

UNIVERSITY OF EDUCATION, WINNEBA

**CHALLENGES FACING PRIMARY SCHOOL PUPILS IN LEARNING
ENGLISH LANGUAGE AS A FOREIGN LANGUAGE IN ASANTE AKIM
SOUTH MUNICIPAL**



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UNIVERSITY OF EDUCATION, WINNEBA

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**A dissertation in the Department of Early Childhood Education,
Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Education
(Early Childhood)
in the University of Education, Winneba**

JUNE, 2022

DECLARATION

Student's Declaration

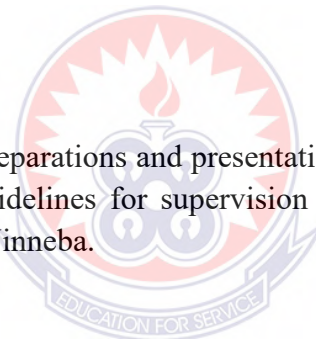
I, **Acheampomaa Gyan**, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

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



Dr. Hans Kweku Wiabo Baffoe (Supervisor)

Signature:

Date:

DEDICATION

This work is dedicated to God Almighty and myself.



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I thank the Almighty God for his protection and guidance throughout this course. But for his grace and mercy, this dream wouldn't have a reality. I wish to express my sincere gratitude to my supervisor, Dr. Hans Kweku Wiabo Baffoe, for his encouragement and useful suggestions.

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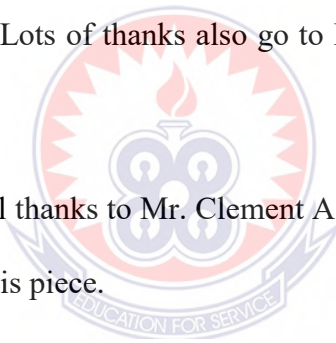


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LIST OF ABBREVIATIONS

BECE	–	Basic Education Certificate Examination
EFL	–	English as a Foreign Language
ESL	–	English as a Second Language
GES	–	Ghana Education Service
GSFP	–	Ghana School Feeding Programme
GNAT	–	Ghana National Association of Teachers.
JHS	–	Junior High School
L1	–	Mother Tongue
L2	–	Second Language
LAD	–	Language Acquisition Device
NaCCA	–	National Council for Curriculum and Assessment
NAEP	–	The National Assessment of Educational Progress
NALAP	–	National Literacy Acceleration Programme
SPSS	–	Statistical Packages for Service Solution
TLM	–	Teaching and Learning Materials
TLR	–	Teaching and Learning Resources
UNESCO	–	United Nation Education and Science Commission

ABSTRACT

This study aimed to find out the factors which contribute to the teaching and learning difficulties in English Language among the primary school pupils in Asante Akim South Municipal in the Ashanti Region of Ghana. The sample for the study was 77 respondents comprising 3 headteachers, 60 pupils and 14 teachers selected from 3 schools in the Municipality. Purposive sampling procedure was used to select the sample size. Questionnaires, interview and observation were the major research instruments used for the study. Descriptive statistics in the form of frequencies and percentages were used to analyse the quantitative data by the help of SPSS. The qualitative data were collected in the form of audio recordings and analysed using narrative analysis. The study found that lack of teaching and learning resources, lateness and absenteeism on the side of both teachers and pupils, overloaded syllabus, bad or uncomfortable learning environment among others were the factors affecting teaching and learning of English Language in the Municipal. The study concluded that, both teachers and pupils failed to do their best regarding the teaching and learning of English language in the Municipality and that might have resulted in the low performance. The study therefore, recommended that, the stakeholders of education should ensure that the necessary resources are provided to enhance the teaching and learning of English language, also there should be rules and regulations to monitor the lateness and absenteeism of both pupils and teachers.



CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides background information of the challenges faced by primary school pupils in learning English as a foreign language in Asante Akim Municipal. The chapter is divided into several subtopics which are: background to the study, delimitation, statement of the problem, research objectives, research questions, significance of the study and definitions of terms together with the organization of the study.

1.2 Background to the Study

Language is primarily a human non-instinctive method of communicating ideas and desires by means of a system of voluntarily produced symbols through which thoughts, feelings, ideas and emotions are communicated either in spoken or written form or through sound signals (Sua & Raman, 2007). Thus, language is the universal medium for transmitting or conveying common facts including complex thoughts, ideas and feelings of human beings. Languages are the most authentic means through which people and communities can retain and safeguard knowledge, wisdom and their nomenclature passed down by their ancestors (Riaz, 2004). English language is one of the major language families in the world (Crystal, 1997). It is the most prestigious and dominant one. English language is the most widely used language and has received considerable attention from the world due to its increasing importance for globalization (Crystal). English language is used worldwide for communication, education and commerce.

According to Riaz (2004), in academic circle, English is the most taught foreign language all over the world, and it is the most preferred lingua-franca. Moreover, English language is the fundamental and powerful tool for achieving highly important purposes like acquiring science and technology, establishing contact with the culture(s) of the target language, pursuing higher education, communicating internationally, conducting international business and gaining better self-confidence and self-esteem (Crystal, 1997).

In most cases, problems of learning English language start when the above learning traits do not match with good learning requirements. A baby born in a household where English is rarely or never spoken is more likely to find it difficult to learn English compared to a child born and raised in a family where English is used frequently (Qorro, 2014). Qorro (2014) further insisted that learning a language is more effective when taught in the language which is well known by the learners. Poor mastery of English language is a problem that affects learners in many ways, including poor school performances in subjects which are conducted using English language (Paaku, 2008).

To date, there is an outcry that the quality of education in Ghanaian public primary schools has declined and much has been said about this decline, even in the higher levels of education (Owu-Ewie & Eshun, 2015). Anyidoho (2018) reported inadequate teaching and learning conditions, increased pupil enrolments, shortage of facilities and teachers, and unfavourable working conditions as the contributory factors in the decline in English learning. Pupils who learn English as foreign language face double problems which are; learning a new language as well as learning

new knowledge contained in that language (UNESCO, 2003). This leads to the belief that English is a difficult subject (Owu-Ewie & Eshun, 2015).

In addressing this perceived poor performance, the government of Ghana and other stakeholders in education have put in place a number of measures like providing reading materials, appropriate teaching and learning materials and quality teachers aimed at improving the general quality of education and pupils' performance in learning English in Ghana.

The question of language-in-education has attracted a number of studies and research projects in Ghana (Ansah & Agyeman, 2015). The discussion above shows how important English language is and what difficulties pupils encounter in learning it. Therefore, this study was intended to assess the challenges facing primary school pupils in the Asante Akim South Municipality in learning English as a foreign language.

1.3 Statement of the Problem

The teaching and learning of English language has become a major problem in Asante Akim South Municipal schools (Asante Akim South Municipality [AASM] Education Office, 2015). Though language learning comes with its own difficulties, it can be concluded that it is the reason for the pupils' weakness in the usage of the language.

Anyidoho (2018) posited that in order to master the English Language, learners have to be adequately exposed to all four basic skills which includes listening, speaking, reading and writing. Even though it is believed that pupils are being taken through this process to acquire these basic skills, it is still surprising that they are facing problems in its studies.

The level of English language proficiency in Asante Akim Municipal has been falling over the years and majority of primary school pupils“ complete basic school six without knowing how to read and write.

A number of studies have been conducted to examine the challenges which primary school pupils learning English as a foreign language encounter, but still pupils get problems in learning English as a foreign Language (Ansah & Agyeman, 2015; Owu-Ewie & Eshun, 2015). In order to improve pupils“ English language proficiency, it is important that the challenges faced by pupils in learning English as a foreign language are addressed.

In view of the above, this study was intended to assess the challenges faced by pupils in learning English language in Asante Akim South Municipality in order to obtain insights on ways to improve the practice of English language teaching in Ghana.

1.4 Purpose of the Study

The purpose of this study therefore was to establish the factors which contribute to the learning difficulties in English Language among the primary school learners in Asante Akim South Municipality in the Ashanti Region of Ghana.

1.5 Objectives of the Study

The objectives of this study were to;

1. examine how readiness of teachers in facilitating teaching of English language in primary schools affect pupils learning of English language in Asante Akim South Municipality.
2. examine the environmental factors affecting pupils learning of English language in Asante Akim South Municipal primary schools

3. suggest measures for improving the teaching and learning of English language in public primary schools in the Asante Akim South Municipality.

1.6 Research Questions

In order to achieve the set objectives, the study aimed to address the following questions:

1. How does teachers' readiness to facilitate teaching of English language affect pupils learning of English language in the Asante Akim South Municipality?
2. What are the environmental factors affecting pupils learning of English language in Asante Akim South Municipal primary schools?
3. What are the measures taken to improve the teaching and learning of English language among primary school pupils in the Asante Akim South Municipality?

1.7 Delimitation

The scope of the study was narrowed to some selected primary schools in Asante Akim South Municipal. The study was also restricted to only the teaching and learning of English language and no other subject.

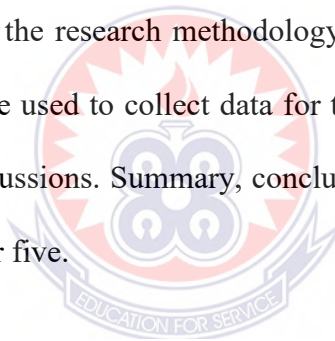
1.8 Limitations

The major obstacle to this study was time and finance. Looking at the topic under study, it would have been prudent to have organized the study across all the primary schools in the selected Municipality. However, due to scope of time within which this work was to be completed, it did not allow for the use of the large number. It is in light of this that the researcher restricted to three schools in the Municipality. It must however be noted that the sample size used did not invalidate the findings of the study since the challenges confronting the pupils in the Municipality may be similar to the ones confronting pupils in other districts in Ghana. Also, some of the teachers were

unwilling to answer the questionnaire. This negatively affected the time frame postulated for the data collection.

1.9 Organization of the Study

The research adopted a five-chapter approach to the study. Chapter one dealt with the introduction to the research study and it contained among other issues, the background to the study, statement of the problem, objectives of the study, research questions, the significance of the study, scope of the study and organisation of the study. Chapter two consists of the review of related literature which was congregated under concepts, theoretical framework, conceptual frameworks and empirical studies. This contains a review of the key concepts with reference to the research topic. Chapter three consists of the research methodology which sets out the details of the procedures and tools to be used to collect data for the study. Chapter four deals with the data analysis and discussions. Summary, conclusions and recommendations made were contained in Chapter five.



CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter discusses the theoretical framework of the study together with relevant studies on the topic investigated. It begins with the various learning theories which support this study, concept of English language, factors affecting teaching and learning of English in primary schools, measures taken to improve teaching and learning of English language, empirical review and finally summary of the literature review.

2.1 Theoretical Framework

Mitchell and Myles (2013) defined theoretical framework as the structure that supports a theory of a research study. It introduces and describes the theory that explains why the research problem under study exists. It also connects the researcher to existing knowledge. Krashen's monitor model of language acquisition is a propeller as far as this research work is concerned. Krashen (1982) explained that a new language is acquired naturally and subconsciously as the community around the learner engages him in the functional use of the new language. There are five hypotheses in his model. These are:

- The Acquisition-Learning Hypothesis
- The Natural Order Hypothesis
- The Monitor Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis.

The first hypothesis, The Acquisition-Learning hypothesis, emphasizes how the provision of a supporting and risk-free environment can help English as a Second Language (ESL) learners acquire the new language subconsciously as they use the language for various authentic purposes.

Secondly, the Natural Order hypothesis posits that language is acquired in a natural order. Krashen (1982) claimed that language rules and grammatical structures are acquired in a predictable, natural and necessary order. He posited that second language acquisition proceeds in a natural order through informal and implicit learning. He also hypothesized that some aspects of language are picked up earlier than others. For example, children learn to use the plural morpheme “s” as in “girls” earlier than learning to add the “s” to the verb of the third person singular (eg. He drinks).

Thirdly, the Monitor hypothesis explains how the first language speaker naturally monitors the grammatical functions of the language when he speaks, or writes and how it becomes very difficult for a second language learner to learn the rules of the second language to enable him or her, monitor what he or she speaks or writes. The Input hypothesis, emphasizes how giving comprehensible input to learners aids their learning processes.

Krashen’s fifth hypothesis, the affective filter hypothesis, crowns it all. It stresses the affective aspect of learning. According to Krashen, it is not sufficient for learners to simply receive comprehensible input. They must also let in the input for second language acquisition to occur. This hypothesis explains how the affective factors may serve as a filter blocking input. The affective filter hypothesis emphasizes the fact that, affective factors do not impact acquisition of language directly but prevent input from

reaching what Chomsky calls the Language Acquisition Device (LAD) (Freeman and Freeman, 1994). For example, if the language learner is anxious, demotivated, has low self-esteem, is hungry, etc., effective learning will not take place. When the affective filter is down or low, learning goes on but if there is so much tension and threat in the second language learning classroom, the learner finds it difficult to learn anything.

The implication from Krashen's five hypotheses is that, people acquire second language when they obtain comprehensive input and when their affective filters are low enough to allow the input. By this, the primacy of the input hypothesis and the affective filter hypothesis is perceived. The first three hypotheses are considered as the set up for the last two vital ideas. The implication of the input hypothesis is that if the method of teaching a second language learner is contrary to the needs of that learner, it will not yield the desired result. Again, having the right materials and techniques can make the input comprehensible. With the affective filter hypothesis, the effort to reduce the stress of the learning environment will have a direct positive impact on the ability of a second language learner to acquire the language. Therefore, applying Krashen's hypotheses in this study is a step in the right direction as it provides a good platform for looking at the peculiarities of the problems facing primary school pupils in learning English language as they manifest themselves in each of the selected schools.

