule to summary writing. Whereas students of the study area have shown improvements in all subtasks, summary writing remained the lowest in terms of overall performance. Hence there was the need to investigate the challenges students face in summary writing in Ghana Secondary Technical School, Takoradi.

### **1.3 Objectives of the Study**

The study seeks to:

1. Find out why students of Ghana Secondary Technical School, Takoradi, face challenges in summary writing.
2. Explore the strategies that can be adopted to improve performance in summary writing among students of Ghana Secondary Technical School, Takoradi.



#### **1.4 Research Questions**

The following research questions were formulated to guide the study:

1. Why do students in Ghana Secondary Technical School, Takoradi face challenges in summary writing?
2. What strategies can be adopted to improve upon performance in summary writing among students of Ghana Secondary Technical School, Takoradi?

#### **1.5 Purpose of the Study**

The purpose of this study is to examine the challenges in summary writing among final year students in Ghana Secondary Technical School and find ways of addressing them.

#### **1.6 Significance of the Study**

The study will be of immense importance to all stakeholders in education. In the first place, the study is of pedagogical importance to both teachers and students in the Sekondi-Takoradi Metropolis of the Western Region. The study would also present a more acceptable approach to mastering English summary that demonstrates the close correlation between good paragraph development and steps towards good summary writing.

Furthermore, the study would be an indispensable guide for remedial teaching in both composition and summary writing at the Senior High School level. This research will contribute to knowledge in summary writing and will encourage other researchers to carry out more studies on the topic. It will also have implications for further research.

### **1.7 Assumptions of the Study**

Leedy and Ormrod (2005) assert that an assumption is what one takes as true without proof. The researcher had the following assumptions: It was assumed that language teachers use several strategies in teaching summary writing in their classrooms. Further, the researcher assumed that all the language teachers in Ghana Secondary Technical School in Takoradi were well trained and qualified. It was the assumption of this study that learners in Ghana Secondary Technical School were exposed to teaching and learning materials that enhanced the development of summary writing skills in English Language. Finally, the researcher assumed that all the respondents to the study would cooperate and provide reliable responses.

### **1.8 Limitation**

This research was limited to Ghana Secondary Technical School. A lot of factors impeded the research work. The first one is the element of time which could have made it cover a wider area. The study was limited to one out of the eleven senior high schools in the metropolis. Ideally, a longer period and more schools would have provided a more accurate reflection of the authenticity of the study. Time was one of the headaches for the researcher since he was doing his normal teaching alongside the research work.

Another constraint was the area of finance. Finances were inadequate for the researcher to have monitored the teaching of summary writing in all Senior High Schools in the study area.

The teachers the researcher worked with were reluctant at the initial stages to cooperate with the researcher because they thought he was going to assess them but the participants were assured of their anonymity and confidentiality. The sample size

for the study cannot be said to also represent the views of other senior high school students and teachers in the Sekondi-Takoradi Metropolis.

### **1.9 Delimitation of the Study**

The scope of this work is the students of Ghana Secondary Technical School in the Sekondi-Takoradi Metropolitan Assembly. The rationale for restricting himself to this school was that for some students, Senior High School is the terminal point of any formal education, despite of the public campaign on education. Some may leave after the three years to continue their education at the tertiary levels while others would learn a trade or a vocation. This means this stage is very crucial and needs proper attention.

The research also covered one aspect of English Language study. There are many aspects of the English Language but the focus in this work is summary writing. The other aspects include; grammar, essay, literature, and oral skills. Despite the above aspects, the researcher narrowed it to one aspect which is the summary writing because of the unfavorable comments of the Chief Examiners of West African Examination Council on summary writing.

### **1.10 Organization of the Study**

This study is organized into five chapters. The first chapter is made up of the introduction to the study, the background of the study, the statement of the problem, the purpose of the study, the research questions, and the limitations of the study, delimitations of the study, the significance of the study and the organization of the study.

Chapter two is on review of related literature. It deals with the contributions of other researchers who undertook similar investigations in similar fields of study. It also

deals with the contributions of other researchers on the approaches to be used to remedy students' summary writing problems.

Chapter three deals with the methodology, research approach, design, sampling and sampling procedures, the data on sample results of interviews conducted, and analysis of the questionnaire.

The results of the findings of the study are spelled out in the fourth chapter which focuses on causes of the poor summary writing skills and how to improve summary writing skills in Senior High Schools.

Chapter five includes the summary, implications and suggestions for further research, recommendations, and conclusions of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter focuses on the review of related literature to the topic under the following sub-headings: What constitutes a summary, the purpose of summary, summary writing as a learning tool, types of summaries, challenges in summary, some research work into summary writing, and summary writing in Ghana. The chapter will also take a look at some theoretical considerations.

#### 2.1 Theoretical Framework

##### Behavioral and Constructivist Theories

In this study, two approaches or theories in teaching and learning summary were reviewed. They are behavioral and constructivist theories.

The behavioral approach or behaviorism refers to a theory of learning that is focused on external events as the cause of changes in observable behaviors of students (McInerney & McInerney, 2010). Learning occurs from classical conditioning; which means that any stimulus provided will lead to a particular response and operant conditioning is learning in which a voluntary behaviour is strengthened or weakened by consequences or antecedents (McInerney & McInerney, 2010). Students are taught in teacher-centred lessons or with direct instruction. There is a large possibility that the student will learn the procedural content and not the concept content. Students are also extrinsically motivated in this form of teaching.

Constructivism on the other hand actively encourages students' participation by engaging them in the lessons by asking questions based on prior knowledge to

construct new knowledge and understanding. The knowledge they develop will have a contextual element that will allow it to be more meaningful to the students. Siemon, Beswick, Brady, Clark, Faragher, & Warren, (2011) defined the constructivist approach as envisaging learners actively interacting with their environment: physical, social and psychological. Therefore the focus is on the individual as an active agent in the construction of summary writing meaning on the basis of the prior knowledge and experience they have.

Inquiry or problem-solving allows students to view content more realistically way as they analyze and create resolutions to the problems (McInerney & McInerney, 2010). The teacher becomes a facilitator of learning in this approach in contrast to being central to learning that is occurring. Both approaches can be linked to a summary as they are useful in different ways. Direct instruction is useful for teaching the order of operations, new procedures and revising those procedures which have been taught previously. An inquiry is used for problem solving based questions where students are using prior knowledge to work their way to a resolution.

Applying these approaches in a summary classroom can be done through either explicit teaching or an inquiry lesson. To begin with, explicit teaching (also known as direct instruction) involves teachers beginning the lesson by spending time modelling the desired learning for the lesson or introduction that clearly states the procedure of the lesson. The teacher then guides students through classroom problems by applying instructional problem-solving methods that involve the problem to be analyzed and interpreted relative to context (Siemon *et al*, 2013). This is consistent with the behaviourist approach in the way that students are conversing with summary concepts and developing their own conceptual knowledge and understanding, while the teacher observes students' reactions to content.

Inquiry lessons on the other hand are based on the principles of the constructivists approach. It usually involves an introductory activity that makes connections between student's prior knowledge of summary skills and strategies so that teachers can clarify the level of learning expected of students. Also, an inquiry lesson involves student reflection that provides another opportunity for teacher assessment of student development. Although both approaches are different, it is beneficial for teachers to use a combination of these approaches to attain optimal results from students and successfully teach a diverse class.

However, there are some issues associated with these approaches when used in the classroom. The behaviorists approach for one, although effective for teacher-centered lessons, there are issues in regards for student learning. In the behaviorists approach, direct instruction plays a vital role in teaching. It is imperative that there is good communication within the classroom. If the teacher does not effectively communicate with the students, then there will be a lacking in student understanding and they in turn become disengaged and bored (Killen, 2003). Another key issue with the behaviorists approach is that it is very difficult to cater to the various learning demands of students during direct instruction as each student learns in a different way to their peers.

The constructivists approach on the other hand is more learner-focused and can cater to these issues. As noted previously, the constructivist approach is a learner-centered approach that allows students to engage and expand on their knowledge. Consequently, this means that students are learning at their pace and to their learning interests, even if this means not answering to content descriptions. It also means that students might develop their conceptual understanding of concepts and ideas.

Students in turn become focused on their interests instead of what the task is asking. This then means that student outcomes might not be met, or will not be achieved at a high academic level. As this approach is primarily learner-centered, there are ample opportunities for students to work in pairs, groups or in a whole-class discussion that can lead to ‘lack of student involvement and boredom’ (Marsh, 2010). Also, it is very easy for unconfident students to be dominated by confident students during group work or activities.

**In conclusion, there are benefits to using both direct instruction and an inquiry lesson in a summary classroom. Looking at the deconstruction of the behavioral and constructivists theories, it is beneficial to have aspects of both to maximize learner engagement and achievement. To accomplish this, there are several strategies that teachers can use in their own pedagogies outlined to achieve high levels of engagement and achievement in summary writing**

## **2.2 Definition of Summary**

Authors and scholars have defined summary in various ways. For example, Sackey-Fio (2007) states that ‘to summarize is to report information using a lot fewer words than were used in the original communication’. According to Langan (1998), a summary is “the process of determining what content in a passage is most important and transforming it into a succinct statement in one’s own words”. Similarly, (Hidi & Anderson, 2012) state, “a summary is a brief statement that represents the condensation of information accessible to a subject and reflects the gist of the discourse”. According to those definitions, the ability to identify and select important information such as the main ideas in the text is vital in producing a successful



summary. Moreover, the writer should make sure that any main idea should not be lost and that the content of the original text should not be changed (Kim, 2012).

Selecting the main ideas in the text is the most important skill in summary writing. Aside from this skill, however, there are other requirements for a good summary. Fei Donkor (2007, p. 67) states that “writing an effective summary requires reflection and decision making”. He discusses how to relate text ideas, how to narrow important information to the level of organisation, gist, and finally how to capture that gist in written form.

It is easy to view summary writing as just another type of composing task (Kim, 2012). However, Hidi and Anderson (2012) state that summarization is based on an existing text and is fundamentally different from the general composing task. According to them, summarization requires “operations based on an already designed and generated discourse,” while other writing tasks entail “careful reduction of content and structure, generation of core ideas and related details and continuous shifting are characteristics of these processes”.

Similarly, Otoo (1995, p. 125) states that “summary is a short account giving the main points”. He notes that, when one is summarizing a lesson, a speech, a story, a passage, an event, or proceedings at court, one tries to give a shortened, brief or abridged account of the main points. In other words, he argues, one tries to give the main points from less important ones.

### **2.3 Nature of Summary**

According to Kirkland and Saunders (1991), summarization is “a highly complex, interactive and reading writing activity”. In summarizing a text, students work back

and forth between the text by “rereading, rewriting, and continually on and comparing aspects”. Summarization as Kirkland and Saunders state, is “a complex cognitive operation that is linked to cognitive development”. In their studies of planning skills for summary writing among students of different age groups, Oluwadiya (2005) indicate that the ability to work recursively on information to render it as succinctly as possible requires judgement, effort, knowledge and strategies.

According to Havola (2010), summary writing involves complex cognitive processes which require the ability to process information repeatedly by working back and forth between the texts. In short, like any other writing activities, summary writing is not linear but recursive. This means that summary writing brings together several important reading, study and writing skills. This is in line with the findings of Langan (1984) who posits that to condense the original material, one must preview, read, evaluate, organize and perhaps outline the assigned material.

#### **2.4 Purpose of Summary**

Djikunu (2000) underscores the significance of a summary. From his viewpoint, a summary is to capture ‘the gist of or essence of work for an audience who has no immediate access to the original’. This position is strongly corroborated by Cassaza (1995, p. 28). She contends that one strategy that can enhance the reading programme for the secondary level is to produce “active and thoughtful readers who can monitor their comprehension and who have a set of strategies for interacting with text and organizing the information into a meaningful context that increases comprehension and retrieval at a later time”

For the reading benefit of oneself, Williamson (2003) maintains that “a summary is mostly a reading exercise.” It is clear in the above context that summary writing is an

essential skill for schooling and daily life. According to Friend (2000), the goal of the summarizing material is to pass along the ideas belonging to another. He reiterates that this is done with fewer words than the original to save the reader of the summarized work the task of going to the original document.

Therefore the one writing the summary must endeavour to maintain the integrity of the original document, not distorting the original views, ideas, attitudes, or their importance in the original (Kim, 2012). The summarizing skill as an academic tool has been variously held by some authorities. For instance, Seyer (1995, p. 28) contends that a summary has “to demonstrate that assigned material has been read and understood”. Seyer’s assertion cannot be disputed as it points to the fact that a given material should be carefully read and be well understood before one can write any meaningful summary of that material. In short, Seyer simply reiterates that careful reading and understanding are very important considerations for effective summary writing.

McPherson and Cowan (1987, p. 373) state that in summarizing, the job at hand is “to restate the ideas or opinions of the original writer” The researcher perceives this as an unsatisfactory approach to summary writing because summary does not necessarily mean restating the ideas or opinions of the original writer but rather, these ideas or opinions should be restated in the summary writer’s own words as much as possible. Many students at the Senior High School level write their summaries in the light of what McPherson and Cowan have said about summary. Students of Ghana Secondary Technical School are however not different. They have the problem of using a word or words to replace opinions or ideas in a brief and simplified form. Hence, there is a need for the study to address the lapses in summary writing.

Sackey-Fio (1997, p. 2) puts it as; "... unless you can summarize the information that will be directed at you, there is no way you can cope with further education..." A critical analysis of Sackey-Fio's point of view reveals that she attaches much premium to the summary. In her opinion, the ability to summarize any given material is an indication that one has what it takes to pursue further education. This is because if one is not well-grounded in grammar, vocabulary, syntax as well as paragraph development, one would not be in a position to summarize effectively and this will also portray that one is deficient in the English Language which is the number one requirement for admission to all higher academic institutions. Therefore, what Sackey-Fio says about the summary cannot be disputed.

Summary writing as a skill enhances our ability to assimilate information (Hsu, 2003). Thus, it is not only relevant to the English lesson but also in all the lessons that a student takes in his school life. It is worthy to note that the skill has practical applications in the wider world as well. However, this study is only limited to the pedagogic relevance of summary writing and should be considered as such.

### **2.5 Summary Writing as a Cognitive Process**

Kirkland and Saunders (1991) state that there are internal constraints involved in summarization. They include "L2 proficiency, content schemata, affect formal schemata, cognitive skills, and metacognitive skills". Most of all, cognitive skills are considered to be a central factor in summarization. Different investigators tend to use different terminology to describe the cognitive operations which are fundamentally similar processes. For instance, Havola (2010) suggest that deletion, generalization, and construction are the three primary rules of summarization. Similarly, Brown (2000) identifies the following processes for summarizing lengthy texts: deletion of

trivial and redundant information; substitution of lists (e.g., animals for dogs, cats, and monkeys); and lastly, selecting or inventing a topic sentence for each paragraph. Also, Bleck (2012) suggests six operations involved in producing appropriate summaries of stories. The first four operations are comprehending the structure of the text and remember the content. The other two operations are selecting the information to be included in the summary and formulating a concise and coherent verbal representation. What these different descriptions have in common is that they each prescribe a selection process in which information is consciously evaluated, some segments are deleted, and others are chosen for inclusion in the summary.

Another cognitive operation is planning which is one of the metacognitive skills and has a central role in summarization. According to Casazza (1995), planning can include goal setting, strategy selection, and rudimentary ideational formulation. Brown and Day found that planning activities were strong predictors for older elementary students in writing efficient summaries of texts. University students who do not have enough L1 writing experience should use proper “planning mechanisms”.

From the literature, it is realized that the summary brings to light whether the student understood what he has been taught in the classroom. It is therefore undoubtedly beneficial to the student since it encourages the student’s active application of the brain, the hand, and the eyes. Ultimately, it helps the material stick in the mind. In addition, it is a very effective way of equipping the student with the skill of meticulous reading and thorough consideration of material read.

## **2.6 Types of Summary**

There are two kinds of summaries: that which is done as a means of comprehending a text- the study tool, and summary of a given specification of length or detail of some profession or academic need Sackey Fio (2007).

Considering the volume of context extracted from the original text to build the summary, there are types such as précis, the descriptive, the paraphrase, and the analytical summary.

### **2.6.1 The Précis**

A précis is a type of summary written in the writer's own words about a text source. Characteristically, it does not make any conclusions about the original, its audience, or anything relating to the text. It provides the reader with an accurate, but the brief map of the original devoid of the writer's opinion of the subject (Seyer, 1995).

A précis is normally about one-third of the original text and presented in the original tone. Cohen (1994) maintains that the précis aims at giving a brief but accurate map of the original text. It gives the controlling ideas in the original but leaves other details and examples. As such, the précis is quite short, about one-third of the original passage or about six to eight sentences at the longest, regardless of the length of the original text. A précis must also take the point of view of the original writer. This means that the writer of the summary will write as though he were the original writer.

### **2.6.2 The Descriptive Summary**

The descriptive summary must give all the information contained in the formal restatement, as does the précis. But then, it must not just be a map of the original text, it is a bit more detailed than the précis. In the descriptive summary, the summary

writer conveys his observations of the text to the reader. The descriptive summary is more detailed in that, it states the kind of evidence the original presents and how this evidence is organized. That means that summary writers add some explanatory material between the lines of the précis to show how the original text makes the arguments (Sackey-Fio, 2007).

### **2.6.3 The Analytical Summary**

An analytical summary is both a description and a condensed account of an essay, article, chapter, book, or other work. This is written largely, but not necessarily exclusively, in one's own words and limited to the essential ideas as contained in the original work. It is very similar to paraphrase. Characteristically; it will identify the author and the title of the work in its opening paragraph. Its subsequent paragraphs will contain major points to develop the central claim. The concluding paragraph of the analytical summary restates the central claim. The summary must note the dominant attitude as conveyed or expressed by the original writer. Except for a historical account, it is written predominantly in the present tense...The author writes... 'not' the author wrote...' (De Souza, 1995).

According to Chimbganda (2008), the analytical summary is a restatement of the original author's ideas or opinions in the summary writer's own words as it is with the descriptive summary. But then, it goes beyond this summary. It should give a clear indication of the audience and purpose of the document being analytically summarized. It is not inappropriate in an analytic summary to include one of two quotations from the document being analytically summarized. Also, in doing an analytic summary, you speak in your person, explaining what the author of the work you are summarizing said, and speaking of the author as a separate person. Thus, an

analytical summary will begin with what Westby et, al. (2010) call ‘an opening overview’, such as, “According to the author...”, “the writer asserts that...”, “It is the contention of the writer that...”, and so on ...

#### **2.6.4 The Paraphrase Summary**

A paraphrase is a restatement of a text or passage. In other words, it is one’s rendition of essential information and ideas expressed by someone else presented in a new form. It typically explains or clarifies the text that is being paraphrased. Normally, a paraphrase need not accompany a direct quotation, but when it does, the paraphrase typically serves to put the source’s statement into perspective or to clarify the context in which it appeared. A paraphrase is normally more detailed than a summary and better preserves the essential meaning of the material being paraphrased (De Souza, 1995).

According to Adika (2009), in a paraphrase summary, as in a paraphrased, you pretend to be the author and speak from the author’s point of view. The paraphrased summary presents the original writer’s arguments directly: the summary writer writes very much as if he were the original author. But then, the paraphrase summary is usually more comprehensive than the analytic. Here, the basic difference is the perspective the writer of the summary must take in writing the summary.

Sackey-Fio (1993) posits that for a process of writing to be a summary of another text, it should be about formatives and the details that make up the original text. As part of the conditions governing writing, students are to re-compose the text in their own words.



## 2.7 Summary Writing as a Learning Tool

Summary writing is the aspect of the core English Language which from time immemorial, posed and still poses a serious problem to many students. Summary writing may simply be defined as reducing a text to its essentials. In that respect, it is a mark of one's competence in the language in question. For this same reason, it has been one of the educational tools to measure intelligence and scholarship (Agordjor, 2004).

Sackey-Fio (1999, p.2) sees summary writing as a necessary skill to “maintain essential sanity in today's world... where we are ‘buffeted with lots of information,’ and for the student, it is a very necessary skill to “cope with further education”.

It must be emphasized that summary writing, despite the difficulties it poses to students, remains an important aspect of the English Language and must be tackled with all the seriousness it deserves.

Writing a summary is an excellent way to understand what you read. This in itself is an important goal of academic study (Blake & Maden, 1992, p. 3). From this assertion, it is realised that the significance of summary writing in school cannot be overemphasized. It is, however, worthy to note with deep concern that, students' answers to summary questions over the years leave much to be desired. Chief Examiner's Reports issued by the West African Examinations Council (WAEC) are credible sources of information on students' difficulties in summary writing. These reports over the years reveal an unchanging abysmal performance of students in the summary aspect of the English Language paper.

Chief Examiner's Report (Nov/Dec 1999) indicates that there was some level of improvement in the manner in which candidates responded to the comprehension questions; specifically, those on the contextual meaning of words. However, on the weakness of candidates on comprehension and summary tests, the report reveals how deficient candidates were in handling summary and comprehension questions as some of them provided answers which were not based on the passages. This is a clear manifestation that they did not understand the passage.

