

**UNIVERSITY OF EDUCATION, WINNEBA**

**PROBLEMS ASSOCIATED WITH COMPOSITION WRITING AMONG  
FORM ONE „A“ PUPILS OF SENCHI-FERRY METHODIST JUNIOR HIGH  
SCHOOL**



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**SEPTEMBER, 2019**

## DECLARATION

### STUDENTS' DECLARATION

I, David Senam Awunor, hereby declare that except for references to other people's work which have been duly acknowledged, this research is the result of my own work and that it has neither in whole nor in part been presented to this university.

Signature: .....

Date: .....

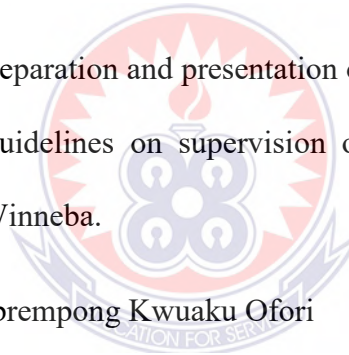
### SUPERVISOR'S DECLARATION

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

Supervisor's Name: Dr. Obrempong Kwuaku Ofori

Supervisor's Signature: .....

Date: .....



## **DEDICATION**

I dedicate this work to the Almighty God for his faithfulness. I also dedicate it to my dear and lovely mother, Comfort Ami Bodza for her support and encouragement throughout my years of education.



## ACKNOWLEDGEMENT

My ultimate and profound thanks go to the almighty God who gave me wisdom and strength to go about my studies and whose grace sustained me throughout the studies. The reality of this research work has been result of the assistance given to me by a number of people, whose contributions need to be acknowledged.

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## ABSTRACT

This study sought to find out the problems of composition writing among students in the Senchi-Ferry Methodist Junior High School in Ghana. The focus of the research work was on spelling and concord errors that were most common in their written composition. The target population was all students in Senchi-Ferry Methodist Junior High School, numbering 250 students. The sample used was thirty (30) students from Form One „A“ class. The instruments used for data collection were test, interview and questionnaire. The results from the data collected indicated that the students have problems with spelling, paragraphing, concord, punctuation and tenses. Since the errors were many, and the researcher could not address all these problems in this study, the researcher narrowed his study on spelling and concord errors only. The causes of these errors were identified to be poor teaching methods, inadequate teaching and learning material, and parents“ engagement of their wards in selling of items after school which made the learners not able to read their notes at home. The researcher came out with some intervention strategies which include the use of language game (mother and children), the substitution table, home visits, Team Teaching and shared writing to help students minimize the amount of errors committed in composition in English. These strategies helped learners to improve on their composition writing skills significantly.



## CHAPTER ONE

### INTRODUCTION

This chapter introduces the background to the study, statement of the research problem, purpose of the study, significance of the study, objectives of the study, research questions, limitations, delimitations and organization of the study.

#### 1.0 Background to the Study

English Language is one of the most important and widespread languages in the world. Because of its importance, many countries make it part of their school curriculum at all levels of which Ghana is no exemption. Language helps the society in many ways such as in journalism, classroom teaching and learning, administration, childrearing and everyday communication among others. It is therefore important that the various skills needed in communicating one's ideas, thoughts or point of view on a particular subject matter be acquired through a conscious effort and proper means or methods of teaching the language to learners especially those who learn it as their second language.

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so". From the definition or explanation given about the concept of language, it can be said that language or speech is one of the main features man possesses which distinguishes human from low class animals. One cannot imagine how all people around the globe will live without interacting among themselves using language. We function better in the society if we are able to interact with others using language. Language is considered by many scholars as the main means of learning. It could be verbal or non-verbal, written or oral, or a sign language.