2.3 Concept „English Language“

English language is traced back to the period 1150 to 1400, ending with authors such as Chaucer and Gowen. Thus, up to the 15th century it was a period of middle English with Chaucer (1376) “the uneclipsed sun of modern English began to rise and shine”

(p. 15). The origin of the language can be related to Germanic Languages, although it plainly differs from them.

Historically, it came to Britain, as the language of the invaders, the Angels, Saxons and the Jutes. Hence, it is felt that English is an offshoot of the Anglo-Frisian Group. Initially there were about 170 million native speakers in 1920 and to date 10% of the world's population speak the language. It has become a language of universal culture embracing many aspects of knowledge. This has been mainly due to its flexible and liberal nature to adopt to new changes. In the 16th century, the language was more subjective. Long sentences were used to explain simple things. In the 18th century, the language became very laborious. The more difficult words and phrases were used the better it was. But now the trend has changed, it is more simplified and the use of foreign words and phrases is prevalent.

English is rapidly becoming a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition, it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese and South Americans as a second language. In short, one person out of every ten in the world is a native speaker of English. Everything of importance which happens day by day is printed in English language. Over 50% of world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as a medium. The above facts point out that English is an international language. No language, ancient or modern, can be compared with English in respect of its international status. It is interesting to note that about one-half of mankind have chosen English to communicate with those who do not speak their own language.

It is in this way that English helps in establishing international relations (Gross, 1971). It is a source of better understanding among different nations of the world. Fishman (1974) said that, because of the rapid spread of industrial development, science and technology, international trade and the closer inter-dependence of nations, English has become a world language in the sense that it helps in interlinking the people living in different countries of the world.

2.3.1 Historical sketch of English Language in Ghana

Accounts of the history of English in Ghana, especially, the initial contact between the British and the people of the Gold Coast (as Ghana was called then) in the 16th century and the story of how English emerged as the language of trade, education, governance, and as a cross-ethnic lingua franca abound (Sey, 1973; Sackey, 1997; Adjaye, 2005). Significant elements of the history relate to the colonial and missionary language policy, the roles of specific individuals during the colonial period, and the institutional and governmental postures in the post-colonial period. When the British first arrived in the early part of the 16th century, like the Europeans who had arrived before them, they trained some of the inhabitants as interpreters.

It is, indeed, from this perspective that Sey (1973) described the English used in Ghana in the early years as “Mercantile English” with the limited possibility of being “the precursor of the educated English varieties used in West Africa today” (p. 95). Later, the British elbowed their European competitors out of business and acquired their forts and castles. These buildings were subsequently used to house schools for the teaching of English to the inhabitants on a more structured basis (Sackey, 1997). The missionaries saw the use of English as vital in their missionary work; therefore, English was used in several Wesleyan mission schools. Two educational ordinances

were passed in 1822 and 1887 respectively, and these introduced into the English educational system financial support in the form of grants and a system for schools established by the missions and private persons.

2.3.2 English as a medium of instruction in Ghanaian primary schools

The debate on the formulation and implementation of a language policy for primary level education in Ghana spans three centuries: the educational ordinances passed in 1822 and 1887; the Phelps-Stokes report of the 1920s; the erratic policies characterizing post-independence (1957) attempts, and the eventual promulgation of an English-medium slanted policy in 2002.

From 1925 to 1951, a Ghanaian language was used as medium of instruction for the first three years. However, in the period 1951 to 1956, Ghanaian language was used only for the first year. Ironically, from 1957 (which marked Ghana's independence and an era of pan-Africanism evident in the foreign policies and rhetoric of Ghana's first president Dr. Kwame Nkrumah) to 1966 Ghanaian language was not used at all, from 1967 to 1969 it was used only for the first year, and from 1970 to 2002 Ghanaian language was used for the first three years, (Owu-Ewie, 2006).

The reason for these inconsistencies were not very clear, but the suggestion that successive governments may have adopted an implementation avoidance strategy is plausible (Yankson, 2006). The disconnection between the policy and its implementation is reiterated by Andoh-Kumi (1999), who claimed that the Ministry of Education hardly monitors the implementation of its own policy. Therefore, it creates a situation where many schools do not bother to implement the policy, with the majority of primary school teachers unwilling to teach in the Ghanaian language, combined with grossly inadequate teaching and learning materials.

The current language policy of Ghana which was promulgated in August 2002, specifies that English be used as the language of instruction from primary one through university; and that the indigenous languages are to be used as the mediums of instruction where the composition of the classes were linguistically homogenous. The government argued that the new policy was to enable pupils to gain a high level of proficiency in English because all terminal examinations are conducted in that language; to avoid delay in introducing English to children; to enable pupils to participate in and benefit from the global economy using a global language; and to bridge the gap between the academic performance of pupils in private and public schools.

Other reasons the government provided for changing the policy were as follows: that many teachers were not properly implementing the old policy since they never spoke a word of English to their pupils; in many urban classrooms the linguistic composition of the classes was heavily heterogeneous; the scarcity of teaching materials in the local languages; insufficient Ghanaian language teachers among others.

The situation related to the use of the indigenous languages as mediums of instruction at the primary level is quite complex. It must be mentioned that even when the old language policy existed, some teachers were teaching in English nonetheless. Also, in the rural areas the concept of homogeneity does not really exist, and the linguistic situation is not uncomplicated.

2.3.3 Methods and approaches of teaching English language

According to Dearden (2014), methods of teaching are the combination of techniques that are used and practiced by the teachers in the classrooms in order to teach their learners. Approaches are the philosophies of teachers about language teaching that

can be applied in the classrooms by using different techniques of language teaching. For example, if a teacher has an approach that language is the communication and learning a language is in fact learning the meanings, functions and uses of language. So the techniques will be based on the communicative language teaching and task-based methods (Dearden, 2014).

According to Freeman and Freeman (1994), Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. They are clear about their attraction towards certain methods and also think that why have they repelled certain method.

2.3.3.1 Grammar translation method

Grammar translation method was the most popular and widely used method for language teaching between the years of 1840 to 1940. But this method was first used for teaching and learning Latin language which was not the language of common use at that time. Latin was considered as a classic language. The learners were made able to study the literature of Latin language through learning the grammatical rules of language and learning the vocabulary so that learners may translate the language in their first language and in the second language. Grammar translation method was criticized intensively in the nineteenth century because it was considered that this method cannot fulfil the demands of language learning in the nineteenth century (Dearden, 2014).

2.3.3.2 Direct method

The direct method was the outcome of the reaction against the grammar translation method. It was based on the assumption that the learners of foreign and second language should directly think in English. This method is against the translation of

written and oral text and focuses on telling the meanings of the words through action, demonstration or real objects. This method focuses on directly thinking, doing discussion and conversation in second language (Richards & Platt, 2010). Ubahekr (2009), described the aims of the direct method. He said that direct method is an attempt and effort to form a link between thought and expression and between experience and language.

Direct method was criticized due to the following reasons:

1. Direct method is successful in private language schools because this method can be applied only in small classes where all the learners can get individual attention.
2. In Direct method, the teachers extravagantly excel in keeping the mother tongue of the learners away from them.
3. Direct method demands the learners to do oral communication in the second language and it also demands the pronunciation and accent to be just like the native speakers so there is need for the language school to hire the native speakers which actually can be very expensive.
4. The success of the direct method depends on the teacher's skills and personality more than on the methodology (Richards and Platt, 2010).

2.3.3.3 Structural approach

The structural approach mainly employs the techniques of the direct method but the reading and writing skills are not wholly neglected. The structural approach is based on the sound principles of language learning. The structural approach says that the arrangement of the words should be done in such a way as to form a suitable pattern and that pattern may make the meanings of the language clear to us. Any language has

its own structure and skeleton which gives this language a decent appearance. A structure is a pattern and a particular arrangement of words which indicate grammatical meanings. It may be a word, a phrase or a sentence (Farrant, 2011).

Structural approach was criticized because it was only suitable for lower grades. Continuous teaching of structures and their repetition make the atmosphere dull and boring. It also neglected the reading and writing abilities and there was also a lack of skilled teachers (Protacio, 2012).

2.3.3.4 Oral approach / situational language teaching

The oral approach is a method in which children are to use whatever hearing they get from their surroundings. They also take help from the context to understand and use language. The target is to develop the skills in the individual so that he can communicate and function independently. This approach helps in the development of reading and writing skills (Richards & Platt, 2010).

The oral approach was developed from 1930s to the 1960s by British applied linguistics such as Harold Palmer and Hornsby. The main difference between oral approach and the direct method was that the methods which were developed under this approach had theoretical principles about the selection, grading and presentation of the content and material. This sequencing of the content would lead to better learning with a good knowledge of vocabulary and grammatical patterns. In this approach all the points of language were to be presented in “situations” which led to the second name of the approach i.e. situational language teaching.

2.3.3.5 Communicative language teaching

Communicative language teaching was developed in the era of revolutions in British language teaching traditions from late 1960s. Before communicative language teaching, situational language teaching was in practice in Britain for language teaching. Communicative language teaching was actually developed in the opposition of audiolingual method which focuses on drilling and memorization. Communicative language teaching focuses on developing the ability of communication in learners in real life situations. It focuses on meaning rather than accuracy (Richards & Platt, 2010).

2.3.3.6 Task-based Language Teaching

Task-based language teaching is an approach that is based on the assumption that tasks are the major unit of language learning. This approach is based on the problem-solving view that the learners should be given some tasks to be solved. These tasks are related to the language structures that are required to be learnt. The learners interact and communicate with each other during solving these problems. In this way, they learn the language (Richards & Platt, 2010).

2.4 Factors Affecting Teaching and Learning of English in Primary Schools

Many researchers have touched on issues concerning the poor performance of students in the English language. The factors that contribute to the poor performance of learners in English language have been discussed as follows:

2.4.1 Government related factors that lead to poor performance of students in English

Although English occupies an important place in the Ghanaian educational system, there are problems connected to its teaching and learning in the schools. Some of the

problematic factors are government related. These include the language policy, curriculum issues and the nature of the English syllabus.

2.4.1.1 The language policy and problems associated with its implementation in basic schools

Several studies conducted to evaluate the implementation of the Language policy showed that there is no problem with the policy itself in the first place because it agrees with universal research on second language learning worldwide. There had been much research on how important it is for children to first learn their mother tongue before learning a second language. Also, research is clear on the benefits children derive from instruction that encourages the use of the primary languages to support the teaching of English as a second language.

For instance, Andoh-Kumi (2002) talked about some of the reasons given by those who found the policy laudable. One of the reasons was the view that, the L1 serves as a bridge between the home and the school and children, therefore, consider teachers as parent substitutes because they speak their language. Another reason was the belief that the use of L1 as a medium of instruction enables the child to express him or herself freely in the classroom and consequently the child will not perceive any negative impression about school. There was also the claim that language is a fundamental human right for every individual and therefore, children should not be denied the use of the language they speak.

Cummins (1979), a second language researcher, posited that there is a threshold level of linguistic competence that the second language learner has to attain before success in any cognitively demanding academic work can be achieved. If a second language

learner fails to attain that threshold level before he is introduced to serious academic and cognitively demanding task, he or she may end up performing poorly.

Agyekum (2001) stated how bad and ineffective a method of education which ignored the mother tongue as the medium of instruction in the early stages of education could be. According to him, teachers who want to use English as early as possible as the school language are holding back their children's mental power. He observed that children could not develop thinking powers while struggling to learn a foreign language.

The mother tongue was given a minor place because according to Agyekum (2001), the Ministry of Education in the Gold Coast (Ghana) was influenced by certain difficulties in its use. The three main difficulties were the existence of a greater number of different languages and even of different dialects of the same language; the difficulty of training teachers in a multiplicity of languages; and the difficulty in the production of text books and literature. The writer also talked of a UNESCO publication in 1953 which stated that the use of the mother tongue as a medium of instruction in schools is criticized on the basis that the child already knows his or her own language before entering school, and that there is no need for the school to teach him or her again.

2.4.1.2 Overload of content in the syllabus

According to Kraft (2003), the syllabus shows evidence of overloading of content to be taught in each grade level. Many teachers are not able to complete the syllabus as well as the reading text assigned to each year. He described the situation and the problem created by the overloading of the textbook in particular when he said,

“Teachers in the next grade start with the new book, regardless of whether students have mastered the previous essential skills or not. The results of the Criterion- Referenced Test (CRT) indicate that by Primary 6, a large majority of Ghanaian children are hopelessly lost” (p. 73).

2.4.2 Teacher related factors that contribute to poor academic performance of learners in English language

The importance of the teacher in the educational system cannot be overemphasized. No matter how good a curriculum may seem, it is the human touch provided by the teacher that will ensure that good and lasting results are produced. It must be noted that it is not the presence of a human being tagged “teacher” in the classroom that will ensure the desired success of the teaching–learning process. Some factors such as teacher’s qualification, teaching experience, method of teaching, quality, commitment, motivation and personal characteristics of the teacher among others affect learners’ output in learning English.