The report categorically states that candidates' performance was disappointing as some of them paid no heed to the rubrics and simply lifted whole portions of the passages as answers. That apart some of their answers were not in sentences as required by the questions. There was glaring evidence that some candidates did not understand the passage at all.

Subsequent Chief Examiners' Reports followed the same trend. Candidates' poor performance in the summary tests appears to be a yearly routine. Chief Examiner's Report (July/August 2002) states that "Many candidates found the passage for the summary test rather difficult and therefore, performed poorly. There was lots of 'lifting' from the passage. Some candidates did not attempt the questions."

Just like the aforementioned Chief Examiners' Reports, the 2005 version highlights the difficulties candidates continue to encounter with summary writing. The report makes it crystal clear that, "A good number of them treated the questions as if they were 'comprehension' questions and some of them resorted to the extensive lifting of material from the passage to answer the questions and lost marks". (Chief Examiners' Report (May/June. 2005, pp. 10-11). It is worthy to note that the Chief Examiner's Reports in recent times still paint a dismal picture about summary. For instance, Chief

Examiner's Reports (2007, p. 11) adds credence to the ongoing trend in the 'summary saga'. The report asserts that "As it has been in the past years, candidates performed poorly here. Many of them could not spot the parts of sentences that had to be summarized.

One recurring issue in these reports is 'lifting verbatim' material from the summary passage. This confirms the researcher's position that students have difficulty in summary writing. Indeed, this chronic 'summary saga' raises serious concerns in the public domain; therefore, pragmatic measures must be put in place to resolve the issue. The Chief Examiners' Reports equally point out candidates' deficiencies in the comprehension and composition sections of the English Language paper but the comments on summary are quite disturbing.

The researcher is a teacher of Ghana Secondary Technical School and has been teaching English Language from the year 2006 to date. The researcher has been interacting with students who almost always pour out their frustrations about the difficulties they encounter with summary. Students have a negative mindset about a summary, as the majority of them see it as a problem. This explains why the researcher focuses his study specifically on the summary writing.

## **2.8 Summary for Text Comprehension**

Many studies state that summarization is a research-based reading strategy that should be taught during classroom instruction to improve comprehension. Moreover, extensive research shows that summarization is one of the most effective among a variety of strategies for teaching comprehension and the production of expository texts. Westby, Culatta, Lawrence and Hall (2010) note that summarization is beneficial to both the teacher and the student. For the teacher, it provides evidence of

the student's ability to select the gist of a text, plays a role as an informal indicator of comprehension, and shows a student's ability to prioritize and sequence. For the student, it allows communicating what is important, helps to check to understand, and provides "practice in decision making and sequencing" (Westby et al., 2010, p. 27).

In addition to measuring text comprehension, according to Scott (1998), "summarisation is also believed to facilitate learning because it helps readers clarify the meaning and significance of discourse". For instance, some researchers argue, when students are asked to write a one-sentence summary following each paragraph after reading, they exhibit considerably increased retention (Hidi & Anderson, 2012 p.23).

Writing is an essential skill for schooling and daily life. According to Friend (2000 p.51), "the goal of the summarizing material is to pass along the ideas belonging to another." He reiterates that this is done with fewer words than the original to save the reader of the summarized work the task of going to the original document.

Therefore the one writing the summary must endeavour to "maintain the integrity of the original document, not distorting the original views, ideas, attitudes, or their importance in the original" (Kim, 2012). The summarizing skill as an academic tool has been variously held by some authorities. For instance, Seyer (1995, p. 28) contends that a summary has "to demonstrate that assigned material has been read and understood". Seyer's assertion cannot be disputed as it points to the fact that a given material should be carefully read and be well understood before one can write any meaningful summary of that material. In short, Seyer simply reiterates that careful reading and understanding are very important considerations for effective summary writing.

## **2.9 Approaches to Teaching Summary**

### **2.9.1 The Product Approach to Teaching Summary**

According to Getnet (1994, p. 9), the product approach is an orientation whose primary focus is the result of what students produce. Formal accuracy and correctness in grammar, spelling, use of vocabulary, convention of layout, and so on are given the utmost priority. Raimes (1983, p. 6) writes “in the control approach of teaching summary, students are given texts to summarize into sentences and manipulate grammatically and correctly with a very limited opportunity of making mistakes”. Mohamed (2003, p. 8) suggests some points which students should include in the product approach of summary. These include:

- Getting the grammar right
- Having a range of vocabulary
- Punctuating meaningfully
- Using the conventions of layout correctly
- Spelling accuracy
- Using a range of sentence structure

### **2.9.2 The Process Approach**

The process approach to summary focuses on the whole process of skills used in summary instead of on the written final sentences. Encouraging students to have a sense of purpose and audience, while summarizing a particular topic, is the major task of teachers who teach in line with the process approach. Mohamed (2003, p. 9) argues that good writers appear to go through certain processes that lead to successful pieces of well-written summary answers. He has proposed the following steps that good students follow in the process approach of summary. The writers start with an overall plan in their head. They think about what specifically they want to write and then they

draft out the most important sections of the passage as they work on them, they constantly review, revise and edit their answers to be precise.

### **2.9.3 Process Rules of Summary Writing**

As already stated, there is a different terminology in describing similar cognitive processes involved in summarization. For this paper, I will adopt Brown and Day's terminology for the process rules in summary writing and explain the rules in detail.

As mentioned earlier, there are five rules:

- A. Deletion of unimportant or trivial information
- B. Deletion of redundant information
- C. Superordination of lists
- D. Selection of a topic sentence
- E. Generalization

#### **A) Deletion**

There are two deletion rules. One is to omit unimportant or trivial information and the other is to eliminate redundant information from the summary. The unimportant or trivial information contains minor details about topics and the redundant information includes rewording or restating some of the important sentences. Similarly, Watson (2003,p.16) found that the typical strategy of children was deletion when he asked children to produce oral summarization of well-formed stories. Besides, Brown and Day (2012) reported that fifth graders were able to delete both trivial and redundant material when they were asked to summarize much longer and less well-formed stories. They define this as the copy-delete strategy. The copy-delete is primarily “by deleting or copying near-verbatim the words actually in the text” (Brown & Day, 2012,p.56). Generally, the strategy is as follows: “read text elements sequentially;

decide for each element on inclusion or deletion; if inclusion is the verdict, copy it more or less verbatim from the text” (Brown & Day, 2012, p.35). Some researchers suggest that the copy-delete strategy is commonly used among children, whereas it is not a common method for high school and college students.

### **B) Superordination**

The superordination rule is to substitute a superordinate term for a list. More specifically, there are two substitutions. One is the substitution of a superordinate for a list of items, and the other is the substitution of a superordinate for a list of actions. For example, if a text contains a list such as *the apple, oranges, bananas, and cherries*, one can substitute with the term *fruits*. Likewise, one can substitute a superordinate action for a list of subcomponents of that action; for example, *Brian went to Paris, for Brian left the house; Brian went to the train station; Brian bought a ticket*.

The above is popularly termed the one-sentence condensation type of summary. It can be said to be the most basic type of summary writing (Adika, 1996). It involves the condensation of a text or passage into a sentence or a couple of sentences. Normally, the task would correspond to several paragraphs. The one-sentence condensation is the kind required of the Senior High School students in their final West African School Certificate Examination (WASSCE) English paper. The study focuses on this kind of summary.

### **C) Selection**

In summarizing strategies, the selection means selecting main idea sentences in a given material. In other words, it is “near verbatim use of a topic sentence from a text” (Brown & Day, 2012). Compared to the deletion and superordination rule, the

selection is generally difficult to use. Typically, people expect the main idea to be explicit in the first or last sentence of each paragraph. Due to this expectation, they sometimes tend to use one of these sentences uncritically (Casazza, 2004).

#### **D) Generalization**

The generalization rule is used when the summary writer uses a word or phrase more general than that used in the original text in place of a more specific but wordy expression. (Yu, 2007) For example, “to dress a doll” and “to build a sandcastle” can be generalized into play.

### **2.10 Feedback on Students’ Summary Writing**

Like other writing activities, summary writing needs appropriate feedback throughout the process. In general, written and oral feedbacks are used in student’s writing.

According to (Guido & Clyde, 1987), to make students utilize the summary rules, the teacher should model the rules “both verbally and in writing” and the modelling should provide “examples of both the process and the product results”. Among several modelling exercises, one of the frequently used is “think-aloud” which is coined by Davey, or “talk-through” which is introduced by Rinehart and Kobayashi (2001). Both “think-aloud” and “talk-through” are for the teacher to articulate the thought process that he or she applies to read a text. For example, the teacher first reads aloud a given text which students read silently.

Since summary writing is difficult for students to produce by themselves, it is indispensable to provide students with enough feedback. The teacher needs to be involved actively in students’ summaries by asking questions or showing appropriate models of summaries (Chen, 2002). It is not deniable that when students get explicit



and proper feedback from the teacher or their peers, students are more likely to produce better summary writing. Thus, although giving feedback is usually time-consuming, the importance of providing feedback on students' writing by either the teacher or peers should not be ignored.

### **2.11 Correcting Errors**

Along with written and oral feedback from a teacher or peers, responding to errors is another way for teachers to give feedback to students' writing. Considering L2 students' low proficiency level and lack of knowledge, L2 teachers need to offer adequate feedback on errors in students' writing (Sheen, 2007). However, most instructors in ESL or EFL classrooms have difficulties in dealing with students' errors due to their lack of linguistic knowledge and effective treatment of errors. Thus, teachers must prepare themselves to cope with students' errors, especially in L2 settings.

Concerning the manner of giving error feedback, Ferris (1997) gives five suggestions. One suggestion is offering direct or indirect feedback. Indirect feedback makes students correct their errors themselves by marking errors "through circling, underlining or highlighting". Through indirect feedback, students can get opportunities to improve their learning because students are allowed to make long-term progress and to acquire difficult structures from the correcting process. On the other hand, direct feedback is for teachers to suggest a different word, phrase, or sentence for the students' incorrect expressions. By getting direct feedback, students can save their effort to figure out correct answers on their own in that they can get the right answers directly from a teacher. However, direct feedback could often lead to

teachers' misinterpretation of the students' original intentions. Hence, direct feedback should be used very carefully and only in certain situations.

The second suggestion is for teachers to choose whether to locate errors or identify the patterns of errors. When teachers simply locate students' errors, students have great responsibilities to identify the types of errors and revise them correctly. On the other hand, students are not likely to gain more advantages from teachers' labelling errors than marking the location of errors. This is because teachers are less confident about identifying the types of errors than simply indicating the location of errors, and students are sometimes likely to misinterpret teachers' error coding, leading to confusion. However, error identification plays an important role if students have already learned certain error patterns during classroom instruction.

The third suggestion is to divide students' errors into smaller or larger categories. For example, teachers can indicate "lexical errors," which is a large category, or break the errors into smaller categories like "word choice," "word form," "informal usage," "idiom error," "pronoun error" (Ferris, 2002). According to Ferris, the use of large categories is desirable because using smaller categories cannot only make students "focus on a more limited range of forms and rules," but also make it hard for teachers to distinguish between a larger form and a smaller form.

The fourth suggestion is for teachers to decide whether to use "error codes," "correction symbols," or "verbal cues" to make indicating errors more time-efficient (Ferris, 2002, p.56). For example, teachers can write "sv" as a code for "subject-verb agreement" errors. However, when teachers use error codes or symbols, they should mark consistently so that "students understand what codes or symbols mean" (Ferris 2004,p.58). Below are sample error codes presented by Ferris.

<b>Error Type</b>	<b>Abbreviation/Code</b>
Word choice	We
Verb tense	Vt
Verb form	Vf
Word form	Wf
Subject-verb agreement	Sv
Article	Art
Noun ending	N
Pronoun	Pr
Run-on	Ro
Fragment	Frag
Punctuation	Punc
Spelling	Sp
Sentence structure	Ss
Informal	Inf
Idiom	Id
Plural	Pl

### **Sample of error codes**

The final suggestion concerns where to place the correction marks. Placing the correction marks directly on the spot of certain errors is the most effective; however, using a combination of error location and verbal comments at the end of the paper can be very useful for advanced writers (Ferris, 2003,p.19).

Like Ferris’s suggestions, there are several ways of providing error feedback on students’ writing. Most of all, teachers should consider “the needs, knowledge, and prior experience of students,” and mark constantly in giving any type of feedback (Ferris, 2004, p. 17). Moreover, teachers should encourage students to correct their errors by themselves by suggesting indirect feedback, practicing error codes, or symbols.

## 2.12 General Factors Influencing Summary Writing

Summary skills are key factors in an academic setting because students are frequently required to produce summary assignments. However, summary writing is a very difficult task to accomplish during the school year. When we consider that summarizing is “a highly complex, recursive reading and writing activity” as Kirkland and Saunders (1991.p.34) state, many researchers claim that the complexities inherent in summarizing can pose an overwhelming cognitive load on students. In other words, there are several factors making summary writing demanding and challenging.

Hill (2000,p.56) suggests that several variables affect summary writing; the most important are text, audience, intended purpose, type of summary required, genre, and the text length. Similarly, Hidi and Anderson (2012,p.23) provide some factors influencing summarization. According to them, the task demands of summarization are closely related to the characteristics of the target material and task procedure.

About the nature of the original material, Hidi and Anderson (2012,p.67) classify length of the text, genre and the complexity involving vocabulary, sentence structure, abstractness, the familiarity of the idea, the improper or unclear organization as the principal textural elements affecting summarization. concerning length of the original text, (Cohen, 1994) state that when the text is shorter, the ideas are closely related and can be expressed by a single topic sentence, whereas summarizing becomes more difficult with longer text, “the processing load increases as more evaluations and decisions are required”. The genre of the original text also has a great deal of influence on summarization. Many investigations have reported that children summarize narratives easier than expositions. Lastly, text complexity is somewhat difficult to define.

According to (Hidi & Anderson, 2012,p.25) complexities of the target material involve “low-frequency vocabulary, elaborate sentence structure, abstractness unfamiliarity of concepts and ideas, as well as an inappropriate or vague organization”. When topic sentences are not explicitly stated, readers may find it difficult to locate the most important ideas different from those the author intended. According to (Brown, 2000,p.6) “the more complex a text is, the more conscious and deliberate judgements are required in establishing the relative importance of its segments, the more transformations or the propositions are necessary, and more difficult it becomes to condense the material accurately and concisely”.

According to Hill (2000,p.23), if the text is not available for a review after the first reading, the writer will be much more apt to put the summary in his or her own words. In contrast, according to Hidi and Anderson, students can be much more flexible in the kind of summaries they write if the text is available after the first reading. Therefore, teachers and students need to understand the demands of the influencing factors to produce a good summary.

## **2.13 Factors Affecting Summary Writing Development**

### **2.13.1 Learning-Related Factors**

Due to the significance of the psychological factors in learning any foreign or second language, I am focusing here on what research says about these factors concerning ESL/EFL writing development. There many psychological factors reviewed here including students’ motivation, self-confidence, writing anxiety as well as many factors responsible for students’ negative writing apprehension. All these factors seem to play an influential role in student’s ESL/EFL writing development as discussed below.

About motivation, Bacha (2002,p.12) highlights that low motivation levels can be very difficult and unrewarding for both learners and teachers. He further claims that EFL writers are known to face problems in developing their writing skills at the college level. These problems are even more stressed with L1 Arabic non-native speakers of English in required English comprehension courses. In this context, developing students 'summary writing skills were not a motivating experience, but it was necessary to acquire basic academic research skills.

Another psychological factor that seems influential to students' writing development is self-confidence. For example, Okoye (2011) underscored that writing multiple drafts, emphasis on the students' work and teacher's comments that focused more on content and organization than on grammatical error helped them produce better pieces of summary and develop more self-confidence in writing. Similarly, Albertson (2006) claims that if students had confidence in their abilities to learn or try new methods, they seemed to adapt or adjust more quickly than those who had little confidence in their literacy practices. Sasaki (2004) revealed that overseas experiences helped students improve their English proficiency, summary quality, fluency and confidence in general English writing.

Writing anxiety is said to negatively influence both the learners' motivation and academic achievement on one hand and teachers' attitudes towards writing on the other hand. This shows that writing apprehension negatively influenced the quality of students' summary writing. Moreover, it was revealed that low apprehension students had higher self-esteem than high apprehension ones, and low self-esteem students were more apprehensive in their writing than their high self-esteem counterparts.

### 2.13.2 Proficiency Level

It is argued that proficient learners of English are said to produce good quality pieces of writing (Cumming, 2006; Edelsky, 1982; Larios et al, 2001; Ito, 2004).

For example, Edelsky (1982) stated many factors including L2 student writers' proficiency might influence students' level of knowledge and writing in English. In a similar vein, (Larios et al, 2001) revealed that L2 higher proficiency participants devoted less time to concentrated formulation in the central stages of writing in English. Also, Cumming (2006) proved that L2 proficiency is a significant factor in developing the overall quality of students' written products. However, he added that proficiency did not influence the processes of composing and summarizing.

Other researchers have addressed the extent to which the students' mother tongue proficiency affects the English writing of students. They claim that students who are proficient in L1 writing perform better in L2 writing. For example, Dweik & Abu-Al-Hommos (2007) who investigated the influence of Arabic proficiency on the English writing of bilingual-Jordanian students showed that there was a significant relationship between the two languages highlighting that proficient students in Arabic writing performed well in English writing. This implies that finding difficulty in writing in a foreign language may be linked to the difficulty in writing in students' first language. Moreover, Ito (2004) indicated that those students who write good quality pieces of writing in their L1 are better performers in their L2 writing.

Not all studies are in this direction. Some studies have concluded that students' writing ability is not related to their proficiency in the language or content. For example, Bart and Evans (2003) reveal that students' possession of content knowledge did not significantly correlate with their writing proficiency.

## **2.14 Instructional-Related Factors**

### **2.14.1. Teaching Large Classes**

Teaching a large class is a big problem for both teachers and students due to several shortcomings, three of which are pinpointed by Blatchford et al. (2007) as follows: First, classroom management is rather difficult in large classes. Second, a teacher-student relationship is affected negatively, especially with shy students who suffer a lot because they cannot participate and question what they do not understand. Teachers' use of time for marking, planning, and assessment is a problematic issue in large classes. Moreover, teachers find it difficult to encourage and involve students' interests in large classes. Large classes cause some problems such as noise tolerated, non-academic management, and teacher lecturing or explaining. Finally, feeling anonymous and interpersonally distant from the teacher can be harmful to students struggling with course material (Isbell & Cote, 2009).

In the current study, the problem of large classes is one of the problems facing the Ghanaian educational system. Teachers face a lot of challenges when teaching large class sizes, particularly in a developing country like Ghana. According to Benbow, Mizrach, Oliver, and Said-Moshiro (2007), the growth of large classes in the developing world is as a result of global initiatives for universal education and rapid population growth. In a study carried out by Amuah-Sekyi (2010), it was observed that teaching and learning take a nosedive in large class situations. This results in a lot of defects since large classes impede students' ability to contribute to classes and do independent critical thinking. Even though we try to mould them'; 'I do not think we are able to impact through the lesson as expected'



Amuah-Sekyi in her research, further observed that those who are well develop with little guidance, pick up and develop their skills and, link what they found in other sources on what they have been taught. The greater majority are unable to benefit from large classes, they tend to suffer and become average students and those who are extremely weak may experience poor performance and may drop out of school.

The above fact implies that individual attention is not given to students who may need it. In effect, students who may have difficulty in understanding lessons have to see their brilliant counterparts for assistance or teachers in their spare time. This hinders quality teaching and learning. In such circumstances, feedback becomes non-existent in such schools. Effective feedback is not realized. It means that teachers are not able to assess their teaching effectively because to ensure effective teaching throughout a lesson, teachers must necessarily assess all the topics treated in the semester to establish the success level of the instruction. The implication is that students would not be aware of their academic performance in respect to their continuous assessment. In the opinion of (Salebi, 2004) 'finding time for marking, planning and assessment are more of a problem in large class sizes'.

#### **2.14.2 Different Strategies to Teaching Summary**

Some strategies to teaching summary have been reported in the literature to affect developing the EFL/ESL writing skills. These strategies include making use of students' personal experiences, using literature, explicit instruction, concept mapping, the use of invention techniques, dialogue journals, the cognitive orientation of EFL students, and computer use in writing courses.

First, some ESL/EFL writing researchers pinpointed that making use of students' personal experiences and responses can be useful in developing students' writing

skills. For example, Milner<sup>1</sup> (2005) and Bello (2010) revealed that grief writing proved to be helpful for orphaned students and other trauma survivors. Thus, it may be useful for summary writing teachers to study the interdisciplinary field of writing, telling and healing in order to respond better to students' voluntary disclosures of significant loss.

Second, other researchers have claimed that using literature in the summary writing courses will help EFL/ESL students develop their summary writing (Robbie, 1998). For example, Erkaya (2005) highlighted that the integration of literature adds a new dimension to EFL teaching. She added that short stories, for example, help students learn all the language skills more effectively because of the motivational benefit embedded in the stories. In addition, Robbie (1998) investigates the effect of educational drama on improving summary abilities of 108 Portuguese EFL students. Students' summary was found to develop significantly in both content and grammatical fluency in a relatively short period of time.