Ghana was colonized by the British, (English) hence, the presence and the use of the English language as the official language in Ghana. The language is used across all sectors of the economy from education through politics to businesses of all kinds in this country. The Queen's language is even finding its way into our cherished tradition. Mention can be made of instances where English is used during our traditional festivals and funerals of some leaders of the State. This is so obviously due to the presence of some foreigners at the occasion so that they could also understand what goes on. Even these days if one cannot speak good English, he or she cannot be made a chief or queen in the Ghanaian society. Education and fluency in the English language put the traditional leader of the people at a better position to woo investors, most of whom are foreigners, into their community to help develop their community and for that matter, Ghana. It is therefore increasingly becoming very important for every Ghanaian to have good control over the English language not only when it comes to speaking but writing or composition too.

The Queen's language, English is the language across the curriculum in Ghana. The reality is that almost all subjects are taught using English language as the medium of instruction in all schools in Ghana. The only exemption is the lower primary school, as required by the 2008 Education Act 766. It is therefore expected of all pupils who are able to make it to the Junior High School to at least by the end of their first year in the Junior High School, be able to express themselves through writing when communicating basic ideas, describing a person, phenomena or making judgment about something. One would expect them to make their thoughts known about some fundamental processes such as how a particular meal is prepared. Unfortunately, the various skills used in teaching the pupils of Senchi-Ferry Methodist Junior High School do not reflect in their essays or compositions. These pupils have deficiency in

productive skill, especially composition which is the main means by which information is given by the pupils during examinations. Their problems in this aspect of the language are many and they have a serious toll on their general performance in their academic work. A critical approach needs to be given to be used in the teaching of a target language to the second language learners. In the second language learning classrooms, students' motivation is enhanced by explaining to them the steps involved in effective writing (Santangelo & Graham, 2015). This implies that for the learner to write good composition in the English language which is the target or second language to the Ghanaian student, the teacher must make it a point to explain the various steps involved in the writing of that particular composition, making the learner aware of what is required at each stage of the writing process.

Learning to communicate in different languages has a lot of advantages. Studies show that people who understand more (international) languages have higher influence on the society than those who are monolingual. The multilingual are also likely to gain employment especially in the international organizations such as the United Nations, African Union, and some Non-governmental Organizations. Others also hold the view that such people are likely to be elected or appointed as leaders of the society such as ambassadors, president of a country or members of parliament. It is therefore not a misplaced priority making English language an official language in Ghana. In order to be to communicate effectively in English language, one has to learn how to write a good composition. This implies that the learner of the second or target language has to be conversant with the various techniques and skills that are associated with the writing of composition in the English language.

Composition writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. This is because, while

you are revising, you might have to return to the prewriting step to develop and expand ideas.

Composition writing comes with a lot of advantages, especially in the field of academia. Composition writing demonstrates the critical thinking ability of the student. The student writes what he or she thinks of something or demonstrates their understanding of a particular subject matter and shows it through writing which may take the form of article, letter, speech or debate. The teaching and learning of composition is to help produce people who will analyze phenomena objectively.

Secondly, one's ability to write a good and convincing application letter for a position or job increases one's chance of getting that job. It is therefore important that pupils of Senchi-Ferry Methodist Junior High School need to acquire the necessary skills required for a better future as far as writing composition in the English language is concerned. These pupils will grow to become professors and politicians who may have to give or deliver speeches, manifestos or debate on pressing issues at conferences and in the media houses effectively. Their ability to stand tall in these areas depends on the fundamental experiences that they acquire in composition writing. The ability of learners to write good composition depends largely on the teacher's knowledge on the various compositions and the approach or method employed in teaching the composition to the pupils.

It is against this background that the researcher made it a point to aid pupils of Senchi-Ferry Methodist Junior High School Form 1 „A“ to overcome some serious difficulties they encounter when writing composition in English language.