2.4.2.1 Teachers’ qualification

Pupils' performance is affected by various factors. These factors which have been to influence pupils' achievement can be teachers' qualification such as Diploma, Bachelor, Masters or Doctoral degree. A number of studies have examined the ways in which teachers’ highest qualifications are related to students’ achievement. Many of the studies found that teachers’ qualifications correspond positively with students’ achievement. Betts, Zau and Rice (2003) found that teachers’ highest degree correlates positively with students’ achievement. Rice (2003) found that when teachers have a degree or an advanced degree in their teaching subjects it will have a positive impact on the students’ achievements. In addition No Child Left Behind Act (NCLB) specifies that highly qualified teachers must have minimum of a bachelor’s degree. The studies have focused on whether teachers with a master’s degrees or

greater have a significantly greater impact on student achievement (Greenberg, Rhodes, Ye, & Stancavage, 2004).

2.4.2.2 Teachers' teaching experience

Teacher experience is the number of years a teacher has taught. Several studies found teachers' years of experience to positively correlate with students' achievement. Betts, Zau, and Rice (2003) found that teachers' experience significantly correlates with students' achievement in English language. Greenwald, Hedges, and Laine (1996) in their meta-analysis of data from 60 studies found that teachers' years of teaching experience positively correlate with students' achievement.

A group of researchers claimed that years of practice is not only enough in becoming experienced (Martin & Baldwin, 1994; Martinez, 2006). Martinez (2006) further says that experienced and inexperienced teachers should be analyzed in terms of motivation, cognitive structure, personal point of views, and recognition.

2.4.2.3 Teacher's method of teaching

Many studies conducted in Ghana confirm that the failure of learners in learning the English language could be attributed to the current teaching methods being used in the classrooms today (Kraft, 2003). Bezanson and Hawkes (1972), described the teaching methods of Ghana as being the traditional, whole-class, teacher-dominated type. The early stages of reading often consist of „alphabetic“ and of much „look-and-say“ work, with words and sentences mechanically repeated, especially in English. Reading instruction in the lower primary school is focused on teaching the blending of letters and sounds to form words.

On teaching practices, Horwitz (1986) highlighted the importance of naturalistic experience in L2 that promotes listening and reading practice. Horwitz stressed the involvement of learners in life-like conversations in developing their listening and reading abilities. One area that poses difficulty in the acquisition of the English language is the mother tongue interference. Most error analysts trace English learners' errors to their L1 interference. For instance, Yankson (2006), in his discussions on causes of learners' errors stressed that the sources of language learners' errors are mostly mother tongue interference. According to him, in learning a second language the learner sometimes transfers consciously or unconsciously certain features of his L1 system into the L2 system. Thus, certain L2 learners' errors can be traced to L1 negative influence. For example, phonologically, there are certain English vowel sounds notably the sound /æ/ found in words like „man“, „cat“, etc.; the schwa/ə/, the unstressed English vowel which occurs in words like „against“, „famous“, and the sound transcribed/ʌ/ which is found in words like „cupboard“ which do not exist in the phonological categories of most African languages. In such cases West African speakers of English tend to substitute these English vowel sounds with near equivalents from the mother tongue.

Other language learner errors such as the perception blind spot, and Language Loyalty, among others have the tendency of interfering English learning (Yankson, 2006). To avert these negative L1 interferences on L2 acquisition and other learner errors like over generalization, Yankson (2006), stressed that the competent teacher needs to devise effective strategies and methods to systematically de-condition the learners and to develop their powers of recognition, identification and discrimination of the new sound systems. This could be possible if the teacher is at home with the numerous methods of teaching English.

2.4.2.4 Teacher motivation

Richards and Platt (2010), defined motivation as the inner drive which prompts people to act in a certain way. Cook (1980) explained that motivation causes movement in an organization or institution. Cook (1980) further explained that an individual is aroused by two types of motivation, namely the intrinsic and extrinsic motivation. He explained intrinsic motivation as those needs, wants and desires which exist in individuals and that, the worker who is motivated intrinsically works on his own with little supervision. On the other hand, the extrinsic motivation stems from external stimulation.

A teacher whose needs are not met may be psychologically unstable and consequently not productive (Asamoah, 2009). On the other hand, a satisfied teacher is stable and thus, efficient and effective. In line with this, Cook (1980), observed that the key to improving performance is motivation, and for this reason employers need to understand what motivates their employees.

Language teacher motivation has not been researched extensively despite its importance. However, language teacher motivation is not much different from teacher motivation. As a result, Kraft (2003), claimed that because the determination of satisfaction in language teaching is no different from other careers, what a language practitioner wants is what any professional might anticipate. These include job security, right pay and benefits, logical workloads, recognition of professional credential, participating in decision-making, decent working conditions and provision of materials and systems for organizing and managing the work and individual learners.

2.4.2.5 Teacher quality

Professional qualifications are important in education. The professional skill of the teacher „establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structures“ (Farrant, 2011). Professional competence, according to Farrant, often transforms into high quality of teaching with the expectation that this would influence pupils“ learning. Teacher professionalism should be exhibited in skills like giving prompt feedback, questioning, dealing with learners“ problems effectively and creating specific kinds of climate for different lessons, making sure that pupils understand and cope with the amount of knowledge given to them.

The importance of the quality of the teacher is much appreciated in Mitchell and Myles“ (2013) that the teachers“ credential is a factor in determining students“ achievements. This is because if the higher education a teacher has, the better his students will be. The problem of language learning is caused by messy and fragmentary input that makes abstract concepts, based on limited examples. Bailey (2006), referred to input as the language to which the learner is exposed, either orally or visually. In this vein, teachers are responsible for an inadequate language input due to their own limited English proficiency.

Essel, Badu, Owusu-Boateng, and Saah, (2009) explored the positive impact that in-service training programmes contribute significantly to improve the education system. They revealed that, in-service programmes provide the teachers with skill, knowledge, ability and confidence.

Kazmi, et al (2011) argues that in-service training programmes make teachers equipped with logical and systematic approaches to apply in classes. According to

Sim (2011) in-service teacher training programmes Increase teachers' knowledge, build positive attitudes and beliefs and also enhance teaching practices.

2.4.2.6 Teacher commitment

A teacher's influence can be unlimited and his/her ideas can affect thousands (Mayer, 2001). In view of this, a research conducted by Etsey (2005), on the causes of low academic performance of primary school pupils in the Shama- Ahanta East Metropolitan area in Ghana highlighted poor teacher habit and commitment as some of the main causes of poor academic performance of students in English and Mathematics. According to the Etsey, this attitude makes the pupils unable to learn well and acquire much classroom content and knowledge resulting in the poor performance in the BECE. This supported Mayer's (2001) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards learners which in turn affect their academic performance.

According to Etsey (2005), lateness and absenteeism of teachers reduce the amount of instructional time and these results in the syllabi not being completed. Kraft (2003), stressed that the falling trend of academic achievement is attributable to teachers' non- use of verbal reinforcement strategy. He found that the attitude of some teachers to their job as reflected in their poor attendance to lessons, lateness to school, unsavory comments about learners' performance that could damage their ego, poor method of teaching and the like, could affect learners' academic performance. Lack of interest, imagination and creativity, and failure to make the best use of the little that is available in the schools for the teaching of English remain major national problems (Baffoe & Amoah, 2015).

2.4.3 Environmental factors affecting pupils' learning of English language

Fatiloro (2015) observed that school environment may have negative influence on learners' academic achievement especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, has poor teacher quality, type of location of school is questionable, whether there few classrooms and over population of learners in the classrooms. Fatiloro further opined that school facilities are a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. According to Duarte (2015), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate learners learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, everything from the colour of the walls to the arrangement of the desks size, of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical is arranged sends impressions to learners and can affect the way they learn and receive instruction.

2.4.3.1 The physical environment

The physical environment should not serve as a background for classroom activities but as an important influence on teaching and learning. The physical environment includes the availability and use of relevant teaching and learning materials, class size, the physical layout and school infrastructure.

2.4.3.1.1 Availability and use of teaching and learning materials

The availability and use of teaching and learning materials affect teachers' motivation and the effectiveness of their lessons as well (Etsey, 2005). Broom (1973) also

pointed out that, the creative use of a variety of media for learning increases the probability that learners would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

Najumba (2013), found a significant relationship between the use of recommended textbooks, and academic performance of pupils. According to him, the availability of physical and material resources is very important for the success of any worthwhile educational endeavour. The researchers affirmed that resources such as classrooms, furniture as well as teaching and learning materials (TLMs) are imperative to educational achievements, if they are made available and in their right quantities and qualities. They emphasized that the major contributory factor to effective classroom learning is the facilities the school has.

For Atakpa and Ankomah (1998), effective teaching and learning greatly lie on the competence of its human resources as well as material resources which are needed for the impartation of knowledge. Similarly, Ofodu (2013) avowed that the use of instructional materials is aimed at simplifying teaching for effective learning. Therefore, the material should not be complicated thereby sending the learners into the realm of abstract thinking.

Najumba (2013) also observed that learning facilities are indispensable in the learning process. It is universally agreed that adequate instructional facilities enhance learners' performance in academic pursuits, whereas, their deficiency detracts greatly from quality education. He posited that adequate learning materials bring about increment in students' level of performance since there are many aspects of the teaching of English.

2.4.3.1.2 Class size

Policy makers and researchers in many countries are concerned about how much learners learn in primary and secondary schools. They constantly debate whether particular policies are effective in promoting learning. One policy that has received considerable attention is reduction in class size. A teacher (whether professional or not) who had to work with too large a class size would undoubtedly have his performance hindered and this would have a negative spill over effect on learners. Too large class sizes could be one of the unfavourable conditions that affect the performance of teachers in most Ghanaian schools (Ankoma, 2002).

Najumba (2013) asserted that teachers of larger classes are more likely to spend less time with each learner's paper and to concentrate on mechanics rather than on style and content. Najumba analysed that if a teacher spends 20 minutes reading, analysing and responding to each paper for a class of 25 pupils, the teacher must have 500 minutes for these processes alone. It is therefore clear that, reduced class size gives learners ample opportunities for effective interaction with peers, for developing critical and reflective thinking and to have a fair share of the teacher's time.

2.4.3.1.3 The physical layout of the learning classroom

According to Ocran and Etsey (2006), the physical layout of the classroom, the way the room is partitioned into smaller spaces to improve verbal interaction and cooperation among learners, the type of furniture and attractive literacy centres with a variety of reading and writing materials such as literacy corners, writing centres where there is a message board for children to paste their writing, dramatic play corners and so on, go a long way to promote effective acquisition of English. They suggested that classroom environment should be clean, healthy, arranged orderly, and

well ventilated. It should also be a print-rich environment which would provide learners with the reading of printed materials on signs, displays, and labels found in the environmental context of everyday living.

2.4.3.1.4 School infrastructure

Adedji and Owoeye (2002) found that, physical structure is significantly related to academic performance and therefore there should be a serious effort to acquire and maintain these resources for better performance. The physical structure of the classroom is a critical variable in effecting learner's morale and learning. But according to Fatiloro (2015), thousands of schools still have poor physical infrastructure and many are dilapidated, dangerous and unfit for human habitation. There is often no water in schools. Such conditions do not only restrict teaching and learning activities but also threaten the health of learners and educators as well.

2.4.3.1.5 The emotional environment

The emotional environment in the classroom is an atmosphere devoid of threats and intimidation from the teacher or other people in the environment. Krashen's (1982), affective filter hypothesis emphasized the fact that presenting a comprehensible input alone is not a necessary condition for acquisition of language. Teachers should note the affective prerequisites to acquisition of language. This hypothesis explained how the affective factors in the second language classroom can serve as filters blocking input from the teacher. It explained how two learners can receive the same comprehensible input, yet one makes more progress than the other (Krashen, 2003).

According to Ocran and Etsey (2006), the instructional implication of this hypothesis is that in second language learning classroom, educators should create a low anxiety atmosphere and a favourable environment, in which all learners will feel

belongingness and safe to learn. According to Krashen (2003), “Factors that contribute to low affective filter include positive orientation to speakers of the language, acquiring in a low anxiety situation, and at least some degree of acquirer self-confidence”. When the affective filter or the affective condition in the classroom is tensed up, learners become anxious and frustrated and much learning does not take place. In other words, if there is much criticism and tension in the second language classroom, children cannot learn. If the filter is low, children flourish and learn effectively.

2.4.3.1.6 The social environment of the learning classroom

The social environment deals with the kind of interpersonal relationship between the teacher and the pupils. It also looks at the general interaction patterns that exist in the classroom.

According to Ankomah (2002) and Ansah (2014), second language educators need to encourage positive interaction patterns and collaboration among students and between students and teachers. They stressed that in learner-centred classrooms, where cooperative learning is encouraged, they work in smaller groups to help one another learn through discussion and debates. Positive climate conducive for learning is created when the teacher maintains cordial interpersonal relationship with learners.

Duarte (2015), stressed that interaction and collaboration among small groups of learners promote achievement and productivity. Children should be engaged in task-oriented dialogues with peers rather than teachers always presenting information to them. Group discussion among peers should be encouraged. Cazden (1985), admonished teachers to avoid IRE (Inquire, Respond and Evaluate) interaction patterns and promote interaction between teachers and learners, and students and their

peers. This is because social collaboration in the language classroom facilitates children's engagement in a task. The teacher therefore needs time to guide them in the literacy activities. The children also need time to practice with peers, independent of the teacher, Ocran and Etsey (2006).

2.5 Measures Taken to Improve Teaching and Learning of English Language

Graves (2006) offered a framework for successful vocabulary programmes that supports effective teaching and students' development of word knowledge. The foundation of this instructional programme includes a four-part approach to developing robust vocabularies: (1) provide rich and varied language experiences, (2) teach individual words, (3) teach word-learning strategies, and (4) foster word consciousness.