In terms of vocabulary development, Lee and Muncie (2006) have found out that explicit explanation is one of the different successful strategies that increased learners' use of target vocabulary in summary writing. Moreover, Albertson (2006) advocates that using more explicit methods in teaching will enable more students to improve their literacy competence. Similarly, Rao (2007) demonstrated that explicit instruction of brainstorming strategy had a measurable effect on writing performance. In the same vein, (Talebinezhad & Negari 2007) who investigated the effectiveness of concept mapping as a learning strategy on students' self-regulation, reported that students gained higher self-regulation (metacognitive self-regulation, time and study environment, effort regulation, peer-learning, and help-seeking) as a result of explicit

teaching of concept mapping strategy. It is highly recommended that some of the aforementioned L2 writing strategies could be useful in improving Ghanaian students' summary writing performance.

### **2.14.3 Assessment Challenges**

Assessing students' written summary is essential for both teachers and students. It helps teachers and curriculum designers to know the extent to which the intended learning outcomes of their writing course have been met. On the other hand, it helps students identify their weaknesses and strengths in writing and how far they have mastered a certain skill (Wei, 2010). In this way, the assessment will help develop and enhance students' summary writing skills and teachers' planning and teaching.

To better understand the purposes for language assessment, Cumming (2001) interviewed 48 highly experienced instructors of ESL comprehension about their specific and general-purpose for language assessment and their usual practices for writing assessment. Unlike ESP writing, the assessment of ESL/EFL writing for general purposes was associated with varied methods and broad-based criteria for assessing achievement and focused on individual learners' development.

In terms of self and peer assessments, (Saito & Fujita, 2004) conducted a study in which 47 college Japanese students studying English writing were assigned to answer questions on two comprehension texts. Each text was commented on and rated by two teachers, three peers and the writers themselves. Peer and teacher ratings were found to correlate significantly. The results also indicated that students had favourable attitudes towards peer rating and that peer feedback did not influence their favourable attitudes about the feedback.

To investigate how self and peer-assessments work in comparison with teacher assessments in actual university writing classes, Matsuno (2009) indicated that many self-raters assessed their writing lower than predicted. Self-peer, and teacher-raters assessed grammar severely and spelling mildly. The analysis also revealed that teacher-raters assessed spelling, format and punctuation differently from the other criteria. It was concluded that self-assessment was somewhat idiosyncratic and therefore of limited utility as a part of formal assessment. Peer-assessors, on the other hand, were shown to be internally consistent and their rating patterns were not dependent on their writing.

In the EFL Taiwanese context, Yang (2007) reported four factors that critically affect the frequency of teachers' assessment task use: perceived competency, assessment education, teachers' beliefs about the pedagogical benefits of assessment, and the difficulty of implementing classroom assessment (Time constraints, classroom management, pressure from parents, and heavy workloads influenced teachers' assessment implementation).

About preparing summary questions, Friend (2000) pinpointed that having criteria for preparing summary assignments as well as some examples of flawed and successful comprehension prompts can help foreign language teachers do a better job when teaching FL writing. Concerning a good question, four main criteria were used: engaging; designed to comply with the interests and abilities of the student; seeking to elicit a specific response; contextualized and authentic.

Overall, some issues have been studied about the ESL/EFL writing assessment. Some of these issues dealt to write assessment, the effect of self and peer assessment on students' writing development and the validity of teachers' ratings. Within the

Ghanaian context, formative assessment is done to bolster students' ability to take ownership of their learning (Amoako, 2018). In the views of Oduro (2015), assessment has a positive impact on teaching and learning. With the summative assessment practices, they are traditional and stereotypical in the form of end of year examination. Therefore teachers need to develop themselves professionally in terms of assessment knowledge and practices.

#### **2.14.4 Socio-Cultural-Related Factors**

'Socio-cultural' denotatively refers to the context in which both society and its culture interact. Exploring the effect of socio-cultural backgrounds on students' use of linguistic and textual resources in meaning construction, Castro (2004) pinpointed that Filipino college freshmen writers with shared socio-cultural backgrounds exhibit similar traits in their general linguistic ability. In Ghana, every child is regarded as an asset to his parents. Quite unfortunately, the background of parents creates a sharp contrast between the educations that their parents received when they were children. Children who are born to literate parents will have their physical and mental development fully rooted in literacy. A child who is born in a society where English is the language of communication will learn to speak English.

The home which is the child's first arena of socialization prepares him for the task ahead in English (Kim, 2001). Such a child is confident, eloquent, and fluent in English Language. It is quite usual to see children from literate parents with a modern gadget like i-pad, the compu-tutor and other languages –learning – enhancing devices for children. These children attend the best schools (private schools).

According to Okoye (2011), a child whose parents are literates is normally and in most cases exposed to some formal education in the home even before he starts pre-school.

If the parents of such children are rich, the economic status of the parents will in a way positively influence their education. Poor parents can only afford public school education for their wards where facilities are most often nothing good to write home about. Unfortunately fewer educated parents are less likely to be involved in their children's education process. According to Harmer (2007), schools and school administration do better when parents are engaged as equal partners in the decision making that affects their children and their schools. The background and context of a child affect his or her reaction to life situations and the level of performance (Ajila & Olutola, 2007).

There is also, typically, more conflict in homes of lower-income earners because there are tensions caused by stress within the family (Bettelheim, 1987). Parents who experience more conflicts at home over child responsibility and family issues fail to provide consistent monitoring over their children's education resulting in poorer school performances and general language proficiency. Fakaye (2010), on the other hand, reported that students from rich families generally have more motivation to learn than children from poor homes and backgrounds.

#### **2.14.5 Interference in L2 Writing**

The mother tongue is a major factor that promotes challenges, in summary writing in the English Language. According to Aboagye (2010), language is a social convention within the framework of culturally and linguistically circumscribed possibilities. Aboagye (2010) further posits that there is evidence of underachievement on the part

of students who have to acquire their education through the medium of the second language. In Ghanaian societies, children are taught morals and values in their native dialects. There is therefore the possibility that they may fumble and commit mistakes in attempts to express themselves. The vowel sound /a/ and /a:/ look similar but they are distinct in terms of function. Students who have only spoken their native dialect for a long time will find it difficult in pronouncing them.

#### **2.14.6 Lexical Difficulties**

Having a repertoire of vocabulary is an essential prerequisite for summary writing. However, some research studies have stressed that L2 writers encounter some difficulty with vocabulary (Royce, 2001 & Skibniewski, 1998). This was also the case with many Arabic speaking students (Al-Akloby, 2001; Hemma, 2002). In an attempt to deeply identify errors in the writing samples of four Arab college freshmen students of English, Al-khatib (2001) revealed the following eight lexical errors. (1) overgeneralization of the use of one translation equivalent; (2) literal translation ; (3) divergence; (4) confusion of words formally or phonetically similar; (5) confusion of related or unrelated words with similar meanings; (6) unfamiliarity with word collocation; (7) overuse of a few general lexical items; and (8) general errors (i.e. those that seem to defy analysis).

Some other researchers have claimed that several factors can lead to students' vocabulary problems. For example, Al-Akloby (2001) explored the vocabulary situation at the Saudi Secondary School level with 52 students and 5 EFL teachers, and one of the writers of the teaching materials being used in schools. Findings uncovered some factors that are believed to be potential sources of vocabulary learning failure. Inefficient use of vocabulary learning strategies was ranked as the

first concern, followed by the lexical syllabus embodied in the official wordlist and the insufficiency of the textbook. Furthermore, a limited presentation of vocabulary to pronunciation and meaning only, the ineffectiveness of vocabulary recycling and vocabulary testing, students' low motivational intensity, and the weak parental involvement were other causes of students' vocabulary problems.

In other studies, however, other issues were reported to lie behind ESL/EFL students' vocabulary problems: using think-aloud protocols and interviews with 30 Iranian EFL writers, Hemmati (2002) found out that learners had both competence-based and performance-based vocabulary problems and their strategies for coping with the problems appeared to be pertinent to their writing proficiency; while in a study by Williams (2004) who addressed the problem of lexical choice that arises in the writing of ESL/EFL learners, the general lack of linguistic resources typically available and the misuse of the available resources were considered key issues causing these problems.

To overcome some of the previously-mentioned vocabulary problems encountered by Arab students, Mohamed (2005) designed a mixed-method study for Egyptian students in which two experiments were conducted and some interviews were made with Egyptian EFL teachers and students. This study aimed at examining the position held by the interference theory regarding the negative effects on learning and comparing the effects of different methods of semantic, thematic, and unrelated sequencing of new EFL vocabulary items on short and long-term retention. It was suggested that sequencing new EFL vocabulary items according to meaning similarity harms learning and that new lexical items are best retained when they are presented in thematic sets.



### **2.14.7 Grammatical Difficulties**

It is worth making a distinction between two main trends in L2 grammar. On one hand, some researchers conceive grammar in terms of accuracy and error-correction. On the other hand, other researchers perceive grammar as a tool for developing awareness of how linguistic structures shape meaning. About the first view, Truscott (1999, 2007), claims that correcting grammatical errors in writing is not helpful and even harmful. In contrast, other researchers view grammar error-correction as beneficial and promoting language development (Ellis, 2008; Sheen, 2007). The other trend of grammar is embedded within a socio-cultural perspective where developing awareness about the linguistic patterns made in a written text at the different lexical, syntactic and textual levels is viewed as important (Myhill, 2005). Therefore, making a connection between grammar and meaning helps learners not only to be aware of how grammar shapes meaning but also to explore the complex nature of their learning experiences.

Learning how to use English grammar is important in language learning. Knowledge and competency of English grammar can help language learners use language effectively and think about how language structures are used to get meaning across (Rodby & Winterowd, 2005). However, research revealed that grammar teaching does not necessarily support the development of learners writing (Wyse, 2007). To further investigate this paradox, research studies have been conducted to pinpoint that students are not proficient in English grammar. For example, Nyamasyo (1992) analyzed examination scripts from a cross-section of 18 to 20 year-old students at the secondary stage and proved that Kenyan pre-university students suffer from grammatical and lexical errors of their written English.

In reference to grammatical errors in writing, some research studies have proved that students' grammatical errors are common among ESL/EFL students' writing. Most importantly is that these studies have suggested using some remedial approaches to help students better understand and use grammar correctly in writing.

Similarly, Tchudi and Mitchell (1999) found out that grammar is taught in a structural manner that is isolated from all language skills. It was also shown that all language skills are taught in separate courses. This justified that the idea of an integrative approach to teaching English in general and writing in particular would be beneficial to students of English at the university level. To make language learning meaningful, he calls for the integration of grammar and lexis in a piece of discourse as the central unit of learning. Moreover, he believes that language skills must be integrated into learning tasks.

The above-mentioned research studies give rise to the fact that grammar is a problematic area in the writing of ESL/EFL students. It is also clear that students in general find grammar a challenging area while working on summary texts in English. This pinpoints that we, as researchers and curriculum designers, should consider this and step forward regarding improving students' grammatical skills, especially in writing. Within the Ghanaian context, it might be helpful to teach grammar to students and bring to their attention to the fact that they have to apply these grammatical rules while constructing a written text such as summary answers in the English Language.

#### **2.14.8 Spelling Difficulties**

Spelling is one of the basic skills for writing in general in a particular language. It is important to master spelling skills because if words are misspelled, they might mean

something completely different leading to problems in comprehension. Foreign learners of English, as well as many native English speakers, are plagued by difficulties in spelling. This view was supported by Cook (1997) who compared the spelling of adult L2 users of English with native L1 users. Results showed common spelling mistakes are made in the familiar categories of letter insertion, omission, substitution, and transposition, apart from a lower proportion of omission errors for L2 users.

It may be encouraging to know that nearly 85% of all English words have a regular spelling (Milner, 2005). However, it should be noted that the number of rules and exceptions is substantial and the nature of the rules is quite composite. Thus, Cook (1997) underscores that effective spelling is important for second/foreign language learners because of its social implications. Yet, spelling receives minimal attention in research.

To overcome these writing difficulties, Cook designed an experimental study based on using a self-correction strategy that proved effective in eradicating students' errors in grammar, lexical rules and spelling. Shokrpour and Fallahzadeh (2007) highlighted that certain features of Jordanian students' writing including spelling received the highest errorless scores in students' writing. Recently, the test results of Fender (2008) indicated that Arab students scored significantly lower on the spelling test and the reading comprehension test than the intermediate-level ESL learners in the EAP programme.

In harmony with that, Ibrahim (2002) examined spelling errors in the written work of undergraduate students at a Jordan university and found that most spelling errors fell into one or more of the following categories: non-phonetic nature of English spelling,

differences between the sound systems of English and Arabic, analogy errors, inconsistent spelling in English word derivation and transitional errors resulting from ignorance or overgeneralization of a spelling rule.

Nearly all the reviewed studies in this section have shown that Arab students encounter some problems in their English orthographic skills, especially spelling. The scenario is not different from Ghana and Sekondi-Takoradi, the study area. However, their difficulties in spelling are not as grave as those in coherence and cohesion.

### **2.15 Summary Writing in Textbooks**

The Ghanaian market is flooded with all kinds of books on Senior High School English. Nearly all these are intended to provide an easy and quick guide to examinations. Their contents are a compilation of West African Examinations Council's English past questions and answers. Such works offer no methodology or teachable steps to their intended answers and are, therefore, of very little benefit to their user. One may at best, memorize a few catchy expressions and vocabulary from them for future use. But the possibility of ever encountering any such passage is very slim.

Books devoted exclusively to summary writing on the open market are not only few but also not user friendly. Those that readily come to mind are Sackey-Fio's (1996, 1999) works on summary writing, Tsikata et al (1996) and Adika (1996). The last two are for the university level. Sackey-Fio's works are patterned on her conviction that summary writing is a comprehension skill; she, therefore, blames students' abysmal performance in summary writing on poor teaching of reading comprehension. "...in many Ghanaian classrooms, there is no attempt whatsoever, at teaching English comprehension" (Sackey-Fio 1996, p. 212). Her conviction is strongly shared by

Agordjor (2004, p. 8). She contends that “comprehension, for instance, is closely linked with summary writing. So, if comprehension is neglected (or poorly taught), then the likelihood is that summary writing will be forgotten”.

There appears to be a relation between comprehension and summary since the task of the latter is for one to produce a pretty shorter version of an otherwise long structure in one’s own words and understanding. However, to make the teaching of summary writing perceivable, practicable and meaningful, we need to explore a much stronger relationship between the “process approach” of composition writing and summary writing. Whereas the process approach involves and explores the systematic steps of generating, organizing and building up an essay, paragraph by paragraph, summary writing may be seen as the breaking down-synthesizing-process. In short, one is nearly the direct opposite of the other.

When these measures are taken into consideration, summary writing in Senior High Schools would be improved and this would further increase the pass rate of students in the WASSCE English examination and a general improvement in overall English Language proficiency.

## **2.16 The Basic Curriculum Material for English Summary Writing**

The basic Curriculum Materials for English, just like any other subject, comprises the syllabus, the textbook, and the teacher’s guide. They are said to be basic because they are the most essential requirements for a course and determine the quantum of knowledge expected to be covered for any given level of Pre-tertiary Education in Ghana. To be very specific, the syllabus determines what should be taught and the core objectives to be achieved. The syllabus is the basis upon which the textbook is written to cover the depth of the syllabus and the writers find the need to write a guide

to it. The teacher's guide, also known as the teacher's manual, gives the teacher an idea about how the textbook could systematically be explored for optimum benefit. It suggests, among other things, approaches to be applied or adapted. It suggests appropriate teaching/learning materials (TLMS) and with comprehension passages, the teacher's guide even explains challenging words and terms as used in given passages.

### **2.17 The Syllabus/ Textbooks and Summary Writing**

The content of the Senior High School teaching syllabus for the English Language includes summary writing. The syllabus, however, treats summary writing under evaluation skills or as a follow-up to English comprehension. In this regard, students are required to identify topic sentences to a given passage in most cases. It is, therefore, not surprising that the average teacher will either defer the teaching of summary writing until the final year or may treat it casually as a simple skill under comprehension. I noticed a serious problem with the coverage of the current syllabus where English summary writing is treated as a mere evaluative tool under comprehension.

Comprehension and Summary are two of the most important skills that are needed as a student at Senior High School to get through studies successfully. The ability to understand clearly what is being expressed in a text and the ability to express briefly the main points of the read text are imperatively needed to go through education successfully (Banjo & Bisong, 1985). In doing these, you would be doing an effective and appropriate summary writing through reading comprehension.

There is a need for students to do an extensive reading as they are required to use their own words to do the summary of the text. They should not lack words at all. Because

of this, students need to read first to build a stock of vocabulary. The vocabulary would enable them to use the right synonyms or phrases to express themselves in a concise and precise manner to avoid verbosity.

### **2.18 The Teacher and Summary Writing**

The English teacher is expected to bring students up to some level of proficiency by the terminal point of each stage or academic year. This cannot be said of the English Teacher in Ghana who himself is faced with a lot of challenges as Ghana's educational reforms brought along an enrolment explosion in the basic schools and subsequently to the Senior High School. Since there has not been a corresponding increase in qualified teachers for the subject, teachers over the last two decades have been grappling with very large class sizes. To worsen the plight of the Senior High School student, most of the teachers are not the right caliber of professionals for the English Language. The most unfortunate perception among a cross-section of Ghanaians is that any teacher who is fluent in spoken English can conveniently teach it. So we find all sorts of professionals and non-professionals assigned to teach English, especially, at the Junior High School level.

The situation is not any better at the Senior High School where most English Language teachers demonstrate serious handicaps in both pedagogy and content and are therefore not resourceful enough to innovate. They will not also attempt challenging aspects of the English Language namely, Summary. "In many Ghanaian classrooms, there is no attempt whatsoever at teaching summary" Sackey-Fio (1996, p. 212). It is, therefore, not surprising that summary writing is one of the neglected aspects. Sackey-Fio (1997, p. 26) posits that "to be proficient, one has to master all shades of English so that one can write stunningly good summaries". This is an

unachievable feat with teachers, mostly gathered from everywhere, and lacking in content and techniques to guide the youth yearning for the tool with which all other subjects are studied.

### **2.19 The Perception of Students and Teachers towards Summary Writing**

The teacher is the model of excellence, or at best, must exhibit that attitude and quality in class. The English teacher must not only demonstrate an appreciable level of proficiency but also displays a considerable interest in teaching it. This should be expected to attract and sustain interest in the English Language class and summary. This undoubtedly develops the affective domain of the students. Unfortunately, this cannot be said of most English teachers in our Senior High Schools.

Paraphrasing Waycombe, Sackey-Fio (1996) underscores positive attitudes as a factor. The teacher with that positive slant who can supervise student's language when they make errors'. She further talked about poor teaching habits and skills in summary regarding the college of education graduates saying, "Rotten teaching methods also play a significant part in affecting learners' attitudes and perception towards summary writing. 'An English teacher adversely may sometimes, dole out an awful lesson without realizing just how lousy it is" Sackey-Fio (1996, p. 33).

Regarding the paragraph above, the students must be immersed in the right language learning environment to achieve the best results in summary. A common truth is that the language learner must be more exposed to the target model to have a high chance of imbibing the correct standards in English.

Student's poor performance in the summary and the English Language in general is equally traceable to their attitude. Sackey-Fio (1997, p. 1) states that "students' poor



performance is as a result of their lack of enthusiasm and application”. Commenting further about attitude, she thinks they simply lack the inclination and seriousness for English as a subject. Sackey-Fio (2008, p. 5) maintains that “they are sufficed with the abominable attitude that English is not a subject to be studied”. A positive attitude from both teacher and student remains the foremost requirement for attaining an enviable degree of proficiency in the English Language as expected of the senior high school student (Ahmad, 2015).

## **2.20 Related Studies**

Not much has been done on summary writing in Ghana. Nevertheless, some research has been carried out at the University of Ghana as well as the work of Sackey-Fio (1995, 1999). Adika (2009) conducted research on summary writing at Sefwi Wiawso Senior High School. He used a questionnaire as the data collection instrument. In the research, he discovered that the students wrote phrases instead of sentences in answering summary passages. He, therefore, suggested that in summary writing, teachers should lay more emphasis on students writing sentences rather than phrases and clauses since answers demanded in summary writing must always be in sentences. He recommended that in grammar teaching, students should be given the chance to use the language to improve proficiency.

Tetteh (2011) conducted similar research on summary writing at Klo-Agogo Senior High School in the Eastern Region of Ghana. His research was qualitative and the data collection instrument used was interviews. He discovered that the students were unable to read passages and to summarise them successfully. He emphasised reading comprehension as an effective tool in dealing with problems associated with summary writing. He recommended that since reading is done in all levels of the education

(primary to the tertiary level) teachers should integrate reading comprehension into the summary lessons.

In the research of Quahin (2009), attitudes of teachers and students towards summary writing are the causes of the poor performance of students in summary writing. Quahin (2009) explains that attitudes play a significant role in any given learning situation, including a summary. Negative attitudes towards summary can lead to less knowledge of understanding of the English Language in general. Attitudes are very important because they affect teachers' motivation to engage with their students, which can in turn translate into higher student motivation and performance.