Senchi-Ferry Methodist Junior High School is located in the Asuogyaman District of the Eastern Region of Ghana. This community is a cosmopolitan community

comprising people of different ethnic backgrounds who settle there. A section of them came from Kpong in the Lower Manya District to settle at Senchi-Ferry. They speak Krobo. Others come from Juapong, Atimpoku, Akwamufie, New Akrade and Old Akrade. Children of all these different dialects find themselves in one classroom at Senchi-Ferry Methodist Junior High School. They speak at least one of five different Ghanaian languages, comprising Krobo, Ewe, Hausa, Guan, Fante and Akwapim Twi. Senchi-Ferry is about one kilometer away from Atimpoku, the district capital on the Kpong-Akosombo road. The school children engage themselves in selling of various things such as bread, fried fish, lobster and cheese to travelers at Atimpoku roundabout in the Atimpoku town ship, to the neglect of their studies. Some of these pupils absent themselves from school on some specific days such as Fridays and market days. A visit made by the researcher to the homes of some pupils revealed that some of them are engaged in these commercial activities due to financial challenges. Again, the researcher also observed that a lot of them do not live with their biological parents. Some of them are also under the control of only one parent. A lot of them live with their grandmothers who have little control over them. The researcher identifies that this problem of absenteeism may contribute to the challenges that pupils of Senchi-Ferry Methodist junior High School face in composition writing in English language, since they are not present in class when composition lessons and other lessons are taught.

The researcher was able to get a lot of these pupils back to the classroom after a couple of visits to the parents and guardians of these learners and decided to teach them composition writing in English using a special method which would be simple and comprehensive to the pupils, stimulate them to learn and to minimize errors or mistakes committed when writing composition in English language.



### **1.1 Statement of the Problem**

The first year pupils of Senchi-Ferry Methodist Junior High School have difficulties with spelling and concord when writing simple composition in English language. They demonstrated this when the researcher asked them to write about the teacher they like best. At the end of the exercise when the researcher marked the answers to the question, he identified that a lot of these pupils spelt some words wrongly. Some of them misused punctuation marks, mixed the present and the past tenses, and a number of them also did direct translation from the mother tongue to the second or the English language. One of the major problems is subject-verb agreement. For examples: “My teacher like eating fufu with groundnut soap”. Some of the pupils too did not know what to write on the given topic. A lot of them wrote a scanty composition. This means that some of these pupils lack the necessary vocabulary they needed in writing composition in English language.

The researcher after observing all these errors, got to state categorically that the pupils of Senchi-Ferry Methodist Junior High School Form one „A“ at Senchi-Ferry in the Asuogyaman District of the Eastern Region of Ghana have serious challenges in writing composition in English on topics at their level. There is therefore a very important purpose for which this study is being conducted.

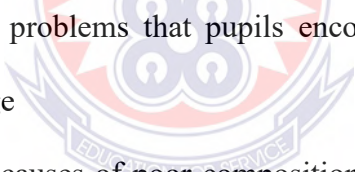
### **1.2 Purpose of the Study**

The purpose of the study is to identify the causes of some problems that pupils of Junior High Schools face in writing composition in English language and finding the means by which these difficulties can be addressed, using Senchi-Ferry Methodist Junior High School as a case study. It is expected that this study will help learners develop the necessary skills needed in writing composition in English language on topics suitable at their level. In the end pupils are expected to present materials on composition in

English that may have the barest minimum of errors. This study will provide what is considered as one of the best methods used in teaching English composition to Junior High School pupils who are learning English as their second or target language. It will give an in-depth step by step approach to teaching this aspect of the language that will help promote through writing composition of various kinds among these learners. This work will also help teachers of English language especially at the basic level who have access to it to teach the English language in practical and effective ways. The information in this piece of work will again help curriculum developers to incorporate the approach used in this study to help teachers of English all over Ghana and beyond for effective teaching of English composition.

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

The objectives of this study are:

- 
- i. To identify the problems that pupils encounter in composition writing in English language
  - ii. To identify the causes of poor composition writing among first year pupils of Senchi-Ferry Methodist Junior High School in the Asuogyaman District of the Eastern Region of Ghana.

### **1.4 Research Question**

1. What are the problems that pupils encounter when writing composition in English
2. What are the causes of poor composition writing among pupils of Senchi-Ferry Methodist Junior High School?