Providing rich and varied language experiences involve incidental word learning, where teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Teaching individual words. Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. The research is clear with respect to effective teaching of words (Graves, 2006). Teaching and learning English language should (1) provide students with information that contains the context as well as the meaning of the word, (2) engage students and allows sufficient time for word learning, (3) ensure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

Graves and Watts-Taffe (2008), suggested that teachers (1) create a word-rich environment, (2) recognize and promote adept diction, (3) promote word play, (4)

foster word consciousness through writing, (5) involve students in original investigations, and (6) teach students about words.

Research findings by Grave (2008), Beck, McKeown and Kucan, (2002) revealed that semantic mapping helps to develop students' vocabularies. Teachers need to promote in-depth word knowledge; it is one of the most powerful approaches to the teaching of vocabulary since it engages students in thinking about word relationships. The strategy reinforces students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words.

Johnson and Pearson (1984) identified semantic feature analysis as another strategy for teaching and learning English language; this strategy helps to develop students' vocabulary knowledge by establishing shared meaning relationships between words. They suggest that words which share semantic features define a central concept. This strategy is useful in teaching and learning English language in before reading and actual reading activities. Students are able to use their background knowledge to search for the meaning of the new words in a text. Semantic feature analysis is a way in which teachers can help students to take a set of words related to a topic or category and compare or contrast the words in terms of their features, characteristics or attributes.

Reutzel and Hollingsworth (1991) posited that wide reading is another strategy which can help to build students vocabulary knowledge. This strategy works when teachers encourage students to read self-selected books daily. It helps to improve their reading comprehension. Reading is a mental skill that pictures the physical development of

students in learning English language. Wide reading is a natural and powerful way to build the vocabulary knowledge of students.

When students are introduced to varieties of reading activities, it helps to expose them to new words in a text, and how such new words are used in a text. Wide reading is one of the single most powerful factors in vocabulary growth. Even a moderate amount of daily reading with appropriate text could lead to most of the vocabulary growth that every student needs. In spite of this, many of the students who demand the most vocabulary growth are not capable of sustained independent reading of reasonably challenging text.

In support of the strategy, Stahl, Richek, and Vandevier (1991) opined that it is particularly necessary for students and struggling readers to be read to by teachers, parents, or others. For students who have difficulty in reading, read-alouds assume greater importance for vocabulary development. In the same way, students learn new words best in classrooms, when teachers read to them and emphasise important and interesting words in a text. In these classrooms, students regularly read individually and in groups and they discuss their understandings during and after reading activities.

Laufer (2003) declared that preliminary research findings on one series of simplified readers confirm that learners of English language should read one book per week and read between five and nine books per reading level in order to gain enough exposures to the vocabulary at that level; this process should then be continued at the next higher level. Notwithstanding, the chances for highly motivated, skilled learners, reading at this pace may be too demanding for less motivated, lower proficiency learners, who, in the authors' experience, find it difficult to complete a forty-page book in two

weeks. Also, as a means of vocabulary growth, this reading pace may work more effectively for lower level rather than for higher level graded readers. Laufer (2003) estimated that learners would need to read about nine high level graded readers (200,000 running words of text) to learn 108 words.

Motivated students are more engaged as active members of the classroom community and more prepared to deal with challenging texts. Students also read in and out of class because they want to, not because they are told to do so. Luckily, open instruction which aims at reading-skills development can greatly help English language learners become more skilled, strategic, motivated, and confident readers. Teachers must work towards making reading passages interesting and by trying to connect reading activities to students' lives, experiences, communities, immediate goals, future plans, or to texts read earlier.

Independent reading is another means of encouraging students to do reading activities. Independent reading is simply explained as the reading students decide to do on their own. It involves the activities of reading widely from a variety of sources, and choosing what one reads by the students. Experts have given different names to the independent reading, which includes: recreational reading by Manzo and Manzo (1995) and leisure reading by Greaney (1980).

2.6 Empirical Review

Challenges faced by learners in learning English as a foreign language have been studied by many researchers from various countries in the world. Solak and Bayar (2015), investigated the challenges of English language teaching and learning in Turkey. The study was qualitative in nature and participants' responses were classified in terms of overall ideas, language skills, methods, approaches and practices,

linguistic differences in two languages, personal differences, teachers, materials, family and environment. The study revealed that teaching and improving of four language skills was the focus of attention rather than grammar-centred language teaching. English courses should be designed as practice-based rather than theory-based. In addition, foreign language teachers should take into consideration individual differences of the learners, learner characteristics and plan the activities in this regard. Foreign language teachers should undertake in-service training and update their professionalism from time to time.

Finally, the materials such as course books, videos, and internet web sites should be chosen carefully according to the learner's interest, level and needs. However, problems in teaching and learning English would be beneficial when examined from the perspective of learners.

Genesee et al (2015), studied about English language learners in US schools. The study focused on the broader field of English language learners in the American school system. One of the areas of inquiry was "program, instruction and assessment." The literature identifies a number of instructional and program characteristics that contribute to the academic success of language learners. For effective learning to take place there should be a positive school environment, meaningful and challenging curriculum, an enriched environment grounded in research and sound principles. Moreover, there should be well-trained educators versed in the theories and methodologies of the program they teach together with collaborative environments for both learners and educators.

Dhillon and Wanjiru (2013), examined the challenges facing learners who study English as a second or foreign language in Kenya. The study was conducted in

primary schools in urban Kenya. Data were collected through questionnaire and semi structured interviews. The study revealed that learners of English as a foreign language faced a variety of challenges including poor language background which make learning of English to be difficult. The learners had their own first languages which were different from English. The study suggested that teachers should provide a warm classroom environment so as to motivate learners in learning English as a foreign language. Also, the policy issue should be resolved in a way that it is clearly specified which language will be used in teaching and learning environment especially in multilingual societies.

Another study was done in Nigeria by Fatiloro (2015), it sought to determine ways of tackling the challenges of teaching English as a second language. The study revealed a number of challenges which posed difficulty for English language learners, they included; large classroom sizes, language background, inadequate language policy, poor teaching and learning facilities and shortage of specialist teachers of English. The study suggested that teachers and society should motivate learners so as to encourage them to learn English well. It also urged the government to provide facilities for learning English language and to encourage the use of modern technology especially in teaching pronunciation.

A number of local studies have focused on assessing the challenges which learners face when learning English as the foreign or second language. Ansah (2014), found that teaching and learning English in Ghana is accompanied with some challenges which hinder learners to learn well. He noted that learning English is driven by political will. Poor classroom practices, few text books as well as poor teaching and learning environment posed hindrance to teaching and learning process of English as

a foreign language. He emphasized that the teaching of English in Ghanaian schools is done more theoretically than practically. As a result, learners do not have sufficient time to practice what they have learned because English is not spoken anywhere in their environment. This increases the stress of learners about English language.

Apoya (2017), examined the use of English language as medium of instruction in some basic schools in Northern region. He found that English in Ghana is studied as a foreign language because learners especially from some parts of northern Ghana have Mamprusi as their mother tongue. Dagbani is their second language and when they learn English it becomes their third language or foreign language. The study further noted that English in Ghana is learned through code-switching and code-mixing. Teachers tend to use Mamprusi sometimes due to their incompetence in English language. Ansah and Agyemang (2015), agreed with this by saying learners and teachers are more capable to deliver fluently in Akuapem Twi than in English. Learning of English language aims to give learners linguistic skills rather than communicative competence. In conclusion, he pointed out the need of the language policy to be reviewed so as to suit Ghanaian context.

Ansah and Agyemang (2015) conducted a study to see if Ghanaian children were learning or not. In their study, they focused on Akuapem Twi, English and Mathematics. In their investigation, they found that half of the learners who completed junior high school (JHS) could not read in English. The expectation was that when a learner completes JHS, he or she could be able to read primary six English text book, but the reality was different. Students completing JHS were seen to lack any skill of English at all. Evidence shows that the situation is increasing day by day, that is why there is need for finding effective measures to solve this problem.

Also, Baffoe and Amoah (2015), studied language of instruction and its impact on the quality of education in senior high schools (SHS) The study aimed at assessing learners' opinions on the language of instruction during the teaching and learning process. The result showed that 69.5% of the learners did not prefer English to be used because they did not understand when taught in English language. Owu-Ewie and Eshun (2015) supported this by saying learners understand more when taught in the language they understood better. This is the case of senior high school learners who are said to have knowledge in English after studying it in junior high schools and primary schools. In primary school things are worse because they have not even heard about it. This study is based on challenges which primary school learners face when learning English as a foreign language.

2.7 Summary

The literature reviewed has indicated clearly that the type of environment, parental involvement, teaching and learning resources and methods among others employed to deliver lessons in English Language plays a very vital role in ensuring better academic achievement of learners. The chapter also touched on the concept of the language under study that is its origin as well as its historical sketch in Ghana and how it is being used as medium of instruction in the country. This study, therefore, aimed at contributing in providing evidence of challenges associated with the teaching and learning of English Language.

CHAPTER THREE

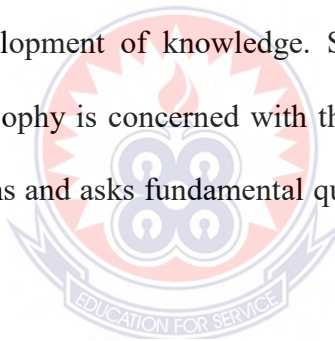
RESEARCH METHODOLOGY

3.1 Overview

This chapter describes the method this study employed. It gives a detailed discussion of the method adopted in carrying out the research. It provides the research design on which the whole work is anchored. It also gives information on the mode of data collection – population, sample size and sampling technique, research instruments, data analysis procedure, limitations and ethical considerations.

3.2 Philosophy of the Study

Creswell and Creswell (2018) explained philosophy as something that deals with the nature, source, and development of knowledge. Similarly, Creswell and Creswell (2018) stated that “Philosophy is concerned with the very materials of thought, with ideas and their foundations and asks fundamental questions about the nature of things” (p. 172).



This study pivots on an Interpretivist paradigm. Interpretive paradigm allows researchers to view the world through the perceptions and experiences of the participants. The researcher uses those experiences to construct and interpret his understanding from gathered data. Interpretivists believe that an understanding of the context in which any form of research is conducted is critical to the interpretation of data gathered (Willis, 2007). In order to explore understandings of participants, an interpretive methodology provides a context that allows us to examine what the participants in the study have to say about their experiences.

According to Willis (2007), interpretivism usually seeks to understand a particular context, and the core belief of the interpretive paradigm is that reality is socially constructed.

Interpretivists believe that reality is multiple and relative (and these multiple realities also depend on other systems for meanings). The knowledge acquired is socially constructed rather than objectively determined. The inquirer takes a subject posture, the knower and the known are inseparable, and research is value bound. The study explored the multiple perspectives of respondents from the different category of schools. These perspectives were also dependent on other factors such as culture, systems and structures in place.

3.3 Research Design

A research design is a detailed outline of how an investigation takes place. It includes how data is to be collected, research instruments to be used, and the means used in analysing data (Creswell & Creswell, 2018). It is a blue print or structure for data collection, measurement and analysis (Kothari, 2009). Kano (2015) contended that, a research design provides the most valid and accurate answers possible to the research questions stated.

Willis (2007) noted that the research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. The design indicates whether there is an intervention and what the intervention is, the nature of any comparisons to be made, the method to be used to control extraneous variables and enhance the study's interpretability, the timing and frequency of data collection, the setting in which the data collection is to take place, and the nature of communications with subjects.

This research is a descriptive survey through which views and opinions were sampled from teachers, learners and head teachers. Avoke (2005) indicated that survey research in education involves collection of information from members of a group of learners, teachers or other persons associated with educational issues. According to Ary et al (2002), survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively.

The descriptive survey was chosen because according to Kano (2015), it is the dominant form of collecting data in education and other social sciences. Descriptive survey was considered the most appropriate design for conducting this study since it is the one that deals with current things (Kothari, 2009). Again, information gathered from the descriptive research could be useful in diagnosing a situation since it involves observing, describing, analysing and interpreting aspects of a situation as they naturally exist. It is designed to provide a „snapshot of how things are at a specific time“ (Creswell & Creswell, 2018).

Descriptive survey was deemed appropriate for this study as views, attitudes and opinions of teachers, head teachers and circuit supervisors needed to be sampled. The study aimed at gathering useful data on those conditions and variables that could not be manipulated and which would help in finding the challenges facing primary school pupils in learning English language in the Asante Akim South Municipality. Notwithstanding the efficacy of the descriptive survey, it is not without difficulties. Kelley et al. (2003) pointed out some demerits associated with its use. These included the danger that, the significance of the data could be neglected if the researcher focuses too much on the range of coverage to the exclusion of an adequate account of the implications of those data for relevant issues, problems, or theories. Also, the

private affairs of respondents may be pried into and therefore generate unreliable responses and difficulty in assessing the clarity and precision of research questions (Kelley et al, 2003). In spite of these demerits, the descriptive survey was appropriate for the study. This was because the research used the logical methods of inductive-deductive which covered many people or events.

In using the descriptive research design, the quantitative means of collecting data was used. This was because it allowed meaningful generalization with respect to the numerical relationships which existed in the data, and which reflected the attributes of the entire population. As Sarantakos (1988) had said, one of the most important attributes of a quantitative technique is that, the sample reflects the larger population, and hence conclusions drawn reflect the general attributes of the entire population.

3.3 Study Area

The study was conducted in Asante Akim South Municipality. Three primary schools were selected namely, Wankyi Presby Primary School, Adomfe M/A Primary School and Kurofa Jubilee Educational Complex. The ease to data access was the main reason for selecting the area. The indigenes of the communities where the study was conducted are mainly peasant farmers.