Two researchers, Sackey (2010) and Ofori (2011), also identified poor teaching methods as one of the causes of challenges in summary writing. The above studies indicate that students in the study area cannot do effective summary writing since they cannot read. Summary and reading skills cannot be separated because they are related. To be able to summarize a text successfully, one should be able to read and understand it. There can be no summary if there is no reading first. The two related skills are dependent on a third skill which is an efficient reading strategy. One should be able to read efficiently in order to understand a piece of communication. This in turn determines your ability to do effective summary. Since these students cannot read due to the above assertion, it presupposes that such students cannot do an effective summary writing as well.

## **2.21 Research Gap**

Despite the unsatisfactory performance in summary writing among Senior High Schools in Ghana, the review of related literature indicates a significant gap in the study area. Despite of the growing number of dissertations, articles and theses on

second language research in general, and on summary writing, little have been done to investigate the challenges students face in summary writing.

Tsikata (1996) through a qualitative method provided a systematic procedure for students in tackling summary passages. The study however overlooked some basic factors like wrong approaches and poor methods and regards the challenges as mere reading challenges.

Adika (1996) on the other hand proposes a four response method for answering summary questions. This research though described as explanatory only established that both lecturers and students agree that there is the need for a more intensive and extensive approach to summary writing. However, the practical application of this method is limited since it did not provide a clear model in addressing challenges in summary writing. The researcher also considers the influence of the English Language teachers to the whole process of teaching and learning for better academic achievements.

To the best of my knowledge, no previous studies have been carried out to explore the challenges students face in summary writing. Most of the related work emphasizes reading comprehension as a basis to the summary by ignoring other relevant strategies to combat the challenges students face in summary writing. The sample population and research design of the current study would differ from previous studies as the current study adopted a sequential mixed method approach to explore the challenges students face in summary writing in Senior High Schools.

## 2.22 Conclusion

From the body of literature I have reviewed, it has been established that summary is the art of reducing a given passage or write-up to its barest essentials. Depending on the length, detail, and style, there are various summary types such as the précis, paraphrase, descriptive, and analytical summary.

This body of knowledge has also underscored the value of summarizing as a skill. It is said to be a very useful skill to the student, the professional, and even the man on the street. For each, it is either for managing copious information or for presenting a given requirement of its many kinds.

To the present day, the authorities all agree that the summary requires critical reading or higher-order reading. Basis on this, nearly all regard summary as a follow-up skill to reading comprehension. Sackey-Fio (1996) posits that comprehension is related to the summary. “The comprehension of a passage precedes its summary”. The only radical shift from this approach has been proposed by Adika (1996). He recognizes the need to use written communication as an introduction to summary writing before the application of Brown and Day’s principles. This study applies a review version of Adika’s (1996) cited in Anaffu (2009, p. 31) framework for better results to our generation of Senior High School students in summary writing.

Thus, it is clear that many books have been published in the summary. The best approaches which can be helpful to the teacher and the learner have been extensively discussed in this study. From the body of literature I have reviewed, it has been established that summary is the art of reducing a given passage or write-up to its barest essentials. Depending on the length, detail, and style, there are various summary types such as the précis, paraphrase, descriptive, and analytical summary.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

The focus of this chapter is to describe the methodology used in conducting the study. More specifically, the chapter discusses the research approach, the research design, the context of the study, the population, ethical issues, sample and sampling procedures, and research instruments.

#### 3.1 Research Approach

The research approach is a plan and a procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis and interpretation. It is therefore based on the nature of the research problem being addressed. It is the overall decision that involves a particular topic (Creswell, 2014).

In selecting a suitable approach to apply to in research, there are some criteria to be taken into consideration. For example, the nature of the research problem, the purpose of the project, availability of resources, time and financial background as well as the sensitivity of the issue at hand, the discipline of the study, the researcher's skills, personal interests, and experiences (Grover, 2015).

In order to explore the challenges students face in summary writing in Ghana Secondary Technical School – Takoradi, the current study adopted a sequential explanatory mixed method approach for the research. Mixed-methods research is used to refer to a research study that integrates one or more qualitative and quantitative techniques for data collection and analysis (Creswell, 2003 and Borkon, 2000).

Regarding the current study, the mixed methods are useful in terms of triangulation where more than one research method are used as well as complementary where the weakness of one research method is complemented by the strength of another (Denzin & Lincoln, 2000). Moreover using more than one method can reduce some of the biases that might occur when only one method is used. Consequently, the findings would be more representative of the participants' views.

In particular, the current study followed the sequential explanatory mixed-method design (Creswell, 2013) in which the quantitative phase is represented in the students' questionnaire whereas the structured interview of both students and teachers constitutes the qualitative phase. The questionnaire was administered first, followed by the structured interviews with the participants as well as a test. The researcher selected ninety (90) students and ten (10) teachers for the study. This number represents 45% of the total enrolment of final year students in the school.

### **3.2 Research Design**

According to De Vaus (2001, p. 16), a research design is the overall strategy that you choose to integrate the different components of a study coherently and logically, thereby ensuring you will effectively address the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data.

In a similar view, Frankfort and Nachmais (1992, p. 19), also defined research design as the stages involved in a research process: measurement, generalizations, and analysis of data as the key component in research design. In my opinion, research design could be seen as the overall plan for connecting the conceptual research problems to the pertinent and achievable empirical research. In other words, the

research design articulates what data is required, what methods are going to be used to collect and analyze data, and how all these are going to answer the research question.

The design for the study is explanatory. It is a two-phase mixed methods design, which begins with a quantitative phase followed by the subsequent collection and analysis of qualitative data (Creswell, Plano & Clark, 2003). Because the data begins quantitatively, investigations typically place greater emphasis on the quantitative phase rather than the qualitative phase. The quantitative study identifies statistically significant differences and anomalous results. The researcher then follows up with these results with an in-depth qualitative study to select participants to better explain why such results occurred for better understanding.

Of the two variations of the explanatory design, the researcher adopted the participant selection model with quantitative information to identify and purposefully select participants for the qualitative study (Martens, 2004). The researcher adopted the participant-selection model of the explanatory design to follow up the quantitative phase with a thorough qualitative in-depth text to further explore the challenges students face in summary writing among students of Ghana Secondary Technical School, Takoradi.

Despite of challenges in the adoption of the explanatory design for a study such as a lengthy amount of time for implementing the two phases and the need for investigators to specify the criteria for selecting participants for the qualitative phase; it provides enormous benefits for research study.

According to Morgan (1998), the explanatory research design promotes the understanding of a researcher on certain subjects. It does not provide conclusive

results because of lacks of statistical strength, but it makes the researcher determines how and why things happen. Again, explanatory mixed-method design makes room for the flexibility of sources. Secondary sources such as published literature or data are commonly used in the explanatory type of research. Finally, the explanatory research can be very useful in promoting subsequent research approaches. A greater understanding of the subject allows the researcher to draft subsequent research questions that can greatly increase the usefulness of a study's conclusion.

The above features motivated the researcher to choose the explanatory design for the study. The researcher through a simple random strategy selected 90 students and 10 teachers for the study. The quantitative-qualitative paradigms also fall within the researcher's purview of adopting a mixed-method approach to explore the reasons why students of Ghana Secondary Technical School-Takoradi face challenges in summary writing.

The researcher through in-depth and detailed data collection involving multiple sources of information in the form of texts will explore strategies that can be adopted to improve upon performance in summary writing among students of Ghana Secondary Technical School, Takoradi. The use of multiple sources of information results in triangulation which contributes to the validity of the researcher's investigation.

### **3.3 Context of the Study**

The context of the study is Ghana Secondary Technical School in the Sekondi-Takoradi Metropolis of the Western Region. The researcher chose that school because the students have challenges in summary writing.



### **3.4 Population**

When conducting research, it is almost always impossible to study the entire population you are interested in. As a result, researchers use samples as a way to gather data. According to Mark (2001, p. 41) population is defined as the whole class of people or things that you wish to investigate. For Mark, the population is a set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher.

Similarly, Koul (1992, p. 17), also defined the population as all the members or items under consideration in research. According to him, it is often not possible to study the entire population for obvious reasons of cost, time, energy, and volume of data. Both authorities agree on the term population as elements that have common observable interests in a study.

Based on the definitions, the population could be described as the total set of individuals or elements that have common observable features of interest for a study by a researcher. The population of the school is 520 students and 15 English Language teachers. The target population of this research is 100 participants: 90 students and 10 teachers.

My decision to use final year science students for the study was necessitated by my interaction and close association with students as their teacher of English for the past ten (10) years. My stay with the students for the period made me gain insight into the particular challenges that the students encounter in summary writing.

### 3.5 Sample and Sampling Procedure

The Sample is the selected elements chosen for participation in a study. Sample can also be said to be an integral part of the population. It is the subset of the population. Sampling is the process of selecting a group of people, events, behaviours, or other elements with which to conduct a study.

According to Mark (2001, p. 42), sampling is the standard way of selecting a group of people or several items out of the whole population to represent it. Mark is of the view that the sample is representative of the whole population so that a researcher's conclusion can be generalized from it. Again, Csizer and DOrnyei (2005), also see sampling as the group of elements or a single element from which sample group of subjects is from and data are obtained. Similarly, Tuchman (1992, p.18) defined sampling as "the act, process, or the technique of selecting a suitable sample, or a representative part of the population to determine parameters or characteristics of the whole population." To him, a sample is a smaller unit of the population that is selected for observation and analysis.

What is common about these three authorities' view on the sample is that of selecting a few items, instead of the entire bigger number of units. Judging from what these authorities have said, my view is that, sampling is a representative of the population. Sampling could also be seen as the statistical process of selecting and studying the characteristics of a relatively small number of items from a relatively large population of such items, to draw statistically valid inferences about the characteristics of the entire population. I agree with the authorities mentioned above especially Mark (2001, p.44), who said that "Larger samples mean that you'll be able to find out less

about each individual or case in the sample. Based on this, I am going to use random sampling as my sampling technique.

According to Owu-Ewie (2012, p. 25), random sampling is a sampling procedure that is obtained by choosing elementary units in such a way that each unit of the population has an equal chance of being selected. I also see random sampling as a procedure free of bias. Based on what had been explained above, I selected six (6) science classes for the study. The simple random sampling method was adopted to allow every student an equal chance to be selected.

The purpose of using the random sampling technique of data collection was to gather insights from students and teachers, using a variety of questionnaire, interview, and test to construct the most comprehensive and thorough conceptualization of summary writing for Senior High School students with particular reference to form three students of Ghana Secondary Technical School, Takoradi.

Out of the 520 population, the simple random sampling technique was adopted to select 15 respondents from each of the six science classes summing up to 90 because they have characteristics that are likely to provide the most useful information for which the study was conducted. With the help of the head of the English Language Department, the researcher wrote a YES/NO words on papers to give each English Language teacher an equal chance of being selected to participate in the study. Those who picked YES were used as the participants for the study.

### **3.6 Research Instruments**

Research instruments are measurement tools for example questionnaires, or scales, tests, interviews, observations, designed to obtain data on a topic of interest from the research subjects.

According to Ali (1996), instruments are used to test or measure the quality or quantity of data for the research work. The purpose of the instrument is to elicit the data for a study. It also refers to the methods to use in collecting data for the research. The researcher must know that whatever instrument is chosen for the data collection must be valid and reliable. In gathering data for the study, the researcher made use of the following instruments: questionnaire, test, and interview.

#### **3.6.1 Questionnaire**

Questionnaires are mostly used to elicit written responses or data that cannot be observed such as attitudes, motivation, and self-concepts (Selinger and Shohamy, 1989, p. 172). Apart from the fact that a questionnaire is not appropriate for illiterates, the response rate could be low when mailed. The many advantages associated with questionnaires make it a very good tool for language acquisition research.

Among other merits, a questionnaire is less expensive, can be administered in large numbers at the same time, and elicits sensitive information where anonymity is assured. It also presents a uniform and accurate data. The questionnaire was chosen as one of the data collection instruments for this research because of the advantages mentioned above.

Various authors have given definitions of what a questionnaire is. For example, Mark (2001, p. 63), defined a questionnaire as “simply lists of pre-written questions and

sometimes also includes scales. He stresses that; researchers typically include a variety of closed questions; rating scales; and ‘forced-choice’ items in the questionnaire. Another view is that a questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents (Galfon, 1999, p. 93).

Both authorities share a common focus in the questionnaire as a series of lists of questions to gather information for a study.

The Questionnaire is therefore a list of pre-written questions that are designed for respondents to elicit the needed data. Using Marks’s framework on a questionnaire, the researcher prepared a comprehensive questionnaire that was distributed to ten (10) teachers of English Language on the challenges that students encounter in summary writing in Ghana Secondary Technical School, Takoradi. Greater attention was given in drafting four-point Likert scale items for students to ensure that the items to be answered are representative of the topic under consideration in the study. This was done to ensure that the questionnaire had face and content validity.

Using the class register, the names in the register were mentioned at random on the basis that every other person on the list was selected as part of the sample. This brought the total number of students sampled for the study to 90 respondents. This exercise was conducted on Tuesday, 18<sup>th</sup> February, 2020. After getting the required number of fifteen students in each final year science class, the administration procedure, purpose, as well as the duration earmarked for the completion of the questionnaire, was carefully explained for all students who were randomly chosen for the study.

This arrangement was to ensure that the sampled population is a representation of the total population covered by the researcher. The data collection method for the students was not different from that of the teachers. Before meeting the teachers to explain the objectives of the study as well as the sampling procedure, the researcher made a list of all English teachers in the school the researcher chose for the study.

This, the researcher was able to do with the assistance of the head of the Modern Languages Department. The names were now numbered and the numbers were called out randomly. A total of 10 teachers were selected to be part of the research. The questionnaires were administered to the various teachers involved in the research.

Finally, the respondents were assured of confidentiality and anonymity to motivate them to give responses without reservations. The total number of the questionnaire for students involved in the study was 90 and 10 were for the teachers. All were retrieved and analyzed.

#### **3.6.1.1 Details of the Questionnaire**

Two sets of questionnaires were designed for this study: one for students in the selected school and the other for English Language teachers in the school. The questionnaire for students contained 18 items. Some of the questions, especially items 2, 3, 4, and 5, elicited responses on students' cognitive domain. Item 10 also elicited a response on the cognitive domain but this was on the teachers' questionnaire. Items 12 and 13 sought information on the affective domain. The items on the cognitive domain are more than those on the affective domain because the researcher is strong of the view that a students' affective domain is mostly determined by how knowledgeable the teacher is at the subject area and the methods he employs to teach

the subject (pedagogy). This view is strongly upheld by educationists in the sphere of education.

The questionnaire for English Language teachers in the school for the study consisted of 22 items. Out of these, 18 and 19 elicited responses on their affective domain. Item 21 sought responses specifically on the teacher's approach to the teaching of summary. Item 19, 20, 21, and 22 sought responses on ways by which teaching of summary can be improved. The questionnaire could be found in appendices A and C.

### **3.6.2 Interview**

Another instrument used by the researcher for the collection of data for this research work is the interview. The researcher chose to work with an interview since he is interested in gaining information about the participant's knowledge and ideas regarding the research topic. Interviews can be defined as "inter-view, an interchange of views between two or more people on a topic of mutual interest" (Kvale, 1996, p. 14).

An interview is never entirely subjective nor objective and each participant will define the situation in their particular way. One can rather see an interview as inter-subjective, meaning that the participants can discuss and give their interpretation of the subject (Cohen, Manion & Morris, 2007). Cohen et al. (2007) further posit that semi-structured interviews are good as interviewing allows the interviewer to make clarification requests, to expand on the topic, and to extend or elaborate the respondent's replies. This gives qualitative interview data responses richness, depth, and comprehensiveness.

For faster execution and lesser interviewer bias, the researcher adopted a structured interview to elicit responses from both teachers and students on the challenges and

solutions to summary in senior high schools. The interview questions for both teachers and students were designed using the main sections of the questionnaire. Using a structured interview guide, the researcher adopted a simple random sampling approach to select the participants for the interview. This took place between 18<sup>th</sup> and 25<sup>th</sup> February 2020. The responses from both teachers and students were recorded and transcribed into text analysis.

### **3.6.3 Test**

As part of efforts to concretize the purpose of the study and the review of related literature, student test was seen as a reliable source of data as part of the instruments for data collection in this study. A standard test on summary was conducted to elicit more information on students' challenges in summary. Through a simple random sampling, 10 of the students who answered the questionnaire were selected to undertake the test. As a result of the complex issues raised in the literature review, a thorough search revealed 5 scripts adequately reflected the issues raised in the research questions. Thus, these 5 scripts out of the 10 were selected for analysis.

### **3.7 Method of Data Analysis**

The responses from the questionnaire items were coded and analyzed using the statistical package for the Social Sciences software version 24.0. The SPSS was used for the data analysis because it is user friendly and the researcher was also familiar with its usage.

The data entry was done by the researcher. To check the accuracy of the data, the data was cleaned before running the analysis. Cleaning the data helped to get rid of errors that can result from coding, missing information, influential, cases and outliers. Statistics were used in the analysis. The results were presented using frequency tables



and percentages whilst the qualitative data was analyzed by content analysis to identify emerging themes leading to certain conclusions.

### **3.8 Validity**

An instrument is considered valid when there is the confidence that it measures what is intended to measure in a given situation Punch (1998, p. 96). The questionnaire and interview prepared on the bases of selected sub-topics were submitted to some experienced teachers of English in two Senior High Schools and my supervisor for scrutiny.

The necessary corrections were made and the items were certified adequately. The draft questionnaire and the interview guide were also shown to my supervisor for scrutiny and construct validity.

### **3.9 Reliability**

Joppe (2000, p. 117), defined reliability as “the extent to which results are consistent over time and an accurate representation of the total population under study”. Given Joppe’s assertion on reliability, the questionnaire items and interview guide which the researcher constructed were carefully analyzed by three different English Language examiners to ensure reliability, based on the number of items.

### **3.10 Ethical Issues**

Ethics is defined by Pring (2000, p. 142) as “the search for rules of conduct that enable us to operate defensibly in the political contexts in which we have to conduct educational research”. Worthy (2000) highlights research ethics and legitimacy of knowledge saying “ethical issues in research include codes of conduct that are concerned with the protection of the researched from physical, mental and or

psychological harm, including anonymity of the researched and confidentiality of the responses”. The importance of ethical issues was highlighted by Robson (2006, p. 66) who argues that “control over what people do has a moral dimension.” Ethical dilemmas lurk in any research involving people. Research participants were assured of their confidentiality and anonymity. A letter was first written to seek the consent of the headmaster of the school. Research participants were further made aware that their responses were purely for educational purposes.

The participants were further informed that their participation in the current study is optional and it is not compulsory in any way. I added that if they would like to participate in the study, this would be helpful, but if they felt that it was risky or that the study violated their privacy or rights in any way, they had the right to refuse to participate in the study.

Thirdly, participants were accorded the right to withdraw from the study as a norm for the conduct of research. They had been informed that they had the right to withdraw from the study for any or no reason and at any time. Besides, the participants’ data were treated with strict confidence and anonymity.

### **3.11 Limitations**

Despite the significant contributions the current study made to summary writing within the Ghanaian context, the current study was limited to students at the Ghana Secondary Technical School, Takoradi, and a relatively small number in comparison to other explanatory studies. Consequently, transferring the findings beyond this particular student group should be practiced with care. Some other limitations of the current study deal with problems associated with the data collection methods that could not be eliminated. Secondly, using the simple random based sampling strategy

was restrictive in the choice of the research participants for the study. Thirdly, the research instruments might be limited in their focus and not ideally perfect. Finally, the accuracy of students' responses was doubted since two students were nervous and worried during the interview and this resulted in insufficient or incomplete data.

### **3.12 Conclusion**

This chapter has presented a detailed description of the methodology employed in the current study. The use of a mixed-method design was justified. An account of both quantitative and qualitative data collection and analysis methods was reported. Justifications were given to the choice of the data collection and data analysis methods.



## **CHAPTER FOUR**

### **DATA ANALYSIS**

#### **4.0 Introduction**

This chapter presents data analysis, presentation of results and interpretation of results obtained from the research instruments on the challenges students face in summary writing in Ghana Secondary Technical School, Takoradi. The results presented are derived from the quantitative and qualitative data analyzed.

The following research questions guided the study:

1. Why do students in Ghana Secondary Technical School, Takoradi face challenges in summary?
2. What strategies can be adopted to improve performance in summary among students of Ghana Secondary Technical School, Takoradi?

#### **4.1 Data Analysis and Discussion**

#### **4.2 Questionnaire for Students**

**Results Related to Research Question 1: Why do students of Ghana Secondary Technical School face challenges in summary?**

**Table 4.1 Challenges students face in summary writing**

Statement	Frequency (Percent)				Total
	SA	A	D	SD	
I always perform well in summary	9 (10.0%)	35 (51.1%)	33 (25.6%)	13 (13.3%)	90 (100.0)
I face challenges in summary	9 (10.0%)	35 (38.9%)	33 (36.7%)	13 (14.4%)	90 (100.0)
I lack knowledge on paragraphing	1 (1.1%)	10 (11.1%)	33 (36.7%)	43 (47.8%)	90 (100.0)
I lack the ability to identify a topic sentence	6 (6.7%)	16 (17.8%)	34 (37.8%)	34 (37.8%)	90 (100.0)
I believe there is a process in summary writing	52 (57.8%)	28 (31.1%)	6 (6.7%)	4 (4.4%)	90 (100.0)

**KEYS: Strongly Agree=SA, Agree=A, Disagree=D, Strongly Disagree=D.**

**Source: Field Survey-- January 2020**

Data gathered from the students indicated that 35 students representing 51.1% confirmed they perform well in summary writing. 13 students representing 13.3% indicated they strongly disagreed with the fact that they have been performing well in summary. This is a clear indication that students' performance, in summary is not encouraging and the teacher should take note of that.