### **1.5 Significance of the Study**

This study will help pupils of Senchi-ferry Methodist junior High School form one to write a composition on a given topic without much difficulties. The pupils will write composition in English with the words spelt correctly. They will also be able to write the correct form of the verb that agrees with the subject of the sentence to reduce concord errors in their essays. As an English and French language teacher, this study will help me improve up on my approach to teaching the languages in a better way. Again, the findings of this study will serve as a guide to other teachers in Senchi-Ferry Methodist Junior High School who teach English language. It will also be a source of reference for all students of English language and all who may like to conduct a research in the English language especially on composition. The result of this piece of work is also expected to be an important source of reference to writers of books, articles and pamphlets mainly on those ones which carry information on composition in English language. It is also hoped that this material will be recommended for use by the Ghana Education Service to promote the teaching and learning of composition in English language at the junior high school level throughout Ghana.

### **1.6 Limitations**

This work was limited to Senchi-Ferry Methodist Junior High School only. The researcher even went ahead to limit his study to junior high school form one „A“ pupils. This was due to financial challenges and the limited time available for this work. Considering the value of this study, it would have been good to extend it to many schools in the area where the researcher lives. However, it is hoped that the outcome of this work will have a positive impact on all pupils at the various junior high schools across the length and breadth of this country. Again, Senchi-ferry Methodist Junior High School pupils are fond of absenting themselves from school to engage in selling of

foodstuff. A lot of these children sell in the traffic to travelers at Atimpoku roundabout for their upkeep. The researcher could therefore not get some of the pupils to be present at school throughout the period that the researcher carried out this important study. Retrieval of some of the questionnaire was a problem due to truancy. Again, some pupils needed further explanation when answering some of the questionnaire since they have difficulty understanding some of the words used. Availability of time was a problem too, since the researcher combined this piece of work with the regular day to day activities as a teacher and a family head.

### **1.7 Delimitation**

This study was limited to only first year pupils of Senchi-Ferry Methodist Junior High School due to financial constraints. This work would have been extended to many schools in Ghana if there were enough funds. Truancy on the part of pupils made the researcher limit his work to only the form one „A“ pupils of the junior high school instead of the entire school. Again, the study was limited to composition writing in English language and not any other aspect of the language because that was where the learners had many difficulties.

### **1.8 Organization of the Study**

This study is made of five chapters. The first chapter introduces the study to the reader briefly, presents the background analysis of the study and also states the problem of the study briefly. The same chapter talks briefly about the purpose of the study and the significance of the research work. In other words, it states how important the study is to the researcher and the society at large. In this first chapter, the research questions, objectives of the study, limitations and the delimitations of the study also discussed.

Chapter 2 talks about the literature reviewed for the study. It discusses theories propounded by other writers which are related to the subject under study in this work. The researcher reviewed literature in this chapter to find out what other writers say about the causes of poor composition writing among pupils, the actual possible causes of these problems and what measures can be put in place to solve these problems and to improve composition writing in English language among these learners.

Chapter 3 discusses the methodology employed by the researcher in this study. It concerns itself with the research design or the techniques used by the researcher in data collection which were relevant to the type of study being carried out. It talks about sampling, sampling procedures and the instruments used among other things.

Chapter 4 deals with data presentation and analysis. This fourth chapter looks at the various forms of statistics which include tables, bar charts and their analysis in percentages.

Chapter 5 which is the final chapter of this study discusses the main findings of this work and summarizes all that was discussed in this study. In this chapter, the researcher concludes his work as he makes some recommendations and suggestions on his work for other researchers who may be interested in carrying out some studies related to the topic discussed in this piece of work.

### **1.9 Some Views on Composition Errors**

Gazari (2016) opines that pupils' errors found in their writings can only be minimized by frequent writing of essays and drawing their attention to what actually constitutes errors or mistakes in their answers. He holds the view that guided composition is one of the best ways to teaching and learning of a foreign or target language. He uses the guided approach in a lot of the composition topics he treats in his book. In this

approach, various questions are written under a composition topic which the student would have to follow in writing the composition. For example if a learner is to write a composition on the topic “The food I like best” the questions that the teacher may under this topic to guide the learner are:

- a) What is the name of your best food?
- b) Who prepares it?
- c) How many times do you eat it in a week?
- d) What do you eat it with (hands, spoon or fork)?