3.4 Target Population

Research population is a group of individuals from which samples are drawn. It is a set of all cases of interest to the researcher and they are the source of information (Kano, 2015). According to Ary et al (2002), population refers to the entire group of individuals to whom the findings of a study apply. It is whatever group the investigator wishes to make inferences about. The population of this research included

123 classroom teachers and 863 pupils from the three named primary schools in Asante Akim South Municipal.

3.5 Sample and Sampling Techniques

Sampling is the process of selecting samples. It involves deciding who or what to be researched (Kothari, 2009). Kano (2015) also defined sample as a carefully selected subset of the units that comprise the population. Purposive and simple random sampling techniques were used in selecting the participants for the study. The teachers and head teachers were purposively sampled because they are in key positions in the schools. As administrators of the school, the head teachers have information about pupils and teachers' activities in the schools. As Creswell (2003) stated, in purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon.

Avoke (2005) also pointed out that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgement and typicality. By so doing the researcher builds up a sample that is satisfactory to specific needs. Pupil samples were classified according to their classes. Classes which were observed were Basic three (3) and Six (6). Ten pupils were selected from each class which made 20 pupils in each school. These classes were chosen as a representation of all learners in each school. Basic three represented lower primary while Basic six represented upper primary. On the other hand, purposive sampling was used to select teachers from each school.

All teachers who teach English language from basic one to six were included. A total of 18 teachers were to be sampled but only 14 teachers were available and were given questionnaires to fill. Three headteachers (one from each school) were also selected as

sample to get school report about English language as a subject. The total number of sample for the study area was 77 respondents.

Table 3.1: Sample

Name of School	Number of Students	Number of Teachers	Headteachers
Wankyi Presby Primary	20	5	1
Adomfe M/A Primary	20	3	1
Jubilee Educational Complex	20	6	1
Total	60	14	3

Source: Field Survey, 2022.

3.6 Research Instruments

The study employed a variety of instruments to facilitate data collection from the field. The following instruments were used for data collection; questionnaires, observation and documentary review. The use of more than one method helped to collect adequate, reliable and relevant data for the study. Creswell (2003), argued that no single technique is superior to another. Each method has advantages and limitations, thus using more than one technique has the benefit of obtaining data that is more adequate, reliable and relevant.

3.6.1 Questionnaire

The questionnaire is a research tool in which the respondent is asked and responds to the question. It is written information which is given to the respondent to work on (Kano, 2015). Kothari (2009) added that the questions are typed or printed and sent to the respondent to respond on it. There are two categories of questionnaires; Open ended and close ended. In this study both open ended and close ended questionnaires

were used. The questionnaire tool was administered to all classroom teachers in the primary schools selected. In the open-ended questions, section D, teachers were free to answer what they knew about the questionnaire items and in the close ended teachers had to choose the correct response. A questionnaire has advantages and limitations. According to Creswell (2003), one advantage of using questionnaire is that it is an economical way of accumulating information of significance to educators. Also, it is easy to plan, construct and administer.

Kothari (2009), points out its limitations as having low rate of return and bias. The questionnaire for this study comes in two forms. One for the head teacher and another one for the classroom teachers. Each questionnaire is made up of sections A-D. Section A comprised of the academic background of the respondents, B solicited information on availability and usage of teaching and learning resources, C also touched on the teaching methods and teacher preparedness in delivering the lessons. The last section, D, helped to gather data on teacher professionalism. Respondents were required to tick the appropriate option either agree, strongly agree, disagree or strongly disagree which corresponds to the questions in sections B and C. (The questionnaires administered to teachers and Headteachers are found in appendix A and B respectively).

3.6.2 Interview

Bitting the fact that questionnaires do not provide a total in-depth investigation of specific phenomenon, the researcher had to supplement the information acquired with interviews. Creswell (2003) defined an interview survey as a form of data collection in which the researcher records answers supplied by the participants in the study. Ary et al (2002) also posited that an interview is used to gather data on subjects' opinions,

beliefs, and feelings about the situation in their own words. Semi-structured interview was conducted for the pupils.

The semi structured interview guide was structured into three (3) sections. Section A dealt with the teacher related factors affecting pupils learning of English language. Section B focused on the environmental factors affecting pupils learning of English language and Section C dealt with the learner factors affecting pupils learning of English language. The semi-structured interview was useful because it offers a multipurpose way of collecting data and can be used with all ages (Creswell & Creswell, 2018).

3.6.3 Observation

Observation method is a direct method that allows the researcher to be in the field. The data is obtained by using sense organs (Kano, 2015). It is the way which allows the researcher to be present physically during the process of data collection (Kothari, 2009). Kothari added that the method has no bias compared to questionnaires and information is found in natural environment. Kothari argued that the method is very expensive. It is used to obtain information that may not be accessed through other tools of data collection; and is also used for cross checking information obtained from other tools. The researcher used non-participatory observation to observe conditions of the school environment at the study area. Factors that were examined included; lesson plans, the use of English language outside and inside the classroom, number of English textbooks, mastery of linguistic aspects, students work, and strategies employed by teachers during the teaching and learning of English subject were observed. Both students and teachers were observed. (The observation checklist is found in Appendix C).

3.7 Data Collection Procedure

According to Creswell (2003), respecting the site where the research takes place and gaining permission before entering a site is very paramount and ethical in research.

The initial step was to get an introductory letter from the University of Education, Winneba, which was then presented to the appropriate authorities (The Education Directorate) in order to obtain authorization to conduct the research. After receiving the permit, the researcher made preparations to meet the respondents by visiting the schools. To establish a close relationship with the teachers and pupils, the Heads conveyed a short meeting with the classroom teachers to seek their maximum support. The respondents were assured of confidentiality of their responses. They were also assured that all information obtained would be used for the intended purpose. According to Kelley et al (2003), these are the most important ethical issues to adhere to when conducting a survey. The questionnaires were then administered to the teachers. Respondents were given 10 days to respond to the items. All the questionnaires distributed to the teachers were retrieved. Two lessons were observed in each of the three sampled schools on agreed dates. Pupils were interviewed during lunch time and each interview lasted for 10-15 minutes in schools.

3.8 Data Analysis

The quantitative data were analysed using Statistical Packages for Service Solution (SPSS) version 26 through descriptive statistics in the form of frequencies and percentages. The analysis included tabulation and computing of frequencies and percentages. SPSS was chosen because it had the potential to help the researcher to analyse data quickly in different forms so as to make comparison. The qualitative data were analysed using narrative analysis.

3.9 Validity and Reliability

Validity is the indicator for how successfully the research captures the information it's meant to capture (Orodho, 2003). Validity is very important in the development and evaluation of research instruments (Ary et al, 2002). It is used to determine if an instrument measures what it is intended to measure. To ensure the validity of the questionnaire and the interview guides, draft copies were given to some supervisors at the department of Early childhood (University of Education, Winneba) who read through and made the necessary corrections to ensure face validity. From the responses in the pilot study, it was clear that respondents understood the questions as they were fully and well answered.

To ensure reliability of the instrument used for the study, a pilot testing was conducted at the Bompata Presby Primary School. The researcher chose this school because it was one of the schools which exhibited the same characteristics as the schools that were of interest to her.

In the pilot testing, 5 classroom teachers were supplied with the draft copies of the questionnaires. There was thorough discussion on any ambiguity, doubt and incoherencies that would confront the respondents on any aspect of the draft. Respondents, were given time to complete and return the questionnaires to the researcher. Two head teachers, 7 learners, and an officer from the Monitoring Team at the Juaso Education Directorate were interviewed as part of the pilot study. Their views were collated and studied closely. The pilot study helped to remove ambiguous statements particularly in the Likert items. Some statements were completely deleted because they had been repeated elsewhere in the questionnaire. All the necessary corrections and changes were made before the data collection.

The Cronbach's alpha coefficient (α) with a recommended minimum value of 0.7 is the most common indicator for testing internal consistency (Kano, 2015). The Cronbach's alpha coefficient obtained from the pilot testing to test the reliability of the instrument was 0.85 and according to Kano, it is very respectable and capable to obtain the relevant and desired data undoubtedly.

3.10 Ethical Issues

In this study the researcher considered a number of guidelines to ensure that research ethics were observed. The initial step was to get an introduction letter from the Department of Early Childhood Education in the University of Education, Winneba, which was then presented to the appropriate authorities in order to obtain authorization to conduct research. After receiving the permit, the researcher made sure that all participants were informed about the aim of the research and its advantages to them. The participants were given liberty to respond to the questionnaire at their own leisure time. In order to ensure anonymity and confidentiality participants were not allowed to write their names on the questionnaires. Also, identities of the pupils observed were also protected because their names were not captured on the observation checklist.

Furthermore, the participants were informed that the data collected were only for academic purposes and not for any other intention; they were also assured that names of their schools would remain anonymous.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Overview

This Chapter presents, interprets and discusses data obtained on the field. The findings were discussed in connection with the challenges faced by pupils learning English as a foreign language. The presentation has been made in relation to the research questions. Discussion of the data was also made in the light of the reviewed literature.

The findings contributed in providing answers to the following questions:

1. How does teachers' readiness to facilitate teaching of English language affect pupils learning of English language in the Asante Akim South Municipality?
2. What are the environmental factors affecting pupils learning of English language in Asante Akim South Municipal primary schools?
3. What are the measures taken to improve the teaching and learning of English language among primary school pupils in the Asante Akim South Municipality?

4.2 Demographic Information on Teachers

This sub section presents the demographic information of research participants. Demographic information required the respondents to indicate the highest level of education attained and number of years they have been teaching English language. The information was presented in Table 4.1.

Table 4.1: Teachers Highest Level of Education Attained

Variable	Frequency	Percentage
Certificate	4	29
Diploma	7	50
Degree	3	21
Total	14	100

Source: Field Survey, 2022.

Data in Table 4.1 show that, four (4) teachers representing 29% have certificates. This finding is in agreement with that of Ofosuhene (1997) that at the primary school level, some untrained and incompetent teachers are employed to handle the lower classes and so such teachers find it difficult to teach the English language and to correct their learners when they make mistakes. Agyemang (1993) reported that a teacher who does not have both the academic and professional knowledge would undoubtedly have a negative influence on the teaching and learning of his or her subject. Also, 7 of the respondents representing 50% have diploma in Education. This implies that most of the teachers have low level of education. Zimmerman et al (2000) were of the view that, regular in-service training for professional teachers is more effective and thus help them to plan better strategies to assist learners in various aspects.

Three of the respondents representing 21% indicated that they have degree in education. Betts, Zau, and Rice (2003) found that teachers' highest degree correlates positively with learners' achievement. Rice (2003) found that when teachers have a degree or an advanced degree in their teaching subjects it will have a positive impact on the students' achievements.

The observation made revealed that, the pupils in the private basic school who were taught by certificate holders performed better in English language than the pupils in the two public primary schools who were trained by diploma and degree holders. Since this is the situation on the ground, one can conclude that the qualification of a person is not a necessary condition for his output of work.

Therefore, the findings of researchers such as Mitchell and Myles (2013), Rice (2003) and Ofosuhene (1997) that the teachers' qualification is a factor in determining students' achievements may not be applicable in this situation. This is because if the higher education a teacher has, the better his pupils will be, then one will be baffled as to why pupils in the Asante Akim South Municipal public primary schools have been performing poorly in English language when graduate and diploma holding teachers are teaching them.

Table 4.2: Number of Years Taught

Variable	Frequency	Percentage
1-2 years	3	21
3-4 years	5	36
5 years and more	6	43
Total	14	100

Source: Field Survey, 2022.

Data in Table 4.2 demonstrates the period the respondents have been teaching English language. The results were as follows. Three (3) respondents, representing 21% have taught English language between 1-2 years. Four (4) respondents representing 29% have taught English language between 3-4 years. Whereas six (6) respondents which represents 43% have taught English language for more than 5 years.

Although these findings do not indicate that the passage of time will make all teachers better or incompetent teachers effective, they do indicate that, for most teachers, effectiveness increases with experience.

However, Hawkins et al (1998) argued that, teaching experience appears to be related to student performance, the relationship may not be linear; pupils whose teachers had fewer than 5 years of experience had lower levels of English performance as measured by the NAEP English language assessment, but there were no differences in English language performance among learners whose teachers had more than 5 years of experience.

Hanushek (2010) wrote that 71% of the studies he reviewed did not find any results to support a relationship between teaching experience and learner performance. A group of researchers claim that years of practice is not only enough in becoming experienced (Martin & Baldwin, 1994; Martinez, 2006). He further said that experienced and inexperienced teachers should be analysed in terms of motivation, cognitive structure, personal point of views, and recognition (Martinez).

Therefore, the findings from the study conducted by Greenwald et al (1996), that teachers' years of teaching experience positively correlates with learners' achievement does not reflect to pupils' performance in English language in Asante Akim South Municipal primary schools.

4.3 Analysis of Research Questions

4.3.1 Research Question One: How does teachers' readiness to facilitate teaching of English language affect pupils learning of English language in the Asante Akim South Municipality?

The first research question of the study was to investigate the extent of teachers' readiness in facilitating the teaching of English language in primary schools in Asante Akim South Municipal. Matters relating to the preparation of scheme of work, lesson notes, use of TLMs and syllabus coverage were asked. Data collected on this research question have been presented in Table 4.3.