Further analysis of the data shows that 35 students representing 38.9% indicated that they face challenges in summary writing. On the other hand, 33 students representing 36.7% disagreed with the fact that they face challenges in summary writing. If such a number which is 35 out of 90 participants confirmed having challenges in summary,

then it is a fact that indeed students face challenges in summary in Ghana Secondary Technical School, Takoradi.

The data further revealed that the majority of the respondents are very familiar with the inns and the outs of paragraph development which is a prerequisite to effective summary writing. From the data, it was realized that only one student representing 11.1% agreed to the statement. This shows students in Ghana Secondary Technical School have some relevant skills in summary writing.

On identification of a topic sentence which is key to an effective summary writing, 34 students representing (37.8%) also disagreed. The above assertion is quite interesting and this shows students in the study area indeed have a thorough knowledge on identifying topic sentences in summary writing.

On the process rules in summary writing, data gathered showed that 52 students representing 57.8% strongly agreed and 28 representing (31.1%) agreed that they are very much aware of the processes involved in teaching summary. Teachers must therefore encourage and motivate students to achieve better results in summary writing tasks.

**Table 4.2: How often Respondents read**

<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	16	17.8
Agree	50	55.6
Disagree	16	17.8
Strongly disagree	8	8.9
<b>Total</b>	<b>90</b>	<b>100.0</b>

*Source: Field Survey – January 2020*

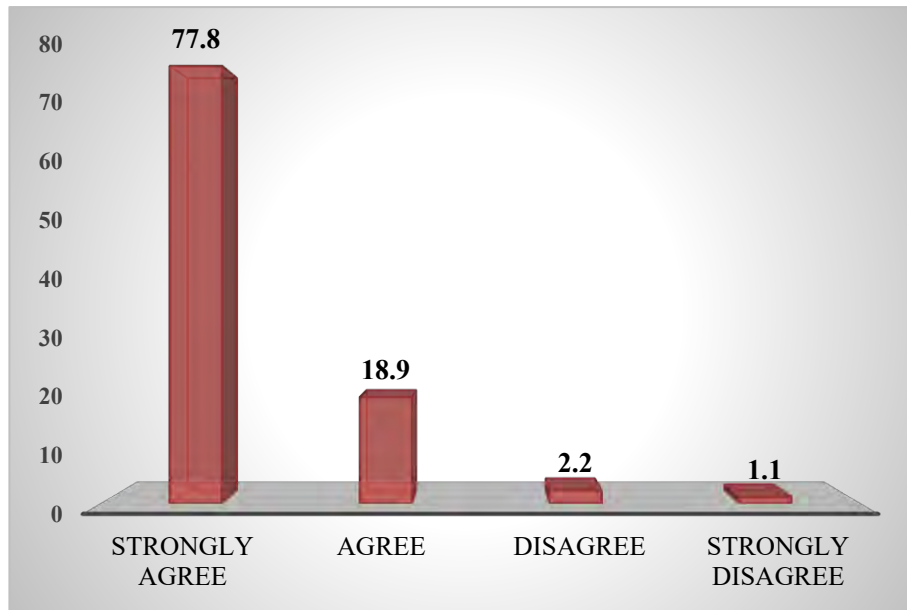
Data from Table 4.2 shows how often respondents read. It was revealed that 50 out of the 90 students representing 55.6% agreed they read often. Teachers should provide an enabling environment for students to increase their reading opportunities. This is in line with the findings of Sackey Fio who is of the view that the language learner must be more exposed to the target model to have a high chance of imbibing the correct standard in English (Sackey Fio, 1997, p. 26).

**Table 4.3. Ability to comprehend and interpret what is read**

<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	27	30.0
Agree	46	51.1
Disagree	11	12.2
Strongly disagree	6	6.7
<b>Total</b>	<b>90</b>	<b>100.0</b>

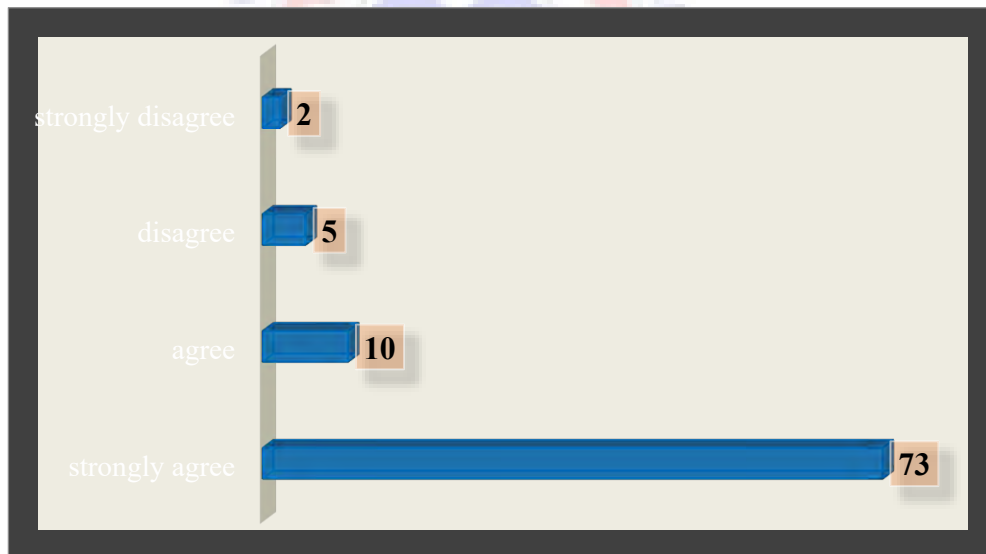
*Source: Field Survey – January 2020*

The data also revealed the student's ability to comprehend and interpret what is read. Interpretation plays a crucial role in summary tasks. According to Hidi and Anderson (2012), summary writing is a composing task and the ability of the student to read and interpret the content of passage according to the context is quite beneficial in providing summary answers. 46 students representing 51.1% confirmed they can read and interpret whatever they read. On the other hand, 11 students disagreed that they read and comprehend what is read. Summary encourages the students' application of the brain, hand, and eyes. It equips the student with the skill of meticulous reading and consideration of the materials read. Teachers should therefore encourage the students to read more to build their vocabulary and also increase their visits to the school's library to improve their general performance in summary writing.



**Figure 4.1. I think summary teaching should start from first year classes**

**Source: Field Survey – January 2020**



**Figure 4.2. The teaching of the summary should start from first-year classes.**

**Source: Field Survey – January 2020**

Further analysis of the data shows that respondents are opting for summary lessons to begin during the first year of their three years Senior High School Education. From the data, 73 students representing (77.8%) strongly agreed to the assertion that



summary teaching should start from first-year classes because of its relevance to other subjects. This view by the students is in line with the findings of Langan (2003), who posits that “summary writing enhances our ability to assimilate information”. Thus, it is not only relevant to the English lesson but also in all the lessons that a student takes in his school life.

### **Results related to Research Question 2: What strategies can be adopted to improve performance in summary amongst students?**

**Table 4.4: Strategies to Improve Summary Writing**

**Source: Field Survey – January 2020**

Data gathered in Table 4.4 relates to several strategies to overcome challenges in

Statement	Frequency (Percent)				Total
	SA	A	D	SD	
I take feedback on summary lessons from my teacher	73 (81.1%)	10 (11.1%)	5 (5.6%)	2 (2.2%)	90 (100.0)
I can to make a summary of notes and paragraph	20 (22.2%)	51 (56.7%)	13 (14.4%)	6 (6.7%)	90 (100.0)
I can summarize the important points in the English subject content	27 (30.3%)	52 (58.4%)	5 (5.6%)	6 (5.6%)	90 (100.0)
I can write sentences correctly	42 (46.7%)	42 (46.7%)	4 (4.4%)	2 (2.2%)	90 (100.0)
I am able to think and analyze content in English.	30 (33.3%)	52 (57.8%)	6 (6.7%)	2 (2.2%)	90 (100.0)

summary. From the table, 73 students representing (81.1%) strongly agreed that they take feedback on summary lessons from their teachers seriously whilst 10 of the students representing (11.1%) also agreed to the assertion. The students contacted for the study also confirmed they are can make a summary of notes and paragraphs. 20

students representing (22.2%) strongly agreed to the statement whilst 37 of them representing (36.7%) also agreed. Those who disagreed were 5 representing (5.6%). Only 2 students representing (2.2%) strongly disagreed.

Again, 27 of the students representing (30.3%) strongly agreed that they can summarize the important points in the English subject content. 52 students representing (58.4%) on the other hand agreed to the statement in question. This shows that students in the study area are good at summary writing.

Data gathered from respondents further revealed that students can write sentences correctly. Coincidentally, 42 students representing (46.7%) strongly agreed whilst 42 respondents representing (46.7%) also agreed. Summary answers at the WASSCE are strictly written in sentences and so if the responses fall within such a context, then indeed it can be concluded that students in the study area are indeed doing well in summary writing.

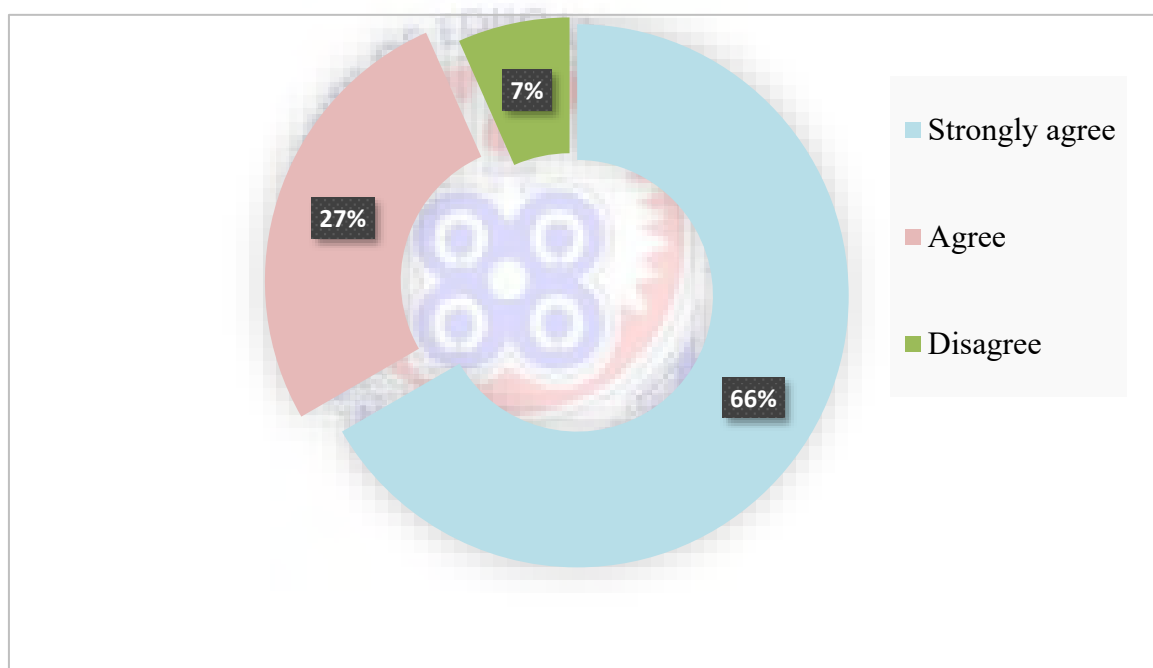
Finally, the data in Table 4.4 proved that students can think and analyse content in English subject. 30 students representing (33.3%) strongly agreed whilst 52 students representing (57.8%) agreed. Only two students representing (2.2%) strongly disagreed with the statement.

**Table 4.5 Satisfaction in English Language performance**

Item	Frequency	Percent
Strongly agree	44	48.9
Agree	32	35.6
Disagree	11	12.2
Strongly disagree	3	3.3
<b>Total</b>	<b>90</b>	<b>100.0</b>

**Source: Field Survey – January 2020**

**The ability to understand difficult reading materials**



**Figure 4.3. My English language teacher can simplify difficult reading materials so I can understand it**

**Source: Field Survey – January 2020**

The data shows that indeed the English Language teachers in the study area can simplify difficult material to the understanding of students. 73 students representing 66% strongly agreed, whilst 24 respondents representing 27% also agreed. In relating

this to the table on teacher dynamics, Figure 4.4, (62%) representing 56 students strongly agreed to the effective dynamism of the teacher simplifying difficult materials. 31 students representing (34.4%) also agreed to the above assertion. This is in line with the views of Lanara (1999). According to him, with the use of the right motivational theory, effective lesson planning, and the right methods, academic performance would be assured.

**Table 4.6. Teaching dynamics help**

Item	Frequency	Percent
Strongly agree	56	62.2
Agree	31	34.4
Disagree	3	3.3
<b>Total</b>	<b>90</b>	<b>100.0</b>

*Source: Field Survey – January 2020.4.3*

### 4.3 Interview for Students

#### Results Related to Research Question 1

#### **Why do students of Ghana Secondary Technical School face challenges in summary?**

To explore the reasons why students face challenges in summary writing, participants were to respond to a ten-item structured interview questions. Results from questions on the availability of textbooks and how often students read; indicated that 80 out of the 90 respondents confirmed they have textbooks. 9 of the respondents on the other hand said they had no textbooks. 1 student during the interview claimed copies of books are not enough for everyone. Further analysis of the interview revealed that students of G.S.T.S read books but most often, the reading is on books related to their elective programmes of study.

Students normally read books on Physics, Chemistry, and Biology. They hardly read books on the English Language. One student who was labelled (1S-27), for anonymity, confirmed he has never read a novel or storybook since the first semester of SHS 2. Structured Interview questions (3-7) were tagged dynamics of reading. Its context comprised, the number of books a student had read within the semester and how often a student visited the library.

From the interview, it was realized that 35 students have read between 1 – 3 books, 48 students have read between 1 – 2 books and unfortunately, 7 students have never read any storybook or novel this semester. Visitation to the library was one question which was of utmost priority to the researcher. Unfortunately, 84 out of the 90 students interviewed had never been to the library that semester. The library facility is a resource that helps to improve students' vocabulary. If students do not patronize the library to read to improve their knowledge, then that could account for their challenge in summary writing since vocabulary plays a very important role in the understanding and writing of summary (Schofield and Start, 2007).

The researcher wanted to find out how often students are evaluated after summary lessons. From the interview, it was realized that evaluation on the summary in final year classes in the study area is not encouraging. 78 out of the 90 respondents confirmed they do summary exercises once in two weeks and some cases once a month. The remaining 12 students revealed they had never done the summary exercises for the past two months. *“my teacher has not done summary exercises in two months.”* Response from (SI.56) revealed that his teacher had conducted only one exercise for their class on the summary.

The researcher also decided to find out if the students had been taught how to answer summary questions. Surprisingly, all 90 students confirmed they have been taught a summary. According to (SI.46) a respondent, the teacher's lessons on summary lasted for a whole week and he enjoyed the lesson. On motivation by the teacher, 75 out of 90 students confirmed they are always motivated by their teacher to study summary.

#### 4.4. Questionnaire for Teachers

**Table 4.7: Teachers Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
First Degree	8	80
Second Degree	2	20
<b>Total</b>	<b>10</b>	<b>100.0</b>

*Source: Field Survey – January 2020*

As seen in Table 4.7, eight (8) out of 10 tutors of English at the Languages Department, representing 80% had a Bachelor's Degree in English. Two (2) teachers representing 20% had both obtained a Master of Arts in Teaching English as a Second Language. From the table, it is clear that no teacher is below the first-degree level which is a prerequisite for employment in the school. This indicates that the teaching staff has a good background and competence in the field of language teaching.

**Table 4.8. Teacher's Rank**

<b>Rank</b>	<b>Frequency</b>	<b>Percent</b>
AD II	7	70
AD I	2	20
Principal Superintendent	1	10
<b>Total</b>	<b>10</b>	<b>100.0</b>

*Source: Field Survey – January 2020*

Table 4.8 above shows the duration of teacher and teacher ranks in the Languages Department. The study established that one (1) teacher representing 10% is a Principal Superintendent. Seven (7) teachers representing 70% are in the ranks of Assistant Director II, whilst two (2) teachers representing 20% are in the rank of Assistant Director I. On the number of years taught in the school, the data revealed that 8 teachers representing 80% have taught between 5 and 20 years whilst 2 teachers representing 20% have taught for twenty years and above. This shows the school has very experienced teachers who can effectively handle summary lessons.

Despite of the number of years taught, the researcher feels the teachers need some form of orientation or in-service training in the field of teaching English as a Second Language and modern trends in teaching English. The data further proved that all teachers agree that students face challenges in summary. This agrees with the report by the 2018 WAEC Chief Examiners Report on students' challenges in summary writing.

According to the teachers, some of the challenges were: inability to identify topic sentences, mindless lifting, using phrases and clauses, inclusion of the materials outside the passage and inability to locate main points. On rating students' performance, in summary, all the teachers unanimously agreed that the performance of summary in the school is satisfactory. This response proves that students in the study area have challenges in summary writing.

A further analysis of the teachers' questionnaire revealed that statements 11 – 15 asked questions on the attitudes of students towards the teaching and learning of summary. 90% of the teachers confirmed that students have negative attitudes and also keep on postponing summary assignments.

The behaviour of a student correlates and determines the outcome of his performance. It is generally believed that the student with the right attitude towards learning and a suitable learning environment is bound to succeed. It is therefore important for teachers to note that all theories and ideas about attitude formation as well as orientation can help in the understanding the mental and psychological disposition of students, especially students in senior high schools (Long & Russell, 1999).

Teachers must therefore understand how the attitudes of the students are formed to adopt the necessary approach to address issues relating to behaviour and conduct of learning. A complement of the teachers' effort with the right attitude may promote academic excellence. This is in line with Lanara (1999). According to him, teachers must use their knowledge in psychology to know their students well. He further emphasized that the application of the right motivational theory and the right attitude of students towards studies will surely promote improvement in academic work.

The researcher also wanted to know whether the students took the teachers' feedback on summary lessons seriously. 7 teachers representing 70% asserted that students do not take feedback seriously while 30% think otherwise. The teacher must frequently give feedback to students for their mistakes to be corrected. The inability of students to take feedback results may be since teachers do not give them feedback on summary exercises. It is therefore vital for teachers to provide constant feedback techniques to students to help them improve upon performance in summary writing (Ehrlich & Zoltek, 2006).

On teacher dynamics, the researcher wanted to know if the teachers' paid particular attention to the sentence construction of the students. All the 10 teachers unanimously agreed to the statement. Summary answers are normally written in sentences. Since



there is a correlation between the sentences and summary, English Language teachers must try to teach sentence types effectively as a requirement on the grammatical scale to help students transfer the knowledge acquired through sentences in writing their summary answers.

From the data, the researcher wanted to know from the teachers if they guide students to overcome some of the challenges they face in summary: all teachers responded 'yes' to this question. Motivation; be it intrinsic or extrinsic plays an important role in the work of a teacher. A teacher must be dynamic and must always bring his ideas and ideals about the psychology of motivation at the disposal of his student (Leyfrancois, 2000). This also concurs with findings of Gawe (2000) who posits that the ability of the teacher to encourage learners to participate and communicate their ideas in a learner-centered environment will arouse learners' interest in an English lesson for better academic achievement. A teacher's motivation indeed would go a long way to improve performance in summary writing in Ghana Secondary Technical School, Takoradi.

The data further revealed that teacher effectiveness and dynamics improve performance in summary writing. All ten teachers representing 100% confirmed this assertion. A teacher is expected to have mastery and control of content as well as knowledge of his subject area. A teacher who lacks these skills will be handicapped in the classroom and this will affect the performance and academic results of his students.

According to Kimberly (2009), teacher effectiveness is impeded if the teacher is unfamiliar with the body of knowledge taught. The quality of education is directly related to the quality of instruction in the classroom. It is a fact that academic

qualifications, knowledge of the subject matter, competence, skills of teaching, and the commitment of the teacher have an impact on the teaching and learning process.

The assertion of Kimberly (2009,p.16), also agrees with the findings of Freeman (1998), who posits that a good English Language teacher must be confident in the classroom during a lesson delivery and he must also deepen his understanding of learning and teaching theories. Such a teacher must always aim at developing his knowledge of subject matter to improve his delivery which will in turn promote excellent students and improved summary writing skills for better results.

#### **4.5 Interview for Teachers**

To further deepen the understanding of the subject matter under review, an interview was conducted to elicit responses from the teachers contacted for the study. On questions related to content and pedagogy, all teachers confirmed they had the formal training and degrees in English from the university. There are three categories of English teachers in secondary schools in Ghana. These categories are teachers with Bachelors, Master of Philosophy, or Master of Education Degrees. These teachers have detailed knowledge of the content and traditional knowledge of the subject area.