Gazari believes that this approach will help minimize learners’ errors in their composition work and will also motivate them to learn the target language.

Gazari goes on to use the picture description approach in the teaching and learning of composition in French language. In this approach, the learner is presented with about six pictures. There are questions written under each of the pictures where the learner is expected to answer the questions by describing what the picture depicts. In the end, the pupil puts all the sentences given as answers together in a form of composition.

Lessia (2015) aimed at analyzing learners’ errors in written texts (composition) of Ukrainian students who study English language, so that teachers can be made aware of the difficult areas students are likely to encounter when writing composition in order for the teachers to place emphasis on these areas and design activities that can help these learners.

The writer collected language data through composition samples from pupils. She also conducted some interviews. These data were gathered from students whose L1 is Ukrainian. The students were asked to write about themselves. After the scripts were corrected, the researcher identified a number of errors including: spelling errors,

grammar errors such as this instead of these, each weekends, etc. Others are punctuation errors and structure errors.

**Table 1: Errors identified in the Ukranian Students“Scripts**

No	Type of Errors	Number of Errors	Percentage (%)
1	Errors in spelling	28	28.87
2	Errors in grammar	34	35.05
3	Errors in punctuations	22	22.68
4	Errors in tenses	13	13.40
<b>Total number of errors:</b>		<b>97</b>	<b>100</b>

The researcher indicated that the primary purpose of her work is to give a look at the first steps in the process of error analysis of the corpus of Ukrainian students“ written essays in English. She indicates that data collection is the basic or primary step in the whole error analysis process. This she says is followed by classification of errors into different types.

The writer believes that her findings will be useful to teachers of English in Ukraine and beyond to predict errors that students of Ukraine are likely to commit so as to help them in their teaching and learning process to overcome or reduce the frequency at which these errors are made in their composition work.

Kenneth (2012) asserts that “the errors committed by second language learners in their composition are prevalent.” He states that, teachers have generally been unsuccessful in altering the situation. The writer points it out clearly that though teachers sought to eliminate these errors by teaching grammar rules, by drilling new linguistic habits through constant correction but were most of the time unsuccessful.

According to Kenneth, there are two basic types of student language errors which require teacher attention. The first he says occurs during drill or exercise practice, and

the second occurs during communication practice. This he says involves the manipulation of linguistic patterns and forms to convey a message.

The writer believes that if the goal of communicative competence is chosen, the important thing to consider is not whether the learners' utterance is linguistically correct but whether or not it is comprehensible to the native speaker.

Malini and Madahvi (2017) consider the composition scripts of some 37 students studying in a private Chinese school. These students need to master all aspects of English language. The authors indicate that, out of the four skills (listening, reading, speaking and writing) that students need to master, writing is the skill that poses much problem to them. The writers of this study therefore focus on analyzing errors in composition writing made by these students who are studying English as their second language. In this work, the authors collect language data from the 37 students who were asked to write on "The Hero's Journey". According to Malini and Madahvi, most common errors were made on mechanics, tenses, prepositions, subject-verb agreement and choice of word. The researchers made use of both qualitative and quantitative research design to gather data. The data were collected through written composition and interview.

### **Findings:**

In the written scripts of the students who wrote on "The Hero's Journey", the following errors tabulated on the table below were identified:



**Table 2: Errors found in Students Scripts**

<b>No</b>	<b>Type of Errors</b>	<b>Number of Errors</b>	<b>Percentage (%)</b>
1	Errors in mechanics	10	27
2	Errors in tense	8	22
3	Errors in prepositions	7	19
4	Subject-verb agreement	6	16
5	Word choice	6	16
<b>Total number of students</b>		<b>37</b>	<b>100</b>

The writers implemented some measures to help students minimize errors committed in composition writing. These strategies include:

- a) Teachers teaching grammar and composition using language arts and games.