Table 4.3: Teachers' Lesson Preparations

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers most often do not give adequate assignment to pupils	2(14%)	1(7%)	6(43%)	5(36%)
Teachers most often do not prepare lesson plan	1(7%)	4(29%)	7(50%)	2(14%)
Teachers do not use relevant teaching and learning resources	0(0%)	2(14%)	8(57%)	4(29%)
Teachers do not often complete their syllabus	0(0%)	1(7%)	10(72%)	3(21%)

Source: Field Survey, 2022.

From Table 4.3, the data show that 5(36%) of the respondents debunked the statements that "teachers most often do not give adequate assignment to pupils", 6 teachers, which is 43% indicated that they disagree to the fact that the teachers do not prepare scheme of work. While 1(7%) agreed, 2(14%) of the respondents strongly agreed to the assertion. Yankson (2006) pointed out that the competent language teachers need to develop their students' power of recognition, identification and

discrimination to be able to overcome certain language learners' errors. This can be done through constant practice. If teachers of English would give assignments that are directed at achieving the goals of language development often, learners would excel in their learning of the English language.

Again, data from table 4.3 indicate that, half of the respondents 7(50%), agreed to the statements that "teachers most often do not prepare lesson plan", 4(29%) of them debunked the statement whereas 2(14%) and 1(7%) strongly agree and strongly disagree respectively to the statement. These findings were consistent with that of Duarte (2015) which revealed that lesson plan supplies guidance and feelings of confidence to the teacher in the art of teaching. If lessons are well or pre-planned, both teaching and learning becomes simplified. A situation where this is prevalent will result to lack of focus, direction and systematic delivery of lessons in enhancing students' understanding and better their (learners) learning outcomes and this would affect their academic performance negatively.

Also, the data reveal that 8(57%) of the respondents indicated that they agreed to the fact that the teachers most often do not prepare lesson notes whereas 4(29%) also disagreed. However, 2(14%) and 0(0%) respondents strongly agree and strongly disagree respectively. Najumba (2013) indicated that teachers' work habit including how they plan for their lessons by preparing their lesson notes significantly contributes to how well they would be focused and directed in their delivery in class.

With the statement that, „teachers do not use the relevant teaching and learning resources“, 8(57%) of respondents agreed, 2(14%) disagreed, while 4(29%) also strongly agreed and none of them strongly disagreed. Reddy (2012) revealed that, teachers who lack teaching and learning materials in their lessons cause learning

difficulties for learners. On this score, a situation where there is the absence of teaching and learning materials makes teaching and learning more abstract which consequently affect pupils' learning. Najumba (2013) in his studies of school achievement discovered that the major factor that ignites teacher effectiveness towards teaching in primary schools is the availability of instructional materials such as charts, textbooks and syllabus. According to Etsey (2005), teaching and learning resources such as, English language textbooks and syllabus are important because they are the basic tools which are to be used by teachers. Exercises are given from the textbooks and the use of the textbooks enables pupils to understand and learn further what they have been taught. Duarte (2015) posited that, teachers who lack textbooks and syllabus are unable to give more exercises to pupils which make them receive little or no attention and feedback from pupils to enhance their knowledge and improve their learning performances.

Lastly, 10 respondents comprising 72% agreed to the point that the teachers do not often complete the English syllabus. While 3(21%) strongly agreed, 1(7%) also disagreed. None of the respondents debunked the statement. This is in line with Yankson (2006) who pointed out that completion of the English teaching syllabus each year provides the foundation for the next class to be built upon. Etsey (2005) in a study conducted in schools in the Shama-Ahanta district noted that when the syllabus is not completed, content that should be taught in the next class based on the previous class cannot be taught. This leads to a back log of content not taught thereby affecting pupils' achievement. According to Kraft (2003), the English syllabus shows evidence of overloading of content to be taught in each grade level. That is why most teachers of English are unable to complete the syllabus as well as the reading text assigned to each year. It could, therefore, be said that the teachers' inability to complete English

language syllabus in the Asante Akim South Municipality, as revealed by the analysis of the data, is a contributory factor to the poor performance of pupils in the English Language.

4.3.1.1 Report on lesson observation

Two lessons were observed in each of the three selected schools. On teaching procedure, 2 out of the 6 teachers gave clear aims of the lessons. Stages of the lessons were clear with transition from one stage to the other quite swiftly.

However, the teachers the researcher observed did not take the learners through a variety of activities. The writing of few of them on the board was quite clumsy. There were no teaching or learning materials used in the lessons and no demonstrations especially in teaching new vocabulary. Six (6) teachers were unable to teach well due to the poor understanding of the English language. Four (4) of the teachers used Asante Twi in teaching English language. There were interferences of mother tongue. This affected the teaching of the English language; for example, the use of „f“ and „l“ leading to pronunciation of 'vely good' instead of „very good“ and 'secondry' instead of 'secondly' which are quite different words.

Again, two (2) of the teachers tried using prompts to encourage the speaking of English but most of the pupils could not cope with the situation as they could hardly speak the English language fluently as a result of lack of vocabulary. The teachers were disciplined enough as they did not make fun of pupils“ errors though most of them were very amusing. However, the five (5) teachers were not enthused with their lessons due to the inability of pupils to take active part in the lessons. Most of the teachers observed kept complaining about pupils“ inability to answer their questions in English. Few learners who managed to answer questions were praised or clapped

for. Most of the time, the teachers failed to read over what they wrote on the board to correct their mistakes. Three (3) of the teachers made basic errors such as grammatical slips, incorrect use of tenses and concord. In addition, there were spelling and pronunciation errors. These cut across all the teachers. Examples of the teachers' errors are found in Table 4.4.

Table 4.4: Some Errors made by English Teachers during lesson Observation

Type of Error	Examples
1. Pronunciation	<ol style="list-style-type: none"> "Says" was pronounced (seis) instead of /sez/ "Very" was pronounced (vɛli) instead of /vɛ:ɪ/ "Primary" was pronounced (pɹɪɪmli) instead of /'pɹɪɪmɛɪ/
2. Spelling errors	<ol style="list-style-type: none"> "Received" was spelt "recieved" "Once" was spelt "ones" "Continuous" was spelt "contineous"
3. Syntax errors	<ol style="list-style-type: none"> Kofi <u>come</u> to school everyday Your books <u>is</u> in the office. The tables have <u>a small legs</u>.

Source: Field Survey, 2022.

The observation revealed that some of the teachers of English had problems with pronunciation. Syntactic errors made by teachers included the deviant usage of countable nouns. Plural countable noun "legs" was preceded by the indefinite article "a". Other syntactic errors were subject – verb concord problems, the use of copy pronouns, wrong ordering of words and wrong tenses. These findings were in line

with the assertions of Ofosuene (1997) that students who pass through the hands of incompetent teachers, who cannot speak and teach the English language well, internalize their mistakes. These mistakes are carried into their future lives since language, like habit, once formed becomes difficult to shed off. It can therefore be concluded that teachers of English are generally responsible for inadequate language input due to their own limited English proficiency.

4.3.2 Research Question Two: What are the environmental factors affecting pupils learning of English language in Asante Akim South Municipal primary schools?

The second research question sought to examine the various environmental factors that affect negatively on pupils learning of English Language in Asante Akim South Municipality. Learning environment in this study focused on school environment factors, teacher related factors and student related factors that cause poor teaching and learning of English language. This subsection also presented teachers' responses about some conditions in the school environment that limits effective teaching and learning of English language in Asante Akim South Municipality. The aim of this question was to see if the school environment was supportive to the teaching and learning of English language in the primary schools. Data were collected through questionnaire. This information was presented Table 4.5 below.

Table 4.5: Teachers' views on Environment Factors affecting Teaching and Learning of English Language

Statement	Frequency	Percentage (%)
Lack of TLMs	3	22
Inadequate English textbooks	4	29
Lack of in- service training	2	14
Large class size	2	14
Poor infrastructure	2	14
Poor teacher motivation	1	7
Total	14	100

Source: Field Survey, 2022.

From Table 4.5, the data shows that 3(22%) of the teachers stated that their schools do not have adequate teaching and learning materials. Lack of resources will also lead to extreme distress on the pupils and teachers and that they will not also be able to learn to their fullest potential. For instance, Najumba (2013) and Genesee et al (2015) found that inadequate teaching and learning materials cause poor performance in English language by students. On this score, a situation where there is the absence of teaching and learning materials makes teaching and learning more abstract which consequently affect learners' performance and that was what might have happened in the Asante Akim South.

Again, 4(29%) of the respondents revealed that inadequate textbooks were major challenges for teaching and learning of the English language. According to Etsey (2005), English language textbooks are needed because they are the basic textbooks which are to be used by learners and teachers. Exercises are given from the textbooks and the use of the textbooks enables learners to understand and learn further what they have been taught. The finding is therefore, in line with Etsey (2005) who posited that lack of textbooks makes learners unable to do a lot of exercises which make them

receive little or no attention and feedback to enhance their knowledge and improve their academic performance.

Another 2(14%) of the respondents mentioned lack of in-service training, seminars and workshops for teachers, large class size and poor infrastructure respectively. Solak and Bayar (2015) found that the ability of a school to organise regular in-service training programmes for teachers would enhance teachers' understanding about the current trends in their profession which when done, would boost pupils' academic performance. The fact that in-service training was not organised regularly for teachers in Asante Akim South Municipal suggests that teachers in the municipality lacked the knowledge of the current trends in practice of their profession which might contribute to the low academic performance of students. The finding is, therefore, in line with that of Mawere (2012). In that, when schools organise regular in-service training programmes for teachers, their knowledge of the current trends in their profession would improve and this positively affect the academic performance of the learners.

The same number of respondents, 2(14%) also indicated that there are poor school infrastructures in the Municipal. Chinedu (2013) found that the physical structure of a leaning environment is significantly related to academic performance and therefore stressed that there should be a serious effort to acquire and maintain resources for better academic performance. It could, therefore, be concluded that lack of school infrastructure is one of the probable causes of the low performance of learners in English language.

Also 2(14%) of the respondents stressed on large class size as one of the causes of pupils' inability to learn the English Language. In a study of an ideal class size and its

effects on effective teaching and learning in Ghana, Kraft (1994) concluded that class sizes above 40 have negative effects on learners' achievement. Najumba (2013), asserted that language teachers of larger classes are more likely to spend less time with each learner's paper and just concentrate on the mechanics rather than on style and content. Individual attention also suffers in such classes. It could, therefore, be said that large class size in the Asante Akim South Municipality, as revealed by the analysis of the data, is a contributory factor to the poor performance of learners in English Language.

Finally 1(7%) of the respondents mentioned poor teacher motivation. Asamoah (2009) revealed that, a teacher whose needs are not met may be psychologically unstable and consequently not productive. In line with this, Cook (1980) observed that the key to improving performance is motivation. The implication is that, since teachers of English language in the Asante Akim South Municipality are not motivated enough, they do not offer their best to help pupils learn the language.

It can be inferred from the result that, the perceived school environment factors that might have caused the low academic performance in the Asante Akim South Municipality included inadequate TLMs to support the teaching and learning of English language, unavailability of English language textbooks, lack of in-service training for English language teachers, large class size, poor infrastructure and low teacher motivation. It should be pointed out that the results are consistent with literature. It was also observed that some schools do not have reputable libraries to aid in the teaching and learning process and those that had the structure do not have adequate books as well.

Table 4.6: Headteachers' Evaluation of Teachers' Commitment in Teaching English Language

Statements	Strongly Disagree	Disagree	Strongly Agree	Agree
The relationship between teachers and their pupils is poor	0(0%)	0(0%)	1(33%)	2(67%)
Teachers' absenteeism and lateness is common in my school	0(0%)	1(33%)	0(0%)	2(67%)
Teachers most often do not complete their syllabus	0(0%)	0(0%)	0(0%)	3(100%)
Teachers most often do not prepare lesson notes	0(0%)	0(0%)	3(100%)	0(0%)
Teachers lack the pedagogical and content knowledge in teaching English language	0(0%)	0(0%)	2(67%)	1(33%)
Teachers do not give enough class and home works to their learners.	0(0%)	3(100%)	0(0%)	0(0%)

Source: Field Survey, 2022.

From Table 4.6, the data show that all the respondents, 3(100%) agreed to the fact that teachers have poor relationship with their pupils. According to Duarte (2015) a good relationship between teachers and learners leads to positive attitudes which radiate confidence in learners and make them develop positive attitudes toward the learning of English language thereby boosting their academic performance positively. In confirming the views of Duarte the fact that the relationship between English teachers and their learners is poor, it is likely that some misconceptions and problems on the part of pupils in English language were not addressed.

With the issue of lateness and absenteeism, 1(33%) of respondents disagreed, 2(67%) agreed while none of them, either strongly agreed or strongly disagreed to that stance. To confirm the stance of headteachers, pupils were also asked some questions about

their classroom teachers when it is time for English lessons. During discussion with some selected pupils, it came to light that some of the teachers showed low commitment to work. Some of the selected pupils had these to say:

Our English madam brings her baby to class. So when she is teaching then the baby will be crying so she will leave and take care of the baby (Pupil 1)

Our English Sir is a taxi driver. At times he will work in town and he will not come to school (Pupil 2)

Most of the teachers sell in school. Our English madams sell chips. She will move from class to class to sell so she don't have time to come to class (Pupil 3)

Anytime we have English we will go and call our teacher. He will say „Go, I am coming“ but we will wait aa, he will not come. Most of the teachers are like that. Sometimes we hear noise from the staffroom. They will be doing politics and football. Because of this some of my friends have left for another school in Konongo (Pupil 4)

We are 54 in our class. Our English teacher finds it difficult to mark the exercises he give us, when we complain he tell us that we are too many. Last term we do only one work which is not mark (Pupil 5)

I don't like my English madam. She is not friendly. When we ask her questions then she is angry. She always says we are dirty and dull. When we are not able to do the work, she will beat us and call us names. When we have English I am not happy at all (Pupil 6)

Our English madam does not give us books to read. When she writes [sic] on the board too we can't see. She will tell us that don't write am coming and she will clean the board. She doesn't give us notes to write. I have a brother in another school. Their teacher gives them homework and reading books to come home everyday (Pupil 7)

The above discussions show that, the teachers were often late in class. Absenteeism of their teachers was common in their school. This factor might have caused pupils' low performances in learning English language. Etsey (2005) stressed that lateness and absenteeism reduce the amount of instructional time which leads to the inability of teachers to complete their syllabus. This becomes worse when teachers adjust the sequence of their curriculum based on what is included in high stake tests like BECE

in order to improve tests score, which according to Fatiloro (2015) prevents teachers from completing their syllabus. The findings are in line with studies of Baffoe and Amoah (2015) and Paaku (2008) which revealed that lateness and absenteeism of teachers are critical in determining the academic performance of learners.