With the view to improving the standard of English Language, teaching and learning, teachers of English Language must enroll in ESL/EFL Programmes to be experts in their field. There is sufficient empirical evidence which suggests that the achievement of students rely substantially on the teachers they are assigned. Classroom-based research is valid enough to determine whether the learners are receiving appropriate content instruction or not. Pennington (2005, p. 7), says that the quality of teaching must be considered in determining which results can be expected.

Watson (2003, p. 29) states that “teachers’ knowledge of content and experience rather than teaching behaviour should be emphasized as the basis of an account of exemplary teaching”. Lafayette (2006) has shown a strong correlation between the subject knowledge of the teacher and the learning outcomes. He argues that a sound command of the target language gives the teacher a high degree of confidence to meet the requirements of the learner.

Mutawa and Kalani (1989) opine that if a teacher does not have a practical command of the target language, his poor knowledge of the English sound system, grammar, and vocabulary as well as his poor communication skills will negatively affect his delivery. From the interview, the researcher also wanted to know the number of times teachers of the study school attend in-service training within an academic year. Eight (8) teachers representing 80% have not had an in-service training programme since 2017 whilst the other two representing 20% have never had any in-service training for the past five years.

From the interview, one teacher (T6) had this to say “*I need the INSET badly for my professional development*”. The above assertion shows that frequent in-service training for teachers, modification of learning strategies and professional development are essential to the work of the English Language teacher. The findings agree with the views of Gawe (2000,p.12), who encouraged teachers to enroll in language development courses and subscribe to ESL magazines and also participate in foreign and local workshops to be abreast of modern trends in teaching the English Language.

Rossner (1992,p.6) also admonishes language teachers to be better informed about their profession by obtaining professional English Language teaching certificates for their professional development.

From the interview, the respondents unanimously agreed that they lack the necessary resources to help make their summary lesson delivery successful. In the views of the respondent (T2)

*“the unavailability of such resources sometimes demotivates them in their teaching”.*

The finding that the teacher also lacks the English Language resources they would need to deliver adequate lessons in the classroom also agrees with the findings of (Seglam, 2011). According to him, an investment in good teaching materials is relatively a better investment in good teaching. Bedu-Addo (2014) also argues that the provision of useful relevant instructional materials is key to understanding concepts in lesson delivery as these materials open up more channels of communication, help maintain students' attention and enhance the process of perception and retention.

Large class sizes according to the teachers impede their work during summary lessons. From the interview, 8 teachers representing 80% of the teachers contacted for the study revealed they handle more than 50 students in a class and teach an average of five classes.

Large class sizes are now a common feature of most second cycle institutions in the country and Ghana Secondary Technical School is no exception. The situation has not been pleased with the introduction of the Free Senior High School Policy which gives access to a lot of JHS graduates to access Senior High School education. In a study conducted by Amuah-Sekyi (2010), it was observed that teaching and learning take a nosedive in large class situations. One teacher who was interviewed was of the view that he teaches six classes and has an average of 60 students in his class. This as a result, creates a lot of defects since large class sizes impede students' ability to contribute and do independent critical thinking.

The above fact implies that individual attention is not given to students who may need it. In such circumstances, effective feedback is not realized. The implication is that students would not be aware of their academic performance in respect to their continuous assessment. In the opinion of (Salebi, 2004), finding time for marking, planning, and assessment is more of a problem in schools with large class sizes.

Further analysis of the interview data shows that teachers confirmed performance in summary in their school is not encouraging. In the first step, the researcher believes teachers should be to encourage the students and commend them and also appreciate the hard work of the students. The teacher summarily plays a key role in the performance of his students. The teacher must have clearly defined objectives in his lesson delivery and also adopt an alternative means such as remedial programs to help weaker students. Ahmadi (2011) also posits that a well-planned and prepared lesson provides clear direction to teachers in their teaching.

#### **4.6 Analysis of Summary Test for Students**

To further deepen the understanding of the issues raised in the literature review and the objectives of the study, the researcher decided to administer a test to further concretize the purpose of the study and the findings from both the interview and the questionnaire from respondents. A standard summary test was administered to 10 students through a simple random sampling procedure.

Through a simple random sampling, 10 of the students who answered the questionnaire were selected to undertake the test. As a result of the complex issues raised in the literature review, a thorough search revealed 5 scripts adequately reflected the issues raised in the research questions. Thus, these 5 scripts out of the 10

were selected for analysis. Data collected from students' answers to the summary questions indicated the following:

Generally, students did not show exceptional mastery of the language skills tested in the examination. Students performed poorly in this aspect by displaying their poor command of the English Language which was reflective in clumsy expression in summary writing. Example:

- i. Peoples engaged in criminal and anti-social activities. [ × ]
- ii. People can get the maximum benefit from entertainment if they are selective in what they watch, see, and touch. [ × ] (Refer to Appendix G).

Many of them could not spot parts of sentences that had to be summarized. Due to this, they engaged in mindless lifting and inclusion of irrelevant materials in each scoring answer. Example:

- i. It instructs people in whatever they do.
- ii. Entertainment it is true had a natural way of attracting people.

Students did not understand the text. This can be seen in appendix G, where a student wrote: Entertainment for example is good for an answer instead of Entertainment relaxes people and Entertainment has a natural sense of attracting people; instead of Entertainment attracts people. (Refer to Appendix G). This also shows why students displayed their poor command of the English Language which was reflective in their poor spelling, disregard for rules of grammar as well as clumsy expression in summary writing.

Only one student was averagely able to generate reasonable ideas for the content of the summary paper. This view is supported by marks scored by students. Out of the 5

students whose scripts were sampled for the analysis, only one person scored 16 out of 30 marks and 2 also scored 15 out of the 30 marks allotted for the test.(Refer to Appendix G). Students' sense of topic sentence, as well as main ideas and knowledge of formal features, were fairly established.

Less than half of the students presented concise and brief answers. This accounted for the various average marks scored by the students who took part in the test.

Only one student displayed an average understanding of summary writing skills, techniques, principles, and appropriate terminologies in summary writing, He scored 16 out of 30 marks. Most of his answers contained grammatical errors and inclusion of irrelevant materials although few were written in sentences in line with the demands of the marking scheme. (Refer to Appendix G)

A general perception of the whole outcome of the summary test taken by the students is the lack of practice and inadequate materials for summary tests. This agrees with the views of the students who reported through the interview that they are not taken through enough exercises on the summary.

An adequate supply of teaching resources and materials will provide a fertile ground for an effective lesson delivery for better academic achievement. According to (Seglam, 2011), an investment in good teaching and learning materials is relatively a better investment in good teaching.

There is very little practice in summary writing at this stage resulting in the Senior High School students' poor knowledge of summary writing. This means that teaching of the summary at the Senior High School needs to be comprehensive. Unfortunately, the treatment of summary writing in the textbooks is not adequate either.

For instance, the treatment does not take care of recurring errors as mistaking illustrations for main points, the inclusion of extraneous materials in the summary, and the imposition of personal opinion of the students of the subject matter discussed in the passage.

But then, it is still important to directly instruct students to understand that summary must state the opinion or position of the original writer, but that of the summary writer should be excluded. Such direct instructions should help students to focus.

#### **4.7 Conclusion**

In this chapter, the researcher tried to provide a descriptive and interpretive analysis of the data collected from different perspectives based on the research questions of the study. Findings of the thematic content analysis as well as results of the statistical analysis have been combined where appropriate to present the findings integratively and to avoid repetition.

Many factors were found to negatively affect students in summary writing skills. Some of these factors are; inability to identify topic sentences, mindless lifting, using phrases, clauses, and teacher related factors and inability to locate main points in a summary passage. These difficulties and challenges affect students of Ghana Secondary Technical School. Summary writing must be emphasized by their teachers.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter deals with the summary of the study, implications, and conclusions based on the findings of the study. It offers recommendations based on the conclusions. It also presents suggestions for further research on the challenges students face in summary writing in Ghana Secondary Technical School, Takoradi, and ways of addressing them for better academic achievement.

#### 5.1 Findings

It is clear from the interview in relation to the first research question that students' challenges such as inability to identify topic sentences, mindless lifting, using phrases, clauses, and teacher related factors as well as inability to locate main points in summary negatively affect and impede their performance.

The teacher is expected to have mastery and control of content and knowledge of his subject area. A teacher who lacks these skills will be handicapped in the classroom. It is a fact that the academic qualifications, knowledge of the subject matter, competence, skills and commitment of the teacher have a positive impact on the teaching and learning process.

The researcher also found that a positive classroom environment that comprises good seats arrangement and effective class management makes the teaching and learning of a subject effective. Both students and teachers agreed that large class size is an impediment to their effectiveness.

All students who have difficulties in the summary and extraordinary personal challenges can do well when there is effective classroom management by the teacher. According to Okoye (2011, p. 7), behavioral challenges in the classroom requires a teachers support, encouragement and belief that students can achieve high standards to overcome the challenges and the distractions.

It was also found that students' attendance at the library was not the best. Report from Chief Examiners encourages more reading and writing opportunities. In line with the summary, there is no standard resource book on summary used by teachers. Some widely read students tend to impose their experience upon the texts. Such students' summaries are often full of their opinion rather than the original writer's position.

Findings from the data also showed that the majority of teachers of the English Language do not attend in-service training and workshops which makes the teachers still hold on to the traditional way of teaching summary which impedes students' ability to master the skills of summary and independent work. This, the researcher finds worrying. All the teachers contacted for the study confirmed it.

The researcher also realized that most teachers in the Senior High Schools treat summary writing lessons as they do in the regular comprehension lessons. The researcher finds this approach rather disturbing. Indeed, it must be stated that this approach does not seem to be helpful as students continue to obtain poor grades and results in both external and internal examinations. Comprehension is not the surest approach to teaching summary but rather a composition.

When students do not attain appreciable grades, they develop negative attitudes to the subject. Teachers can determine the difficulties by looking at the errors students make, but they do not seem to do enough to help students overcome their difficulties.

Finally, it was noted that strategies in teaching summary were not self-exploratory by some of the students. This is due to the fact that most schools in Ghana start teaching summary during the second semester of the second year. This practice, therefore, makes it difficult for students to grasp the concept of summary on time for better results. The study used an explanatory mixed-method approach to find out the challenges students face in summary writing in Ghana Secondary Technical School, Takoradi. It was guided by the following research questions:

1. Why do students of Ghana Secondary Technical School, Takoradi face challenges in summary?
2. What strategies can be adopted to help improve performance in summary writing among students of Ghana Secondary Technical School, Takoradi?

The population for the study included English Language teachers and students of Ghana Secondary Technical School, Takoradi. The sample size for the research was one hundred respondents, ten English Language teachers and ninety students. The instruments for the data collection were questionnaires, tests and interviews.

The questionnaire for both teachers and students contained items that addressed the objectives of the study. The subsequent sessions address the issues raised in the research questions.

## 5.2 Summary of the Findings

This study sought to explore the challenges students face in summary writing in Ghana Secondary Technical School, Takoradi. A simple random technique was adopted to select the respondents. The majority of the respondents consider the role of the teacher a very crucial one in teaching.

The English Language teacher should therefore position himself strategically not just as a facilitator, but learner-centered resource personnel in the academic life of students. This is in line with (Brindley, 2004) who posits that a good English Language teacher should be concerned about the future of every student in his language class.

Both teacher and student responses to the study agree with stakeholders and other bodies' efforts to provide facilities that will enhance teaching and learning to improve the performance of students in the summary writing in Senior High Schools.

The resourcing of libraries in schools should be of utmost priority for all heads of schools. Students lose interest in libraries when archaic materials that do not reflect modern trends in education are normally found in such libraries.

Teachers can also promote reading among students by reading themselves and encouraging students to also read similar books. Students' interest can be improved if they are made to summarize some portions of the books read.

Large class sizes must be checked in schools. Parents can collaborate with old students to provide more infrastructures for schools to help reduce the class sizes for better classroom management practices.

Teachers should always see the errors committed by students as a learning process. They should therefore apply their skills in contrastive and error analysis to help their students improve upon their performance in summary.

Professional bodies such as the Ghana Association of Teachers of English should organize frequent in-service training to help English Language teachers to sharpen their teaching skills.

### **5.3 Implications of the Findings**

The implications of the findings of this study are that every aspect of the English Language must be given equal prominence in the syllabus, in the textbooks and on the timetable. Also, given that the role of the teacher has proved very useful in getting the Senior High School student to master the skill of summary writing, the study strongly suggests that teachers adopt the necessary strategies to teach the relevant skills needed for paragraph development and summary writing.

#### **5.3.1 Pedagogical implications of the findings**

The question the researcher would attempt to answer in this section is what needs to be done by whom, to enable students to achieve competence in summary writing in particular and English Language in general. The stakeholders to be considered are the policymakers, the syllabus designers, the textbook writers and the teacher.

#### **5.3.2 Implications for policymakers**

Policymakers should encourage teachers to undertake research into areas of difficulty of their students. There may be the need to create a pool from such studies from where the findings will be synthesized and incorporated in the textbooks. Such moves would motivate teachers and help determine problem areas before those problems get

out of hand. Researchers who are not actively teaching may miss out on the practical situational problems which the teacher faces frequently. Also, my personal experience has been that teachers are a bit skeptical of researchers, thinking they are out to place a value judgment on their work. As a result, they do not open up to the researcher as they should for the best results.

For instance, it is not easy for an outsider to observe students' day-to-day work progress, construct, administer, and collect questionnaires and other investigative tools in the classroom. In fact, it is quite impossible for a researcher to do these without the full cooperation of the class teacher. But then, it will mean that some funds need to be made available for the purposes of encouraging teachers who are researching into phenomena in the classroom. If research findings from teachers are available, such findings can inform the revised syllabus.

### **5.3.3 Implications for syllabus designers**

The syllabi for both JHS and the SHS include general and specific objectives for the lessons. There is also an expanded scheme of the topics to guide teachers on what they are expected to cover. It would help teachers if the philosophical underpinnings of the areas taught were included in the scheme. This would enable teachers to appreciate the wisdom behind the selection of certain aspects of the subject, thereby motivating them to work very hard at every aspect with equal enthusiasm.

### **5.3.4 Implications for Teachers**

It is important for teachers to be more proactive in helping find solutions to students' problems. There is a need for teachers to learn to motivate students to eschew certain negative perceptions they might have for certain subjects. This means that the

teachers themselves must be positive in their outlook towards what they teach. It is not enough for teachers to teach a subject just because it is on the timetable.

There is the need to educate teacher trainees on the philosophy surrounding the teaching of certain, if not all subject areas. If they learn the rationale behind some of the things they teach, teachers will then appreciate their importance and approach the teaching with alacrity. They will also be in a position to provide help for their students who are developing apathy towards lessons. It is expedient for teachers to be motivated to pursue researches in the classroom. This will help them understand the problems encountered in the teaching and learning process.

### **5.3.5 Implications for Textbook Writers**

There should be a direct link between syllabus designers and textbook writers. The syllabus for the JHS, for example, provides for the teaching of summary writing, beginning from year two. Under the reading programme, pupils are to be guided to be able to identify and write their main points in given texts and also summarize given texts.

However, in the official textbook of English for Junior Secondary Schools pupil's Book Two, there is no section on summary writing at all. The only question that directly relates to summary writing in the book is the last question on the comprehension question of Unit Nine, which required students to suggest another suitable title for the passage used in the unit. There are twenty-four units in the book just like Book Three. As in Book Two, there is no section devoted to formal instructions in summary writing. However, the last question on the comprehension passage of unit nine demands that students give the passage another suitable title.

Unit eleven also has a question that has a bearing on summary writing. One of the questions on the comprehension passage asks students to state the main purpose of the article that is used as the comprehension passage. Another question that relates to summary writing is in unit twenty. One of the questions on the comprehension passage requires students to identify a sentence that shows that Ghana was not content with the improvement she had made in education, according to the writer. These fall short of summarizing a text, as required by the syllabus.

Furthermore, it is imperative that textbook writers help teachers who may be weak in summary writing to deliver helpful guidance to their students. They can do this by providing teachers with handbooks.

In addition, even though summary writing has a much wider application than an examination requirement, there must be exercises in the textbooks that are tailored along the lines of the examination.

#### **5.4 Recommendations**

In line with the summary of the study, the researcher makes the following recommendations to help improve the performance of students in summary writing, especially among students of Ghana Secondary Technical School, Takoradi.

- Teachers must use student-centered approach and positive learning classrooms to facilitate learning to reduce disparities. This will optimize student learning, help build a cohesive classroom community, and create a pleasant work environment for both the teacher and the student.
- Dictation drills should be encouraged in schools. This will facilitate great spelling skills among students.



- Students must also be given more writing opportunities as well as outlets for expression in English. Teachers can do this by creating a special place to display students' writing. The teacher can also provide a box for students to place slips of paper with concerns written on them. They can write in notes and issues about the school and the classroom environment. This will go a long way to help improve the skills in spelling and writing of students.
- There is an urgent need for teachers in Senior High Schools to effectively teach students how to answer questions in English Language examinations. Summarizing skills should also be emphasized in comprehension.
- This panacea for majority of these shortcomings is an extensive reading of good texts. Reading would enhance and facilitate the appreciation and learning of the structure and many other aspects of the language. In view of this, school authority and parents should make sure that there are reading habits in their students. Stakeholders like PTA's, District Assemblies, GETFUND and old students' associations which can see to the supply of reading materials should also get involved in solving this problem before it gets out of hand.
- Teachers can make a valuable contribution to developing a friendly relationship with their students in order to develop attitudes towards learning the English language.
- It is recommended that teachers should explore the value of different feedback models with clearly stated criteria to correct students' summary texts for better achievements.
- Libraries in schools must be well resourced to promote encouragement among students. Krashan (1991) sheds light on the importance of reading to enhance students' prior knowledge and he added that the teaching of reading and

writing should be integrated to better prepare students to read like writers and write like readers.

- The Ministry of Education and other stakeholders should provide sufficient and relevant reading materials to schools. Textbooks supplied should commensurate with the level of the students to encourage students to read.
- The teacher-learner ratio should be taken into consideration. This would reduce overcrowding and large class sizes which hinder teachers from paying special attention to individual learners.
- An appropriate academic workload is one among other factors that contributes to efficient learning and teaching. When workload increases, teaching and learning might not be as efficient as it should be. Teaching loads might hinder students' involvement in a lesson.
- Professional development opportunities must be increased for teachers. Limited professional development opportunities affect the work efficiency of teachers. Teachers' knowledge of teaching techniques and strategies should be enhanced through ample professional development opportunities at different times that suit all their teaching schedules.
- Large class sizes should be reduced. It is characterized by physical as well as intellectual distance between teachers and students. This creates loss of support between the teacher and his student.

### **5.5 Areas Suggested for Further Research**

The study makes the following suggestions for further research:

- The impact of reading on summary writing.
- The role of vocabulary in summary writing

- Teacher feedback practices and its impact on academic work.
- The relationship between the teaching of summary and comprehension in Senior High Schools.
- A study can be conducted on the impact of the teachers' knowledge and content on the performance of students in summary writing.
- A study can be conducted to cover more schools in Western Region.

## **5.6 Conclusion**

The researcher opted to research into the area of summary writing for two reasons. First and foremost, the researcher's personal experiences as a teacher at the Senior High School level and to bring to the limelight the difficulties both teachers and students have with summary writing. Also, the abysmal performance of students in summary writing has attracted unfavourable reportage by chief examiners over the years.

The study reveals that most students find summary writing a difficult task and that if they had a choice they would opt to do without it. But then, the literature on summary writing underscores its importance not only in academic work but also in many other endeavours of life.

As indicated in the review of the literature, summary writing could help learners do an appraisal of their own work thereby providing self-motivation that would lead to the development of a positive mindset towards the study of summary writing in particular and ease of working with texts in general.

The researcher also suggests that, the syllabi be arranged in a manner that makes anyone aspect very useful for the understanding of another. But above all, teachers

should be adequately trained and resourced to have confidence in nearly all aspects of the subject, so that they may impart the knowledge with the zeal that will sustain students' interest.



## REFERENCES

- Abdel-Latif, M. (2007). A Novel Prospective of Competitive Mechanisms for Enhancing Higher Education in Egypt. Higher Education Enhancement Project (HEEP). Retrieved from: <http://www.heep.edu.eg>, on January 1, 2019.
- Aboagye, J. K. (2010). *Education and development in Ghana*. Accra New-Town. Emmpong Press.
- Adika, G. S. K. (1996). Summary writing for first year students: An approach. Legon: Language Center Seminar Series (Unpublished Thesis)
- Agodjor, P. K. (2004). Investigating English Summary Writing Problems of the Senior Secondary School Students, M Phil thesis. Department of Linguistics, University of Ghana, Legon.
- Ahmad, S. (2015). Attitudes towards English language learning among EFL learners at UMSKAL. *Journal of Education and Practice* 6, 18, 6-16
- Ajila, C., & Olutola, A. (2007). Impact of parents' socio-economic status on university students academic performances. *Ife Journal of Educational Studies*, 7(11), 31-39.
- Al-Akloby, S. (2001). *Teaching and learning English vocabulary in Saudi Arabian public schools: an exploratory study of some possible reasons behind students' failure to learn English vocabulary*. Unpublished Ph.D. Thesis, University of Essex, UK.
- Albertson, K. (2006). College Student Perceptions of Expectations for Academic Literacy in Their First Term. Unpublished PhD Thesis, Indiana University of Pennsylvania, USA.
- Al-Ghonaim, A. (2005). SL College Students' Beliefs and Attitudes about Reading-to-Write in an Introductory Composition Course: A Qualitative Study Unpublished PhD Thesis, Indiana University of Pennsylvania, USA.
- Ali, A. (1996). *Fundamentals of research in education, (11<sup>th</sup> ed.)*. Belmont, CA: Wordsworth Publishing Company.
- Al-Khatib, M. (2001). The pragmatics of letter-writing. *World Englishes*, 20(2).
- Allami, H., & Salmani-Noudoushan, M. (2007). A cognitive approach to teaching in EFL writing classes. *Iranian Journal of Language Studies*, 1(1), 65-72.
- Almadi, T. Z. (2011). Causes of low students' performance in BECE in Dansoman Area in the Greater Accra Region of Ghana. Winneba: Unpublished Dissertation submitted to University of Education, Winneba.