The authors argue that, since students like games especially where they are in form of competition, they enjoy taking part in them with keen interest, thereby learning in the process.

- b) Motivating students to learn: according to the writers, students from a Chinese education background tend to possess very little motivation and self-esteem within them to learn another language such as English language. In this case, they need to be nurtured and motivated to love to learn the language with confidence and determination.

- c) Corrections and improvement: students should be helped to do corrections as corrections help to address the errors committed.

Concluding their findings, the writers state that the study shows the most common errors in composition writing by students of a Chinese private school which include errors of tenses, mechanics, word choice, prepositions and subject-verb agreement. It also points it out that students tend to translate when writing due to L1 influence and Malay (Malaysian language studied in the school).

The researchers assert that teachers focus on completing the syllabus and tend to forget the problems faced by their students. They recommend that students need to be motivated to learn the English language better. The authors again suggest that teachers need to use variety of creative ways to teach their students.

I am going to design some activity based lesson plans which will include language games such as mother and children, the use of the substitution table and shared writing among pupils to improve English composition writing among these learners. I will also engage the services of the other two English teachers to do team teaching during one of the composition lessons. The three of us will prepare one lesson plan on composition on a suitable and relevant topic to teach these learners.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Despite the numerous efforts made to help learners of English language write composition easily, it still remains a challenge. Some people allude pupils' problem in composition writing to teachers' method and approach to teaching the subject, whilst others also hold diverse views on what actually causes this problem especially to the second language learners of English at the basic school level.

This chapter reviews the available literature which are related to the topic or the main focus of this study. The literature reviewed discusses the causes of pupils' problems in composition writing and suggests the possible remedies to overcome these difficulties. It also talks about some challenges that teachers of English language face in teaching composition writing to learners of the language. The chapter also talks about what composition is according to some authors, and discusses some types of composition especially those that are taught at the basic level.

The theoretical framework the researcher uses for this work is the error analysis framework.

According to Ellis (1997) an error is a deviation in a learner language which results from lack of knowledge of the correct rule.

Error analysis, according to Young (2010), refers to the process of determining the incidence, nature, causes and consequences of unsuccessful language. It is a systematic approach that the teacher takes to find the type of errors committed by the learner, what might be the possible cause of the errors committed and the effects of these errors on the usage of a language.

It is as a branch of Applied Linguistics which involves the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition.

### **2.1.0 Types of Errors**

According to Burt (1975), there are two main type of errors: local errors and global errors. He refers to local errors as errors that affect single element in a sentence without causing hindrance to communication. For example: if a child says *all the mangoes is ripe*, the receiver still understands the message of the child though a syntactic error is committed.

Global Errors: (Corder 1974 cited in Sawalmeh, 2013) describes global errors as those which occur in overall sentence organization which hinder communication. An example is: “call me Kwame”. Here, the person at the receiving end will become confused by addressing the speaker as “Kwame” instead of calling “Kwame” for the speaker. Thus the correct way of putting the sentence is „call Kwame for me”.

### **2.1.1 Aims of Error Analysis**

The aims of error analysis according to Richard et al (2002) is, first, to identify strategies which learners use in language learning, in terms of the approaches and strategies used in both teaching and learning. Second, to try to identify the causes of learners’ errors, that is, investigating the motives behind committing such errors as the first attempt to eradicate them. Third, to obtain information on common difficulties in language learning as an aid to teaching or in the interpretation of the teaching materials.

### 2.1.2 Stages in Error Analysis

Richard et al (2002) identified three stages in error analysis.

- I. Identification: This is the stage where an error is being detected when utterance is being made or from a language data.
- II. Reconstruction: In this stage, the erroneous statement or utterance is compared to the L2 of the learner and then an utterance with the same meaning is reconstructed for substitution.
- III. Description: This is the stage where a description of how and why the idiosyncratic utterance occurred. The reason could be lack of reading materials, interference of the L1, overgeneralization.