All the respondents 3(100%) agreed to the statement that, the teachers do not complete their syllabus. Etsey (2005) stressed that lateness and absenteeism reduce the amount of instructional time which leads to the inability of teachers to complete their syllabus. According to Kraft (2003), the syllabus shows evidence of overloading of content to be taught in each grade level. Many teachers are not able to complete the syllabus as well as the reading text assigned to each year. Kraft described the situation and the problem created by the overloading of the textbook in particular when he said,

“Teachers in the next grade start with the new book, regardless of whether learners have mastered the previous essential skills or not. The results of the Criterion- Referenced Test (CRT) indicate that by Primary 6, a large majority of Ghanaian children are hopelessly lost” (p. 104).

Also, all the respondents 3(100%) agreed to the statement that, teachers often do not prepare lesson notes. The findings also support the position of Najumba (2013) that teachers’ work habit including how they prepare for their lesson by preparing their lesson notes significantly contributes to how well they would be focused and directed in their delivery in class. A situation where this is prevalent will result to lack of focus, direction and systematic delivery of lessons in enhancing learners’ understanding and better their (learners) learning outcomes and this would affect their academic performance negatively.

With 1(33%) and 2(67%), the respondents agreed and strongly agreed respectively to the statement that teachers lack the pedagogical and content knowledge in teaching

English language. Many studies conducted in Ghana confirmed that the failure of learners in learning the English language could be attributed to the current teaching methods being used in the classrooms today (Kraft, 2003). Bezanson and Hawkes (1972), described the teaching methods of Ghana as being the traditional, whole-class, teacher-dominated type. The early stages of reading often consist of „alphabetic“ and of much „look-and-say“ work, with words and sentences mechanically repeated, especially in English. Reading instruction in the lower primary school is focused on teaching the blending of letters and sounds to form words.

Ofodu (2013) explained that the Grammar-Translation methods which focus heavily on the teaching of rules, vocabulary, structure and analysis of the language into parts do not encourage communication in the target language. This is because such methods do not give pupils the opportunity to practice language in a meaningful and purposeful environment.

All respondents, 3(100%) disagreed to the stance that teachers do not give enough class and home works to their pupils. A well committed teacher may consider assigning homework to learners to augment their efforts at completing the content for a particular year. Etsey (2005), citing Butler (1987), found homework to be a correlate of academic performance. He stated that homework bears a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational, reviewed during class time, and used as an occasion for feedback to learners. Teachers who are seen by learners as supportive and who set clear expectations about behaviour help to create an expected atmosphere. Otherwise even if every needed thing is placed at their disposal, they will still not perform and this can lead to poor performance of thier learners.

The results of the data have revealed that lateness and absenteeism of teachers, inability of teachers to complete their syllabus, teachers not preparing lesson notes, inability to give enough exercises as well as poor teacher-pupil relationship and lack of pedagogical and content knowledge in teaching the subject were perceived by headteachers as contributing to the low academic performance of primary school pupils in Asante Akim Municipality.

Table 4.7: Pupil Related Factors Affecting Teaching and Learning of English Language

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Pupils' absenteeism is common in the school	0(0%)	0(0%)	10(71%)	4(29%)
Lateness of pupils is common in the school	0(0%)	0(0%)	9(64%)	5(36%)
Pupils are not motivated to learn English language	0(0%)	2(14%)	7(50%)	5(36%)
Pupils have low self-esteem in learning English language	0(0%)	0(0%)	6(43%)	8(57%)
Pupils find it difficult to understand English language lessons	0(0%)	0(0%)	7(50%)	7(50%)
Pupils fail to do exercises and homework.	0(0%)	2(14%)	7(50%)	5(36%)

From Table 4.7, it could be observed that 10 respondents comprising 71% agreed to the fact that pupils' absenteeism was a factor affecting their inability to learn English language in the Municipal, 4(29%) of the respondents strongly agreed to the statement of pupils' absenteeism. None of the respondents either disagreed or strongly disagreed. This affirms the theory by Etsey (2005) which suggested that the effect of lateness and absenteeism is that, concepts taught becomes difficult for a learner to understand

on his or her own and thus, continuous missing of classes could lead to loss of content and knowledge. These findings confirmed the findings of Duarte (2015) who indicated that learners' absenteeism and lateness accounted for their poor academic performance.

Also, 9(64%) and 5(36%) of the respondents agreed and strongly agreed respectively to lateness of pupils. The result of incidence of lateness and absenteeism is that pupils in the municipality lost in terms of what was taught which might have resulted in their inability to do class exercises and assignments thereby resulting in low academic performance.

Meanwhile, 7(50%) and 5(36%) respectively agreed and strongly agreed that pupils are not motivated to learn. According to Kraft (2003), pupils' motivation is a necessary tool to enhance their understanding and performance. The findings re-emphasize the positions of Etsey (2005) who was of the view that self-motivation also influences performance in learning English language. Drawing from the views of Etsey, the fact that pupils were unhappy and demotivated hindered their understanding and participation in the teaching and learning of English language and that lowered their academic performance in the subject.

The data indicate that, pupils have low self-esteem in learning English language with 6(43%) of respondents agreeing and 8(57%) strongly agreeing. Furthermore, Diaz (2003) pointed that learners' self-image about a specific subject facilitates his or her acceptance, rejection or interest and further motivates him or her in the subject. The findings supported Etsey (2005) who posited that, when learners become demotivated and show no interest in what they do, their self-concept and esteem are lowered which later affect their academic performance.

Furthermore, 7(50%) of the respondents both agreed and strongly agreed respectively to the assertion that learners find it difficult to understand English concepts. In confirming other findings, Etsey (2005) and Najumba (2013) found that when learners do not understand English concepts, they would not be able to participate actively in English classes and that was what might have happened to the pupils in the Asante Akim South Municipality. The case becomes worse when concepts taught are not applied to and linked with the real live situations of learners, and supported by effective teaching and learning materials (Etsey). When this happens, learners find it very difficult to understand the lessons which would lead to low motivation in learning English language and this might have happened in the case of the pupils in the study area.

Last but not least, 2(14%) of the respondents disagreed that pupils don't do exercises and homework, while 7(50%) and 5(36%) agree and strongly agree respectively. Mawere (2012) noted that when learners devote more time in studying and do their assignment and homework, their grades are boosted which boosts their academic performance. According to Yankson (2006), homework serves as an interaction between the school and home which plays a central role in measuring the academic performance of the learners. This finding is in line with the view of Etsey (2005) who emphasized that failure to do assignments and class exercises leads to low academic performance of learners. It is evident that learners spent a lot of time with their peers especially when they are in school. To a very large extent, the actions of peers affect learners because they see them as their own (Oppong, 2017). In situations where peers of a particular learner exhibit negative attitude toward English language, such a learner would also follow suit which would affect their academic performance and vice versa. In addition, the findings confirm the positions of Qorro (2014) that, when

learners develop poor attitude towards English language, they would not be motivated and show interest in learning it. This would prevent the learners from spending enough time in studying English language because of lack of interest which causes them to perform poorly and this might have happened in the case of the pupils in the Asante Akim South Municipality.

The results in Table 5 show that from the perspective of the teachers, pupils' absenteeism, lateness of pupils, lack of motivation, low self-esteem, difficulty of pupils in understanding English language lessons and failure of pupils to do exercises and home works are pupil factors that might have caused the pupils to perform low in the learning of English language in the primary schools under study.

4.3.3 Research Question Three: What are the measures taken to improve the teaching and learning of English language among primary school pupils in the Asante Akim South Municipality?

The third and last research question for the study sought to investigate measures to be taken to improve teaching and learning of English Language in primary schools in Asante Akim South Municipal. Teachers were asked to give their views on what should be done in order to help pupils learn English language effectively. Their responses are shown in Table 4.8.

Table 4.8: Teachers' Suggestions for Improving the Teaching and Learning of English language

Suggestions	Frequency	Percentage
Provision of TLMs	5	36
Provide in- service training for teachers	3	22
Ensure equal pupil teacher ratio	1	7
Provide good infrastructure	2	14
Motivating teachers and learners	2	14
No answer	1	7
Total	14	100

Source: Field Survey, 2022.

The data in Table 4.8 indicate different suggestions made by teachers for enhancing teaching and learning of English language. Five 5(36%) suggested the provision of relevant teaching and learning materials. This finding is in line with the research conducted by Etsey (2005) that the availability and use of teaching and learning materials affect teachers' motivation and the effectiveness of their lessons as well. Broom (1973) was also of the view that, the creative use of a variety of media for learning increases the probability that learners would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Duarte (2015) buttressed Broom's point by saying that, young children are capable of understanding abstract ideas better if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Also, 3(22%) mentioned in-service training for teachers. This finding agrees to the view of Zimmerman et al (2000) that, regular in-service training for professional

teachers is more effective and thus helps them to plan better strategies to assist learners in various aspects. Essel et al, (2009) supported Zimmerman et al by adding that in-service training programmes contribute significantly to improve the education system. They revealed that, in-service programmes provide the teachers with skill, knowledge, ability and confidence that make them inclusive practitioners.

Also, 1(7%) of the respondents emphasized on ensuring equal pupil-teacher ratio. This finding reflects the view of Duarte (2015) that reduced class size provides students with greater individual attention and improved instruction in the language classroom. According to Ankoma (2002), a teacher (whether professional or not) who has to work with too large a class size would undoubtedly have his performance hindered and this would have a negative spill over effect on learners. Too large class sizes could be one of the unfavourable conditions that affect the performance of teachers in most Ghanaian schools. Duarte (2015) agreed with Ankoma (2000) by saying that, the greater the number of learners in class, the fewer the opportunities for students to participate orally.

Again, 2(14%) listed good infrastructure. This finding confirms the opinion of Adedji and Owoeye (2002) that, physical structure is significantly related to academic performance and therefore there should be a serious effort to acquire and maintain these resources for better performance. According to Najumba (2013), physical and material resources is very important for the success of any worthwhile educational endeavour. The researcher affirmed that resources such as classrooms, furniture as well as teaching and learning materials (TLMs) are imperative to educational achievements, if they are made available and in their right quantities and qualities.

In a related research, Paaku (2008) also agreed that the provision of the needed human and physical resources such as classrooms and furniture goes a long way to enhance academic performance. In his comparative research of public and private basic schools, one of his findings was that the schools which were well equipped with better resources did better than those without the necessary resources for teaching and learning.

Another 2(14%) of the respondents hinted on motivation of teachers and learners. This finding is in line with Cook (1980), that motivation causes movement in an organization or institution. According to Martinez (2006), academic performance is driven by motivation. He stressed that motivation helps to inspire and direct students' abilities so they are able to learn and absorb knowledge that will be beneficial for future use.

Asamoah (2009) also revealed that, a teacher whose needs are not met may be psychologically unstable and consequently not productive. On the other hand, a satisfied teacher is stable and thus, efficient and effective. Cook (1980) also stated that the key to improving performance is motivation, and for this reason employers need to understand what motivates their employees.

4.4 Summary

This chapter presented an analysis of data collected for the study. The data included responses to questionnaires administered to headteachers and teachers, interviews conducted with pupils and report on lesson and school environment observations.

CHAPTER FIVE

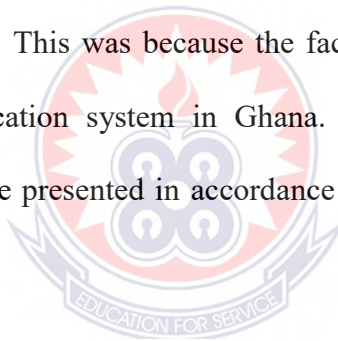
SAMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter deals with the summary of the study, conclusions and recommendations of the study.

5.2 Summary

The primary objective of the study was to identify the challenges facing primary school pupils in learning English as a foreign language in the Asante Akim South Municipality. The study concentrated on school environment factors, teacher related factors and learner factors. It was from these factors that research questions were raised to guide the study. This was because the factors were indicators of academic performance in the education system in Ghana. Summary of the study and the findings of the study were presented in accordance with the research question of the study.



The first research question was concerned with the readiness of teachers to facilitate teaching of English language in primary schools. The findings revealed that:

- Teachers prepared inadequate lesson plan.
- Teachers did not use TLMs in their lessons.
- Teachers do not give pupils adequate assignment.
- Teachers were unable to complete English syllabus.