- Al-Zahrani, M. (2008). Saudi secondary school male students' attitudes towards learning English: An exploratory study. *J. King Saudi University, Language and translation*, 20, 25-39.
- Amer, E. (2003). The effectiveness of using invention techniques in developing written composition and creative thinking of Egyptian EFL students. Unpublished PhD Thesis, University of Exeter, UK.
- Amoako, I. (2018). Formative Assessment Practices among distance education students. *Ghana Africa Journal of Teacher Education*, 7(3) 22-36
- Amua-Sekyi, E. T. (1997) The Classroom Teachers Preference of Teaching/Learning Interactions. (Unpublished)
- Anaffu, K. (2009). Investigating Summary Writing Difficulties in the Senior High School. M.A. Thesis University of Ghana, Legon (unpublished)
- Anderson, V., & Hidi, S. (1998). *Teaching students to summarize*. New York: Wiley.
- Bacha, N. (2002). Developing learners' academic writing skills in higher education: A study for educational reform. *Language & Education in the Arab States: UNESCO-UNEVOC*.
- Barnett, T. (2002). *Teaching argument in the composition course: Background readings*. Boston: Bedford/St. Martin's
- Bart, W., & Evans, K. (2003). *An Investigation of the Importance of Domain Specific Knowledge for Writing Proficiency: The Centre for Interdisciplinary Studies of Writing: University of Minnesota*.
- Bean, T., & Fern S. (1984). The effect of three forms of summarization instruction sixth graders' summary writing and comprehension. *Journal of Literacy Research*, 16(4), 297-306
- Beck, R. (1979). An error analysis of free composition. *Teachers of English: Arabian Monthly* 30, 20-26
- Bedu-Addo, P. K. A. (2014). *Fundamentals of teaching (1<sup>st</sup> ed.)* Kumasi: Approacher's Ghana
- Bello, Y. (2010). Students' personality traits and performance correlates of high grades in senior certificate English dissertation. University of Illorin, Illorin.
- Bettelheim, B. (1987). *A good enough parent: A look on child rearing*. New York: Alfred H. Knoff Inc.
- Bidin, S. (2004). The effect of discourse-based grammar teaching on second language learning: The case of tense usage. Unpublished PhD Thesis, University of Nottingham, UK.

- Blake, S. M., & Madden, J. (1992). Writing a summary. *Crosscurrent: themes for developing writing*. Retrieved from: <http://www.troyst.edu/writingcenter.hotmail>, on 5th October, 2019.
- Blatchford, P., Russell, A., Bassett, P., Brown, P., & Martin, C. (2007). The effect of class size on the teaching of pupils aged 7-11 years. *School Effectiveness and School Improvement*, 18(2), 147-172
- Bleck, B. (2012) *Summary Writing Guide*. CCSN English Dept. Retrieved from: <http://www.ccsn.nevada.edu>, on October 25, 2019.
- Bogdan, R. C., & Knopp, B. S. (1992). *Qualitative research for education. An introduction to theory and methods*, (2<sup>nd</sup> ed.). Boston: Pearson
- Borkan, J. (2004). Mixed methods studies: a foundation for primary care research. *Ann Fam Med* 2, 4-6
- Brindley, S. (1994). *Teaching english*, (2<sup>nd</sup> ed.). New York: Open University
- Brown, A., & Day, J. (1980). Macrorules for summarizing texts: The development of expertise. *Journal of Verbal Learning and Verbal Behaviour*, 22(1), 1-14.
- Brown, A., & Day, J. (1993). Macrorules for summarizing tests: The development of expertise. *Journal of Verbal Learning and Verbal Behaviour*.
- Brown, D., Ann L., Jeanne, D. D., & Roberta, S. J. (1983). The development of plans for summarizing texts. *Child Development*, 54(4), 968-979.
- Brown, D. J. (2000) Questions and answers about languages testing statistics shiken. *JALT Testing & Evaluation SIG Newsletter*, 3(2).
- Brown, H. (2001). *Teaching by Principles*. New York: Longman Publishers.
- Burton, D., & Bartlet, S. (2005). *Practitioner research for teachers*. London: Paul Chapman Publishing
- Casazza, M. (2004) Using a Model of Direct Instruction to Teach Summary Writing in a College Reading Class. Retrieved from: <http://www.ucalgary.ca/~Irusse/index.html>, on 10<sup>th</sup> November, 2019.
- Casey, K. (2006). The use of paraphrase in summary writing: A comparison of 11 and 12 writers. *Journal of Second Language Writing*, 15(4), 261-278.
- Castro, C. (2004). Cohesion and the social construction of meaning in the essays of Filipino college students writing in 12 English. *Pacific Education Review*, 5(2), 215-225
- Chen, Y. C. (2002). Writing from sources: Summary and response writing by four EFL graduate students. Unpublished master's thesis. Providence University, Taiwan.

- Chimbganda, A. B. (2008). Summary protocols used by ESL first year science students of University of Botswana: A Cognitive and metacognitive analysis. Retrieved from: <http://pentech.ac.za/pill88/abstract10htm>, on October 8, 2019.
- Cohen, A. D. (1994). English for academic purposes in Brazil: The use of summary tasks. Inc. Hill & K. Parry (Eds.) *From testing to assessment: English as an international language*. Thousand Oaks, U.S.A: Sage Publications.
- Cohen, L., Manion, L., & Morris, K. (2007). *Research methods in education, (6<sup>th</sup> ed.)*. London: Routledge.
- Cook, V. (1997). L2 Users and English Spelling. *Journal of Multilingual and Multicultural Development, 18*(6).
- Colbert, J. (2000). An investigation of the impacts of teacher driven professional development on student learning. *Teacher Education Quarterly, 35* (2), 135-154.
- Creswell J. (2003). *Research design. Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, U.S.A: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among the five approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research, (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches, (4<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage Publication.
- Csizer, K., & DOrnyei, Z. (2005). The internal structure of language teaching. Motivation and its relationship with language choice and learning effort. *The Modern Language Journal, 89*(1), 19-36
- Cumming, A. (2006). ESL/EFL instructors; practices for writing assessment: specific purposes or general purposes? *Language Testing, 18*(2), 207-224.
- De Souza, R. (1995). Guide for writing critical summaries. Retrieved from: <http://wwwchass.utoronto.ca/philosophy/phlwrite-souza2.html>, on November 20, 2019.
- De vaus, D. A. (2001). *Research design in social research*. London: Sage Publication.
- Denzin, N., & Lincoln, Y. (2000). *Handbook of qualitative research, (2<sup>nd</sup> ed.)*. London: Sage Publications.
- Djikunu E. G. (2000). *Last hour English for Senior Secondary School*. Accra: Experience Publishers.



- Dweik, B., & Abu-Al-Hommos, M. (2007). The effect of Arabic proficiency on the English writing of bilingual-Jordanian students. ERIC, ED497505
- Edelsky, C. (1982). Writing in a bilingual program: The relationship of L1 and L2 Texts. *TESOL Quarterly*, 16(2), 211-228
- Ehrlich, R. & Zoltek, S. (2006). It is wrong not to tell students when they are wrong. *Journal of College Science Teaching*, 35:8-10. Retrieved from <http://vnweb.hwwilsonweb.com/hww> (GoogleScholar) on 16<sup>th</sup> November, 2019.
- El-Koumy, A., & Mirjan, Z. (2008). The effect of electronic dialogue journaling on Jordanian basic stage EFL students' writing performance. *TESOL QUARTERLY*, (5), 8-12
- Ellis, R. (2008). Using the English medium in African schools. In the Center of African Studies Seminar Proceedings. *Language in Education in Africa*. University of Edinburgh.
- Erkaya, O. (2005). Benefits of using short stories in the EFL context. *Asian EFL Journal*, 8, 1-1.
- Ezuh, K. S. (2009). *English for senior high schools in West Africa*. Accra: Aki-Ola Publications Company Limited.
- Fakeye, D. (2010). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*
- Fei-Donkor, E. (2007). *English for senior high schools. Comprehension, summary and essay*. Kumasi: Approachers (Gh) Ltd.
- Fender, M. (2008). Spelling knowledge and reading development: insights from Arab ESL learners. *Reading in a Foreign Language*, 20(1).
- Ferris, D. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly*, 31, 315-339
- Ferris, D. (2002). *Treatment of error in second language student writing*. Ann Arbor: University of Michigan.
- Ferris, D. (2003). *Response to student writing. Implications for second language students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ferris, D., & Hedgcock, J. (1998). *Teaching ESL composition: Purpose, process and practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Flottum, K. (1985). Methodological problems in the analysis of student summaries, text. *An Interdisciplinary Journal for the Study of Discourse*, 5(4), 291-307.

- Frankfort, N. N. (1992). *Research design for education*. London: Sage.
- Freeman, D. (2007). Teaching, training development and decision making. A model of training and related strategies for language teaching education in TESOL. *Journal of TESOL*, 23(1) 24-27
- Friend, R. (2000). Teaching summarization as a content area reading strategy. *Journal of Adolescent and Adult Literary*, 44(4), 320-329.
- Galfon, F. (1999). *Research-based strategies for increasing students achievement*. Oxford: Oxford University Press.
- Gawe, N. (2000). *Teaching learning dynamics: A participatory approach*, (2<sup>nd</sup> ed.). Johannesburg: Heinemann Ltd.
- Gebhardt, R. C., & Dawn, R. (1989). *Writing processes and intentions*. Lexington: D.C Health Co.
- Gahremani-Ghajar, S., & Mirhosseini, S. (2005). English class or speaking about everything class? Dialogue journal writing as a critical EFL literacy practice in an Iranian high school. *Language, Culture and Curriculum*, 18(3).
- Gould, J. (1989). *The act of writing*. New York: Random House.
- Granger, S., & Tyson, S. (1996). Connector usage in the English essay writing of native and non-native EFL speakers of English. *World Englishes*, 15(1), 17-27.
- Grover, V. (2015). Research approach: An overview of interdisciplinary research. *Journal of Golden Research Thoughts*, 4.
- Guido, B., & Clyde, G. C. (1987). A rationale for direct instruction to teach summary writing following expository text reading. *Reading Research and Instruction*, 26(2), 89-98.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Education Limited.
- Harris, J., & Mosely, A. (1993). *Context writing and reading*, (3<sup>rd</sup> ed.). Boston: Houghton Mufflin.
- Havola, L. (1986). *Summarization integrating reading and writing*. Washington, D.C.: U.S. Dept. of Education.
- Hemmati, F. (2002). Vocabulary problems in the EFL writing of Iranian students: Taxonomies and strategies. *Dissertation Abstracts International*, 64(1), 12C
- Hidi, S., & Anderson, V. (2012). Producing written summaries: Task demands, cognitive operations, and implications for instruction. *Review of Educational Research*, 56(4), 473-493.

- Hill, J. (2000). Revising priorities: From grammatical failure to collocational success. In M. Lewis (Ed.), *Teaching collocation: Further development in lexical approach*. Oxford: Oxford University Press.
- Hill, M. (1991). Writing Summaries Promotes Thinking and Learning across the Curriculum-but Why Are They so Difficult to Write?" *Journal of Reading* 34(7), 536-539.
- Hsu, H. C. (2003). *A case study of the process of web-based reading and summary writing for EFL college novice writers in Taiwan*. Unpublished doctoral dissertation. National Taiwan Normal University, Taiwan
- Hyland, K. (2007). General pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 12(1), 17-29.
- Ibrahim, H. (2002). The effect of using the whole language approach on developing the literacy skills of first year English Department students at the Faculty of Education of Al-Azhar university. Unpublished MA Thesis, Faculty of Education, Al-Azhar University, Egypt.
- Ibrahim, M. (1978). Patterns in spelling errors. *ELT Journal*, 32(3).
- Isaacs, E. (2009). Teaching general education writing. Is there a place for literature? *Pedagogy*, 9(1), 97-120
- Isbell, L., & Cote, N. (2009). Connecting with struggling students to improve performance in large classes. *Teaching of Psychology*, 36(3).
- Ito, F. (2004). The interrelationship among first language writing skills, second language writing skills, and second language proficiency of EFL. *University Students JACET Bulletin*, 39, 43-58
- James, H., McMillan, Schumacher, S. (1997). *Research in education: A conceptual introduction*. New York: Addison – Wesley Educational Publishers Inc.
- Johnson, N. (2002). What do you do if you can't tell the whole story? The development of summarization skills. In Nelson, Keith E. *Children's Language*. Hillsdale, NJ: Erlbaum, 315-83.
- Juan, E. U., & Silveria, P. J. C. (1998). A product-focused approach to text summaries. *The Internet TESL Journal*, 4(1),1. Retrieved from: <http://iteslj.org/Articles/Juan-TextSummary.html>, on 15<sup>th</sup> October, 2019.
- Kara, R. A. (2009). The effect of a 'learning theories' unit on students' attitudes towards learning. *Australian Journal of Teacher Education*. 34(3), 100-113. Retrieved from: <http://ro.ecu.edu.au/ajte/vol34/iss3/5>, on October 10, 2019.
- Kilhen, R. (2003). *Effective teaching strategies*. Southbank Vitoria: Social Science Press.

- Kim, S. (2012). Characteristics of EFL readers' summary writing: A study with Korean university students. *Foreign Language Annals*, 34(6), 569-81.
- Kimberly, B. (2009). *Characteristics of effective teachers*. USA: Edubooks. Retrieved from: <http://www.edubooks.com/author/kaback/page10>, on October 5, 2019.
- Kirk, R. E. (2012). *Experimental design: Procedures for the behavioural science*, (3<sup>rd</sup> ed.). Belmont CA: Brooks.
- Kirkland, M. (1991). Maximizing Student Performance in Summary Writing: Managing Cognitive Load. *TESOL Quarterly* 25(1), 105-21
- Kirkland, M. R., & Saunders, M. P. (1991). Maximizing Student Performance in Summary Writing: Managing Cognitive Load. *TESOL Quarterly* 25(1), 105-21.
- Krishna, S.(1991).*Second language acquisition and second language learning*. New York: Pergamon Press.
- Koul, R. B. (1992). *Methodology of educational research*. India: Vikas Publishing House Pvt Ltd.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks: Sage Publications.
- Lafayette, H. (2006). Raising school effects while ignoring culture. Conditions and classroom tools, rules and pedagogy. *Review of Educational Research*, 64(1), 119-157.
- Langan, J. (2003). *Ten steps to advancing college reading skills*. Marlton, NJ: Townsend.
- Larios, J., Marin, J., & Murphy, L. (2001). A temporal analysis of formulation processes in L1 and L2 writing. *Language Learning*, 51(3).
- Lee, S., & Muncie, J. (2006). From receptive to productive: improving ESL learners' use of vocabulary in a post reading composition task. *TESOL Quarterly*, 40(2), 295-320.
- Liu, S. H. (2004). A study on the effects of English summary writing instruction on Taiwanese senior high school students' reading and writing abilities. Unpublished master's thesis. National Taiwan Normal University, Taiwan
- Long, R. W., & Russel, G. (1999). Looking back: Student attitude change over an academic year. *The language Teacher*, 23(10), 17-27.
- Lopez, E. (2005). Current state of the teaching of process writing in EFL classes: An observational study in the last two years of secondary school. *Profile Issues in Teachers' Professional Development*, 6.

- MacDonald, M., Badger, R., & White, G. (2001). Changing values, what use are theories of language learning and teaching? *Teacher and Teacher Education* 17, 949 - 963
- Mahmoud, A. (2005). The interlingual errors of Arab student in the use of English binomials. *Journal of Documentation and Humanities*, 15, 9-22
- Mark, W. (2001). *Research made real: A guide for students*. Cheltenham, United Kingdom: Nelson Thornes Ltd.
- Marsh, C. (2010). *How students develop and learn. In becoming a teacher (5<sup>th</sup> ed.)*. French Forest – Australia: Pearson Education.
- Martins, D. M. (2004) *Research methods in education and psychology. Integrating diversity into quantitative and qualitative approaches (2<sup>nd</sup> ed.)* Thousand Oaks, CA: Sage Publications
- Matsuno, S. (2009). Self-, peer-, and teacher-assessments in Japanese university EFL Writing classrooms. *Language Testing*, 26(1).
- McGaghie, W. C., Bordage, G., & Shea, J. A. (2001). Problem Statement, Conceptual Framework, and Research Question. Retrieved from: <http://goo.Gl/qL1UFg>, on 11th November, 2019.
- McInerney, D. M., & McInerney, V (2010). *Intelligence and effective learning in Educational Psychology: Constructing learning (5<sup>th</sup> ed.)*. French Forest-Austria: Pearson Education.
- McPherson, E., & Gregory, C. (1987). *Plain English please: Rhetoric, (5<sup>th</sup> ed.)*. New York: McGraw Hill Inc.
- Milner, W. (2005). The Language of Loss: Transformation in the Telling, In and Beyond the Writing Classroom. Unpublished PhD Thesis, Indiana University of Pennsylvania, USA.
- Mohamed, N. (2003). Semantic sequencing in foreign language vocabulary learning: implications for language teaching. Unpublished PhD Thesis, University of Bristol, UK.
- Morgan, D. L. (1998). Practical strategies for combining qualitative and quantitative methods. Applications to health research. *Health Research*, 8(3) 362 – 376.
- Mourtaga, K. (2004). Investigating writing problems among Palestinian students studying English as a foreign language. *Dissertation Abstracts International*, 66(1), 63.
- Mouzahem, M. (1991). *Theory and practice of teaching composition in Syrian universities*. Unpublished PhD Thesis, University of Strathclyde, UK.

- Mutawa, L., & Kalani, S. (2004). *Methods of teaching English to Arab students*. Harlow: Longman.
- Myhill, D. (2005). Prior knowledge and the (re)production of school written genres. Analysis of British Children's Meaning-making Resources. In T. Kostouli *Writing in Context(s): Textual Practices and Learning Processes in Sociocultural Settings*. USA: Springer.
- Myhill, D., & Amer, E. (2004). The impact of invention techniques upon students' compositional writing in EFL. *The English Teacher: An International Journal*, 7(1).
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle and Heinle Publishers.
- Nyamasyo, E. (1992): A corpus-based study of grammatical and lexical characteristics of the writing of Kenyan pre-university students. Unpublished PhD Thesis, University of Lancaster, UK.
- Oduro, O. E. (2015). Assessment in Mathematics classroom in Ghana. *A Study of teachers' practices* (Ed.D, University of Sussex). Retrieved from: <http://www.sro.sussex.ac.uk>, on 20<sup>th</sup> December, 2019.
- Ofori, A. D. (2011). The role of extensive reading on the literacy development of primary school pupils: A case study of Beach Road MA Primary School, Saltpond. M.ED Thesis.
- Okoye, N. N. (2011). *Why students fail exams? Psychology for everyday living*. New York: McGraw Hill.
- Oluwadiya, A. (1992). Some prewriting techniques for student writers. *English Teaching Forum*, 30(4), 12-15.
- Otoo, S. (1995). *A comprehensive examination guide to summary and comprehension papers for West African Senior School Certificate Examination – WASSCE*. Cape Coast: Catholic Mission Press.
- Owu-Ewie, (2012). *Introduction to traditional and action research*. Ghana: Ajumako UEW.
- Pally, M. (2000). *Sustained content teaching in academics EFL/ESL: A practical approach*. Boston: Houghton Mifflin.
- Pecorari, D. (1995). Good and original: Plagiarism and patch writing in academic second-language writing. *Journal of Second Language Writing*, 12(4) 317-45.
- Pennington, L. (2005). *Liberating the learner*. New York: Routledge
- Pring, R. (2001). The virtues and vices of an educational research. *Journal of Philosophy of Education*, 35(3).