The second research question relates to examining pupils' learning environment for English language in the study area. The results revealed a number of shortcomings in the teaching and learning of English including:

- Insufficient teaching and learning resources such as English textbooks, English syllabi, learners' dictionaries, library books and other audio/visual teaching aids.
- Large class sizes
- Misuse of instructional time
- Inadequate school infrastructure such as school libraries and classrooms.
- Lack of cordial relationship between teachers of English and their pupils
- Teachers' inability to acquire in-service training.
- Teachers having limited English proficiency and professional skills to teach English.

Research question three related to examination of measures to be taken to improve the teaching and learning of English Language. Teachers were asked to suggest ways for improving the teaching and learning of English as a foreign language. The findings revealed that teachers suggested a number of measures including; providing training for teachers, motivation to teachers and learners. Other measures suggested by the teachers included; ensuring equal pupil- teacher ratio, availability of English teaching materials and text books, good infrastructure and formation of English or literacy clubs in schools.

5.3 Conclusion

The conclusions were made in relation to the research questions. With regard to the findings of this study, it was possible to deduce that pupils learning English as a foreign language face many challenges. According to the findings, some challenges originated from policy makers, the teachers, pupils and others from the environment, which are as follows;

1. Insufficient teaching and learning resources, and poor infrastructure were among the challenges they faced.
2. Absenteeism and lateness on the part of teachers and learners.
3. Lack of supervision and monitoring of teachers work.
4. The findings further revealed that both the teachers and pupils did not put in their best when it comes to pupils' academic performance in English language. Since teachers work directly with pupils, the presence of the factors that have been revealed as a result of the actions of the teachers and pupils hinder effective teaching and learning of English language. It can therefore be concluded that both teachers and pupils failed to do their best regarding the teaching and learning of English language in the Municipality and that might have resulted in the low performance.

5.4 Recommendations

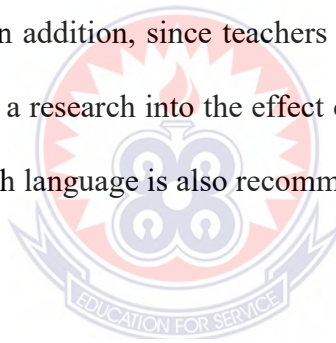
1. Government and G. E. S. should as a matter of urgency provide schools with the needed teaching and learning resources as well as infrastructures to facilitate the teaching and learning process.
2. The Ministry of Education as well as the Ashanti Regional Education Directorate must enforce the necessary laws and actions to curb the menace of lateness and absenteeism of pupils and teachers.
3. The teachers should creatively apply the skills they learned in colleges to improvise teaching aids that are relevant to pupils' environment in order to motivate learners. They should also be critically monitored on how well they prepare before going to deliver any lesson This will help to solve the problem of poor academic performance among primary school pupils in public schools

and raise the widely acclaimed fallen standards of education in Asante Akim South Municipal and Ghana in general.

4. Pupils should also be encouraged by their parents, teachers and other stakeholders in education to exhibit good attitude toward English, be happy and increase their enthusiasm to learn English language.

5.5 Suggestions for Further Research

The study of challenges facing primary school pupils in learning English as a foreign language was restricted to the Asante Akim South Municipality. Conditions prevailing in this municipality may be different from other areas. There will be the need therefore to conduct similar studies in other parts of the country to establish a holistic trend of affairs. In addition, since teachers are transmitters, transformers and facilitators of knowledge, a research into the effect of the teacher's attitude on pupils' performance in the English language is also recommended.



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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to form part of a research which seeks to find factors that are likely to influence performance of pupils in learning English language in the Asante Akim South Municipality. The responses are for research purpose only and shall be treated confidentially. Kindly answer the questions that are in this questionnaire. Please provide appropriate information to complete spaces provided or tick [√] the correct response in the boxes provided.

SECTION “A”

1) Highest Academic/ Professional Qualification.

- a. Certificate []
- b. Diploma []
- c. Bachelor’s Degree []
- d. Master’s Degree and above []



SECTION “B”

Please tick [√] the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with the following teacher related factors.

No.	Variable	Strongly Disagree	Disagree	Agree	Strongly Agree
2	I most often do not prepare scheme of work for English Language				
3	I most often do not prepare lesson plan for English Language				
4	I most often do not prepare lesson notes for English Language				
5	I do not use relevant teaching resources to teach English Language				
6	I lack the pedagogical and content knowledge in teaching English language				
7	I do not give adequate assignment				

	in English to pupils				
8	I do not often complete their English syllabus				

SECTION “C”

Please tick [] the appropriate option that corresponds with your answer to the following problems

No.	Problem	Strongly Disagree	Disagree	Agree	Strongly Agree
9	Pupils' absenteeism in English lessons is common in my class				
10	Lateness of pupils in English lessons is common in my class				
11	Pupils are unable to participate actively in English lessons				
12	Pupils are not motivated to learn English language				
13	Pupils in my class have low self-esteem in learning English language				
14	Pupils in my class find it difficult to understand English language lessons				
15	Pupils in my class fail to do exercises and homework in English lessons.				

SECTION “D”

16. (a) What kind of challenge(s) do you face in teaching English language?

.....
.....

(b). How do you address the challenge(s) mentioned above?

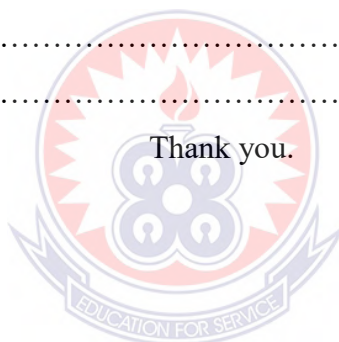
.....
.....

17. As a teacher, what activities are you conducting to help pupils master English language?

.....
.....

18. In your view what can be done to improve pupils performance in learning in learning English language?

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



APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire has been designed to form part of a research which seeks to find factors that are likely to influence performance of pupils in learning English language in the Asante Akim South Municipality. The responses are for research purpose only and shall be treated confidentially. Kindly answer the questions that are in this questionnaire. Please provide appropriate information to complete spaces provided or tick [√] the correct response in the boxes provided.

SECTION “A”

1) Highest Academic/ Professional Qualification.

a. Certificate []

b. Diploma []

c. Bachelor’s Degree []

d. Master’s Degree and above []

SECTION “B”

Please tick [√] the appropriate option that corresponds with your answer

No.	Resource	Available and adequate	Available but not adequate	Not available at all	Uncertain
2	English Textbooks				
3	School library				
4	Library books				
5	T/L materials for teaching English				

SECTION "C"

Please tick [] the appropriate option that corresponds with your answer to the following questions on the extent to which you agree or disagree with the following teacher related factors.

No.	Variables	Strongly Disagree	Disagree	Agree	Strongly Agree
6	Teachers use poor teaching methods				
7	The relationship between teachers and their pupils is poor				
8	Teachers are not concerned about pupils' interest and progress in English Language				
9	Teachers are often late for English language lessons				
10	Teachers' absenteeism is common in my school				
11	Teachers most often do not complete their English syllabus				
12	Teachers show poor attitudes towards teaching English language				
13	Teachers in my school most often do not prepare English lesson notes				
14	Teachers in my school lack the pedagogical and content knowledge in teaching English language				

SECTION “D”

Please tick [√] the appropriate option that corresponds with your answer to the following problems

No.	Problem	Strongly Disagree	Disagree	Agree	Strongly Agree
28	Pupils' absenteeism during English lessons is common in my school				
29	Lateness of pupils to class for English lessons is common in my school				
30	Pupils are unable to participate actively in English lessons				
31	Pupils are not motivated to learn English language				
32	Pupils in my school have low self-esteem in learning English language				
33	Pupils in my school find it difficult to understand English language lessons				
34	Pupils in my school fail to do exercises and homework.				

35. In your view what can be done to improve pupil's performance in learning in learning English language?

.....

.....

.....

Thank you.

APPENDIX C**OBSERVATION GUIDE****SECTION "A"****Observation Guide for Teachers' Lessons**

S/N	Variables		Yes	No
1	TEACHING PROCEDURE			
A	Is the aim of the lesson clear?			
B	Are the stages of the lesson clear?			
C	Is the transition from one stage to the other swift?			
D	Does the teacher do a variety of activities?			
2	USE OF TEACHING AIDS			
A	Does the teacher write clearly?			
B	Does the teacher use pictures to elicit vocabulary?			
C	Does the teacher use prompts to encourage speaking of English?			
3	MANAGEMENT OF THE CLASS			
A	Do the pupils participate actively in the lesson?			
B	Is the teacher disciplined?			
C	Does the teacher encourage weaker pupils to answer questions?			
4	TEACHERS' PERSONALITY			
A	Does the teacher smile often			
B	Does the teacher seem interested in the lesson?			
C	Does the teacher reward the pupils when they work well?			
5	COMMAND OF ENGLISH	Good	Fair	Bad
A	How accurate is the teacher's grammar?			
B	How clear and accurate is the teacher's pronunciation?			
C	How correct is the teacher's use of vocabulary?			
D	How appropriate is the teacher's use of English to the learner's level of English?			
E	How well does the teacher use instructions?			

SECTION "B"

Classroom Observation Guide

6. How many students sit on each desk?
.....

7. Are English text books enough for every student to get one book.

8. If the above answer is No how many students use one book?

9. What language is used by the students to ask and answer questions to the teacher throughout the period? (Tick where appropriate)

(a) English []

(b) Asante Twi []

(c) Both []

10. How is the students work marked?

a) By reading and correcting the mistakes []

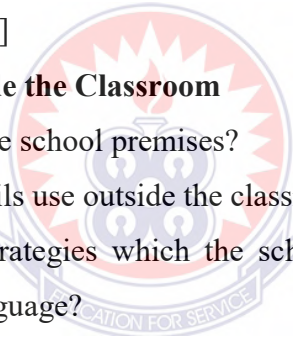
b) By putting a mark only []

Observation Guide Outside the Classroom

11. Is there any library in the school premises?

12. Which language do pupils use outside the classroom?

13. Are there any other strategies which the school puts in action so as to make students master English language?



APPENDIX D

INTERVIEW GUIDE FOR PUPILS

A. Teacher Related Factors

1. How do you see your English teachers?
2. Is he/she helpful towards your studying of English?
3. What are some of the things he/she does to help you study English?
4. How often does he/she give exercises and homework?
5. Are you able to do your exercises?
6. Is your teacher friendly?
7. How regular is your teacher to School? 8. Is he/she punctual?

B. School Environment Factors

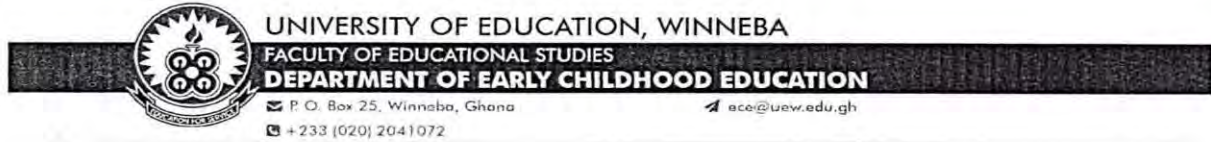
- 1) How favourable is your school environment towards the teaching and learning of English.
2. Are you made to speak the English language in school?
3. Do you have a school Library?
4. How often do you visit the library
5. Are you given a number of books to read a term?
6. How large is your class?
7. How does it affect your English lessons?

C. Learner Factors

1. How regular do you go to school
2. Do you enjoy studying English?
3. How often do you read?
4. Do you find it difficult to write English? (If No why, if Yes why)
5. What language do you use outside the classroom?

APPENDIX E

INTRODUCTORY LETTERS



FES/DECE/I.1

8th March, 2022

The Director
Ghana Education Service
Asante Akim South Municipal
P. O. Box 7
Jwaboso Asante Akim South

Dear Sir/Madam

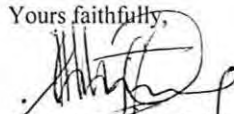
INTRODUCTORY LETTER

We write to introduce to you **Ms. Acheampomaa Gyan** with index number **200050399** who is an M. Ed student in the above department. She was admitted in 2019/2020 academic year and has successfully completed her course work and is to embark on her thesis on the topic: *“Challenges facing primary school pupils in learning English Language as a foreign language (A case of primary school in Asante Akim South Municipal)”*.

Ms. Acheampomaa is to collect data for her thesis, and we would be most grateful if she could be given the needed assistance.

Thank you.

Yours faithfully,


Samuel Oppong Frimpong, Ph. D
Ag. Head of Department



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30TH MARCH, 2022.

ALL HEADS OF PRIMARY SCHOOLS
ASANTE AKIM SOUTH MUNICIPALITY

PERMISSION FOR DATA COLLECTION FOR ACADEMIC RESEARCH
MS. ACHEAMPOMAA GYAN, STUDENT ID: 200050399
PROGRAMME: M.ED (EARLY CHILDHOOD)

Permission has been granted to Ms. Acheampomaa Gyan, a student from the University of Education, Winneba (Department of Early Childhood Education) who is pursuing a Master of Education Degree (M.Ed) in Early Childhood Education to conduct a research on ***“CHALLENGES FACING PRIMARY SCHOOL PUPILS IN LEARNING ENGLISH LANGUAGE AS A FOREIGN LANGUAGE (A CASE STUDY OF PRIMARY SCHOOLS IN ASANTE AKIM SOUTH MUNICIPALITY)”***.

Kindly accord her the necessary assistance.

Thank you.


ELIZABETH DAVIS (MS)
MUNICIPAL DIRECTOR OF EDUCATION

CC:
MS. ACHEAMPOMAA GYAN
WENKYI PRESBY PRIMARY SCHOOL
ASANTE AKIM SOUTH

SUBJECT FILE