- Punch (1998). *Measurement and evaluation*, (2<sup>nd</sup> ed.). California: Macmillan Publishing.
- Quahin, K. (2009). Teaching effective summary strategies to Senior High School Students: A case study of Adankwaman Senior High School. M.ED Thesis.
- Raimes, A. (2006). Language proficiency, writing, ability, and composing strategies: A Study of ESL college student writers. *Language Learning* 37(3), 439-468
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61(2).
- Richards, J. C., & Schmidth, R. (2002). *Longman dictionary of language teaching and applied linguistics*, (3<sup>rd</sup> ed.). Longman: Pearson Education Limited.
- Rinehart, S. D., & Karen F. T. (2001). Summarizing ability and text recall by novice studiers. *Reading Research and Instruction*, 32(4), 24-32.
- Rinnert, C., & Kobayashi, H. (2001). Differing perceptions of EFL writing among readers sin Japan. *The Modern Language Journal*, 85(2).
- Robbie, S. (1998). Drama and writing in the English as a Foreign Language classroom: an experimental study to promote writing in the foreign language classroom. Unpublished PhD Thesis, London Institute of Education, UK.
- Roberts, M. (2019). Research techniques made simple: Interpreting measures of association in clinical research. *Journal of Investigative Dermatology*, 139(3), 502-511
- Robson, J. (2006). *Teacher professionalism in higher education: Challenges to culture and practice*. New York: Psychology Press.
- Rodby, J., & Winterowd, W. (2005). *The users of grammar*. New York: Oxford University Press.
- Roettger, C., Roettger, L., & Walugembe, F. (2007). Teaching: More than just lecturing. *Journal of University Teaching and Learning Practice*, 4(2)
- Rossner, L. (1992). Where there's a will-facilitating teaching development. *Teacher Development Newsletter* 18, 4-5.
- Royce, D. (2001). *Teaching tips for college and university instructors. A practical guide*. Needham Heighlits, MA. Allyn and Bacon
- Sackey-Fio, N. A. (2003). *Let's teach English*. Accra: Pedacons.
- Sackey-Fio, N. A. (1995). *Let's teach English*, (2<sup>nd</sup> ed.) Accra: Pedacons.
- Sackey-Fio, N. A. (1996). *Summarizing English with a smile*. Accra: Pedacons

- Sackey-Fio, N. A. (1997). *A touch of class in senior English, (2<sup>nd</sup> ed.)* Accra: Pedacons.
- Sackey-Fio, N. A. (1997). *Come let's summarize English*. Accra: Pedacons.
- Sackey-Fio, N. A. (1999). *Come, let's summarize English*. Accra: Pedacons.
- Sackey-Fio, N. A. (2007). *Come, let's teach English* Accra: Pedacons.
- Sackey-Fio, N. A., Adu, J. F., Hyde, F. B., Kuwabong, D., & Sackey, J. A. (1991). *Ghana Senior Secondary School English, Books 1-3*. Accra: Ministry of Education.
- Sackey, G.M. (2010). Reading difficulties among Junior High School 1 Pupils at St. Joseph College of Education practice school, Bechem. M.ED Thesis.
- Saglam, H. I. (2011). The characteristics of educational technology. *Turkish Journal of Educational Technology*, 10(1), 36-40.
- Saito, H., & Fujita, T. (2004). Characteristics and user acceptance of peer rating in EFL writing classrooms. *Language Teaching Research*, 8(31).
- Salebi, M. (2004). Saudi College Students' Perception of Their Errors in Written English. *Scientific Journal of King Faisal University (Humanities and Management Sciences)*, 5(2).
- Sasaki, M. (2004). A multiple-data analysis of the 3.5-year development of EFL student writers. *Language Learning*, 54(3).
- Schofield, M & Start, K. B. (2007). Attitudes towards English reading and the teaching of reading in a grown of student teachers. *The Journal of Educational Research*, 70(5).
- Scot (1999). *How to do effective summary*. Cambridge, Mass: MIT Press.
- Selinger, H. W., & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Seyer, D. (1995). *Read, reason, write, (4<sup>th</sup> ed.)*. New York: McGraw Hill, Inc.
- Sheen, Y. (2007a). The effect of focused written corrective feedback and language aptitude on ESL learner's acquisition of articles. *TESOL Quarterly*, 41, 253-283
- Shi, L. (2001). Native- and nonnative-speaking EFL teachers' evaluation of Chinese students' English writing. *Language Testing*, 18(3), 303-325
- Shi, L. (2004). Textual borrowing in second-language writing. *Written Communication*, 21(2), 171-200.



- Shokrpour, N., & Fallahzadeh, M. (2007). A survey of the students and interns' EFL writing problems in Shiraz University of Medical Sciences. *Asian EFL Journal*, 9(1).
- Siemon, D., Beswick, K., Brady, K., Clark, J., & Warren, E. (2011). *The process of education. The encyclopedia of informal education*. London: Department of Education.
- Silva, T. (1991). A comparative study of the composing of selected ESL and native English-speaking freshman writers. *Dissertation Abstract International*, 51(10), 33-97.
- Skibniewski, L (1998). The writing process of advanced foreign language learner's in their native and foreign languages. Evidence from thinking aloud and behaviour protocol. *Staudi Anglica Posnaniensa*, 21, 177.
- Stake, R. (2009). The case study method in social inquiry. In R. Gomm, M. Hammersley & P. Foster (Eds.), *Case study methods*. (pp. 18-27). Sage Publications Ltd.
- Sugita, Y. (2006). The impact of teacher's comment types on student's revision. *ELT Journal*, 60(1).
- Talebinezhad, M., & Negari, G. (2007). The effect of explicit teaching of concept mapping in expository writing on EFL students' self-regulation. *Linguistics Journal*, 2(1).
- Taylor, K. K. (1986). Summary writing by young children. *Reading Research Quarterly*, 21(2), 193-208.
- Tchudi, S., & Mitchelle, D. (1999). *Exploring and teaching the English Language arts (4<sup>th</sup> ed.)*. New York: Longman.
- Tetteh, E. K.(2011).Improving summary writing skills at Senior High Schools:A case study at Klo-Agogo Senior High School in the Eastern Region. M.ED Thesis.
- The Department of English, University of Victoria (2009). The Uvic Writers' Guide, Summaries and Introduction. Retrieved from: <https://:graspthemaintrendofthought.htm>, on 15<sup>th</sup> December, 2019.
- Tollefson, J. W. (2000). Language ideology and language education. In J. Shaw, D. Lubelska, & M. Noullet (Eds.), *Partnership and interaction: Proceedings of the Fourth International Conference on Language and Development* (pp. 43-52). Bangkok, Thailand: Asian Institute of Technology.
- Truscott, J. (1999). The case for grammar correction in L2 writing classes. A response to Ferris. *Journal of Second Language Writing*, 8, 111-122.
- Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing* 16, 255-272

- Tsikata, I. E., Adika, G. S. K., & Adjotey, E. (1996). *An English language manual for university students*. Accra: Herma Publications.
- Tsikata, I. E., Adika, G.S.K., & Adjotey, E. (1996). *An English language manual for university students*. Accra: Herma Publications
- Tuckman, B. W. C. (1992). *Conducting educational research, (5<sup>th</sup> ed.)*. United States: Wadsworth Group.
- University of Victoria (1995). *How summary writing can help you*. Retrieved from <http://www.web.vic.ca/wguide/Pages/summariesTOC.html>, on 26<sup>th</sup> November, 2019.
- WAEC (1999). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2002). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2004). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2005). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2006). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2007). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2009). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2016). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- WAEC (2018). *WAEC Chief Examiner's Report, English*. Accra: WAEC Press Ltd.
- Walqui, A.(2000).Contextual factors in second language acquisition. Retrieved from: <http://www.cal.org/Resources/Digest/0005contextual.Html>// on 28<sup>th</sup> November, 2019.
- Wand, W., & H., Jnr (2007). A test of the association of class size to student's attitude towards English. *Journal of research in English Teaching*, 4(9), 128-201.
- Watson, M. (2003). *Learning to teach effectively: Transforming difficult elementary classrooms through developmental disciplines*. San Francisco, Jossey-Boss
- Wei, L. (2010). Formative assessment opportunities and challenges. *Journal of Language Teaching* 1(6), 838-841.
- Westby, C., Culatta, B., Barbara, L., & Hall-Kenyon, K. (2010) Summarizing expository texts. *Topics in Language Disorders*, 30(4), 275-87.
- Williams, H. (2004). Lexical frames and reported speech. *ELT Journal*, 58(3), 247-257.

- Williamson, J. (2003) Guidelines for summary writing. Retrieved from <http://www.nvcc.va.us/home/~nvwillj/es1005/SUMGUIDE.HTM> on 26th November, 2019.
- Worthy, J. (2000). Conducting research on topics of students' interest. *The Reading Teacher*, 54(3).
- Wyse, B. (2007). The teaching of English: research evidence and government policy. Unpublished PhD Thesis, University of Liverpool John Moores, UK.
- Yang, M., & Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL Writing Class. *Journal of Second Writing*, 15(3), 179-200.
- Yu, G. (2007). Students' voices in the evaluation of their written summaries: Empowerment and democracy for test takers? *Language Testing*, 24(4), 5399-572
- Yussif, I. S. (2008). Causes of poor academic performance of students in selected schools in the Tamale Metropolis. Winneba: Unpublished Dissertation, UEW.



## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE FOR TEACHERS

You are kindly requested to participate in a research entitled, Challenges Facing Students in Summary Writing. The main purpose of this research is to:

Critically examine some challenges that SHS students face in summary writing

Offer strategies for the resolution of the problems

Your response honestly, shall be used solely for this research and shall be treated with the confidentiality that it deserves.

Answer the following questions as frankly as possible. [  $\sqrt{\quad}$  ] where applicable.

Gender: Male [  ] Female [  ]

Age: 25-29 [  ] 30-35 [  ] 36-40 [  ] 41-45 [  ]

46-50 [  ] 51-55 [  ] 56-60 [  ]

Teachers Qualification

Graduate [  ]

Diploma [  ]

Second degree [  ]

Rank: .....

Number of years you have taught English Language

Less than five years [  ]

Five-twenty years [  ]

Twenty years and above [  ]

Do you agree that students face challenges in summary writing Yes [  ] No [  ]

List some of such challenges

.....  
.....  
.....

How do you rate student's performance in summary writing?

Very good b. good c. satisfactory d. unsatisfactory

What kind of answers do students write in summary? Give at least three

.....  
.....  
.....

Do you agree that students exhibit the following when answering summary questions?

Lack of knowledge of paragraphing. Yes [ ] No [ ]

Inability to identify topic sentences. Yes [ ] No [ ]

Inability to identify minor supporting sentences. Yes [ ] No [ ]

Do your students have positive attitude towards the study of summary?

Yes [ ] No [ ]

Do they find summary lessons interesting? Yes [ ] No [ ]

Do your students often postpone summary assignments? Yes [ ] No [ ]

Do your students ask their classmates or you about the content of the summary lessons they miss? Yes [ ] No [ ]

Do your students see summary to be complicated? Yes [ ] No [ ]

Do they take the feedback in the summary lessons seriously? Yes [ ] No [ ]

Students whose friends are good at summary also perform well in summary.

Yes [ ] No [ ]

Students' attitudes towards innovation can affect results in English?

Yes [ ] No [ ]

Do you think students can be guided to overcome some of the challenges they face in summary writing? Yes [ ] No [ ]

Do you believe there is a process in summary writing? Yes [ ] No [ ]

If yes, do you think taking the students through these processes will help improve their skills in summary writing

Do you think teaching the students the sentence types in English will help them shed off some of their challenges in summary writing?

.....  
.....  
.....



## **APPENDIX B**

### **INTERVIEW FOR TEACHERS**

1. What was your programme of study at the university?
2. Did you have any pedagogic training in English Language teaching?
3. How long have you been teaching English?
4. Were you specifically taught summary at the university?
5. Have your students been performing well in the English Language?
6. Have you ever attended in-service training since you came to the school?
7. How many subjects do you teach?
8. Apart from the teaching what other position do you hold in the school?
9. Does your post interfere with your teaching?
10. Which aspects of the English Language do you teach?
11. How many periods are allocated for summary writing on the school table?
12. Do you teach summary often?
13. How often do you give exercises?
14. What problems do you encounter in teaching summary?
15. Have you been helping them to do exercises?

## APPENDIX C

### QUESTIONNAIRE FOR STUDENTS

The information obtained through this questionnaire is for academic purposes only and will be accorded the highest degree of confidentiality. Therefore, your co-operation and frank responses are welcomed. The aim of the research is to analyze the challenges students face in summary writing in Ghana Secondary Technical School.

#### Instructions

Please, tick [  ] in the appropriate space below and supply answers where necessary.

**KEY: SA = Strongly agree, A = Agree, SD = Strongly disagree, D = Disagree**

#### STATEMENTS

#### RESPONSES

	SA	A	D	SD
I face challenges in summary				
I always perform well in summary				
I lack knowledge on paragraphing.				
I lack the ability to identify a topic sentence				
I believe there is a process in summary writing				
I read often				
I comprehend and interpret what I read				
I think a thorough knowledge in sentences will help improve challenges in summary				
I think students should have more contact hours in summary				
I think summary teaching should start from first year classes				
I take feedback on summary lessons from my teacher				



I am able to make summary of notes and paragraph

I can summarize the important points in the English subject content

I can write sentences correctly

I am able to think and analyze content in English language

I am not satisfied at my performance in the English subject.

My English Language teacher is able to simplify difficult material so I can understand it

My English teacher teaches in a manner that helps me to learn



## APPENDIX D

### INTERVIEW FOR STUDENTS

1. Do you have English textbooks?
2. Do you read books?
3. What type of books do you read?
4. How many books have you read this semester?
5. Tell me the number of days you took to read the book?
6. Do you visit the library often?
7. How often do you do summary writing in the classroom?
8. Are you taught how to answer summary questions?
9. Do you normally do summary exercises?
10. Do you like learning summary?



## APPENDIX E

### SUMMARY PASSAGE

Read the following passage carefully and answer in your own words as far as possible the questions on it.

One thing which distinguishes the world of entertainment as unique as its worldwide appeal and the fact that it provides a glamorous means of living for countless numbers of people. People of all walks of life, of all ages and from all parts of the world, hold similar views about entertainment. Top entertainers have performed before kings, queens and other dignitaries.

Entertainment comes to us in different forms- recitals, narrations, songs, drama and dance. These are meant to please people, make them feel happy and sometimes instruct them. Audiences are particularly thrilled by the antics and acrobatic displays that well-trained entertainers put up on stage. Apart from performing in the regular theater, ace comedians have managed to put up splendid shows before packed audiences in the country's stadia in commemoration of Independence Day and other important historical events.

Entertainment, it is true, has a natural quality of attracting people away from their workplaces and making them unburden. They said that entertainment can improve the health of those weighed down by depression. Indeed, it has other therapeutic effects.

One often observes people from all walks of life showing deep interest in entertainment. It is heartwarming that through entertainment, people from different background sink their differences and share the thrills together. Keats says, of beauty is a joy forever have never seen any group of people frown on enjoyment; the pleasures of life known no bounds.

However, the darker side of the world of entertainment presents an appalling picture.

Sometimes, people who are gullible, copy undesirable traits and ways of popular artistes and practice them. Others indulge in criminal and anti-social activities.

Newspapers present horrible reports of popular entertainers who have indulged in various immoral practices such as trading in drugs and even becoming drug pushers. And there are others who drive carelessly under the influence of alcohol and perish in

untimely deaths. It is, indeed, sad that some of these people lead irresponsible lives thus casting a slur on the image of the entertainment industry.

Some great entertainers have, without doubt, tarnished their reputation and disappointed their followers while attracting criticism from the general public. To say the least, entertainment has ruined many lives. Once an audience that was worked to a high pitch of excitement made a rush for the stage, killing lot of people in the ensuing stampede.

Very few people will dispute the fact that the entertainers have exercised negative influences on the characters of the youth who have imbibed their ideas. Once, such wrong ideas get imprinted on their young minds, it becomes next to impossible to get rid of them. It would therefore be more beneficial if we were selective in what we watch by way of entertainment. In this way, the entertainment industry would be helped to grow and made to serve the nation better.

- a. In three sentences, one for each, state the advantages of entertainment.
- b. In two sentences, one for each, state the arguments against entertainment.
- c. In one sentence, state how people can get maximum benefit from entertainment.

## APPENDIX F

### MARKING SCHEME

#### SUMMARY (30 MARKS)

- a. If a candidate writes a phrase, deduct half of the marks allotted (5-2.5)
- b. If a candidate adds other irrelevant materials deduct a mark out of 5
- c. If a candidate engages in mindless lifting, award zero
- d. If a candidate makes some grammatical errors, deduct half a mark at each scoring point.

- A. Entertainment pleases people.
- B. Entertainment makes people feel happy.
- C. Entertainment is attractive.
- D. Entertainment relaxes the mind.

E. Entertainment instructs people.

5x3 correct answers =15 marks

b. I. People copy undesirable traits.

II. People imitate artistes wrongly.

III. People engage in criminal activities.

People should be selective in what they watch.

a. 5x3=15 marks

b. 5x2=10 marks

c. 5x1=5marks

Total =30 marks

APPENDIX G

CLASS TEST 2  
SUMMARY  
S.S.C.

a)

- i. Entertainment provides ~~excite~~ <sup>excite</sup> excitement.
- ii. Entertainment ~~promotes~~ <sup>promotes</sup> socialization.
- iii. Entertainment improves the health of the people.  $5 - 25 = 2\frac{1}{2}$

b)

- i. Entertainment promotes crime. 0
- ii. Entertainment <sup>can</sup> cause death. 0

c)

People should ~~be~~ <sup>must</sup> be selective in what they watch during entertainment.

$5 - 2 = 3$

$15\frac{1}{2} / 30$

Candidate's Number.....

Page.....

This set  
marks  
is under  
margin

Question No.....

Write on both of the paper

### Class Test

i) Entertainment unburden people's mind.  $5 \times 2 = 10$

ii) Entertainment are meant to please people.  $1 \times 4 = 4$

iii) Entertainment has a natural sense of attracting people away from their usual places.

b) People copy undesirable traits of popular artists.  $5$

ii) So many people engage in anti social vices.  $4$

iii) People can get maximum benefits from entertainment if they are selective in what they watch, see and touch.  $0$

$\frac{16}{30}$

Candidate's Number.....

Page.....

Question No.....

Write on both of the paper

Do not  
write  
in either  
margin

ENGLISH TEST 2

Summary

iii Entertainment relaxes the people. ✓

Entertainment promotes relaxation. ✓

Entertainment is attractive. ✓

$$5 - 2\frac{1}{2} = 2\frac{1}{2}$$

iv People imitate undesirable characters  
or activities. ✓

$$5 - 1 = 4$$

v Entertainers engage in criminal activities. ✓

$$5 - 1 = 4$$

vi People must be selective in entertainment  
types. ✓

$$5 - 1 = 4$$

15 1/2  
30



Candidate's Number.....

Page.....

Write  
in  
either  
margin

Question No.....

Write on both of the paper

## Class Test 2

SSA

### Summary

1. a. It made many people unburden their minds and energy.  $\infty$

b. It involves people in whatever they do.  $\infty$

c. Entertainment, if it is true has a natural way of attracting people away from their places.  $\infty$

2. a. Sometimes people who are subtle, copy undesirable traits and ways of popular artists and practise them.  $\infty$

b. One often observes people from all walks of life showing deep interest in entertainment.  $\infty$

c. Entertainment for example is good.

$\frac{25}{30}$

Do not  
write  
in other  
margin

Candidate's Number.....

Page.....

Question No.....  
Write on both of the paper

• Class Test 2  
• Summary

a. 1. Entertainment helps to serve as a stress  
reliever.  $5-1=4$

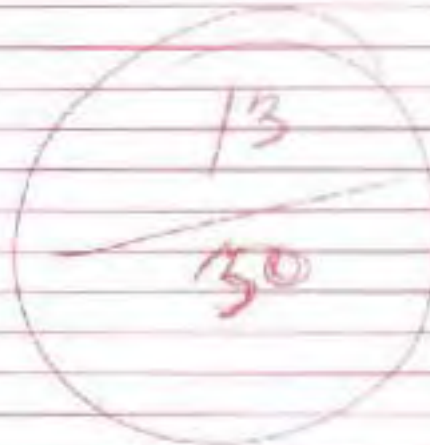
2. Entertainment promotes unity.  $0=0$

3. Entertainment provides income.

b. 1. People copy undesirable traits.  $2\frac{1}{2}$

2. People engaged in criminal and anti-social activities.  $5-2\frac{1}{2}=2\frac{1}{2}$

c. People should be selective in what they watch.  $5-1=4$



## APPENDIX H



Ghana Secondary Technical School  
P. O. BOX 252  
Takoradi.

14<sup>th</sup> January, 2020.

THE HEADMASTER  
GHANA SECONDARY TECHNICAL SCHOOL  
P. O. BOX 252  
TAKORADI

Dear Sir,

### PERMISSION TO COLLECT DATA FOR MY RESEARCH PROJECT

I wish to officially write to be permitted to collect data for my research project.

The topic for my research project is: **Challenges Students Face In Summary Writing: A Case Study Of Ghana Secondary Technical School, Takoradi.**

The sample population for the study is selected science students in the final Year class and ten English Language teachers.

The Research Project is strictly for academic purposes and the confidentiality as well as anonymity of the participants would be assured.

Your usual cooperation is highly solicited.

*Approved*

*Yours faithfully,*

*Alton*

1. Asst Head (Admin)  
2. Asst Head (Acad)  
3. Asst Head (Library)  
4. Administration

*Alton*  
Alton K. K. K.  
(Assistant Director II)

*Miguel*