When all these are done with, the teacher has some important roles to play to help learners minimize errors committed in the target language. The teacher is seen as:

- a. Demonstrator: The teacher in this case serves as a role model and learners are likely to imitate him. This is the teacher is expected to adhere to correct pronunciation of words, spelling of words, subject-verb agreement among others.
- b. Director: This is where the teacher designs roles for learners and supervises their activities. These activities are meant to improve their communication skills. Examples are language games such as „mother and child“ and „can you go?“
- c. Critic: The teacher evaluates learners“ oral expressions. The teacher gets learners corrected where the need arises.
- d. Conductor: the teacher designs some activities and guides learners to start these activities. The teacher also points out their errors and comes out with some strategies that will bring about improvement in their language acquisition. The

teacher also corrects selectively to make sure that learners communicate successfully.

I chose to use the error analysis framework for this study because this theoretical framework is related to my work, and also spells out how I should go about the errors I identified in the English composition work of Senchi-Ferry Methodist JHS one pupils. The model helps me design some relevant activities for the pupils and also guides me to serve as a role model for the pupils in language usage when I am teaching.

Tsadidey (2002) talks about some problems associated with the teaching and learning of English composition in our basic schools. He defines composition as an art of putting words together in order to convey a message specify information. He says composition could take two different forms, which are oral and written composition.

Tsadidey is of the view that the oral type of composition is often used in our basic schools. According to him, this is the time that teacher takes the pupils through a lot of oral works where the teacher provides assistance to the pupils.

From his findings, Tsadidey came to the conclusion that teachers need to vary their topics and methods of teaching composition writing. He also states that composition teaching at the junior high school level could be controlled to some extent when it becomes necessary. Tsadidey designs the substitution table, language games and picture description as some techniques or strategies employed to the teaching and learning of composition writing in the basic schools in Ghana.

Geraldo and Amuzu (2005) are of the view that much emphasis be placed on the teaching and learning of listening and speaking skills, since these skills form the basis for reading and writing. They suggest that a learner of a foreign language be introduced

to the aural-oral aspect of the language for a considerable period of time before he or she is taught how to write in that language.

Geraldo and Amuzu propose strategies and methods such as role play, anagram, and songs as some ways of teaching language effectively. The strategies proposed above are in their work “Bonjour Amis 1” a book used in the teaching and learning of French language Junior High Schools in Ghana.

Adeyemi (2011) aimed at identifying the approaches teachers in Botswana who teach English in the Junior Secondary Schools level use in the teaching of English composition writing. He continues to assess how far the approaches impart students’ development of effective writing skills. He also considers the challenges and advantages posed by such approaches in writing pedagogy.

The writer makes use of qualitative techniques through interviews, observations, literature review and examination of students’ documents and artifacts.

The major findings were that teachers mainly use the product oriented techniques in teaching composition writing. As a result, teachers were confronted with students’ inability to write composition in any meaningful way. Students commit surface level errors, they lack ideas, they were also unable to organize ideas well.

Adeyemi suggests and recommends the process writing approach to the teaching and learning of composition writing in all Junior Secondary Schools in Botswana. She also indicates that, where the need arises the guided approach could be used at this level even as the target language is not the mother tongue of the learner. According to her, these approaches yield significant and positive results when tested in her study.

Schreiner (2010), opines in her research work that, composition writing task requires much abstract thinking, teaching composition to students presents a challenge. She

suggests that teaching composition to these learners must be done by breaking down the task of writing into manageable and teachable parts. She emphasizes that the teacher should educate students on how to move through the process required so that can create a finished written work.

The writer makes reference to Tufte's work, "*Teaching to See*" which suggests that the teacher should select a writing mode on which the lesson should focus. The teacher can start with a simple mode such as narrative or short descriptive essay. Later, the teacher could advance to a more complex mode such as „compared-contrast essays“ and „research-based compositions“. According to the writer, the teacher is to provide a clear example of how the final work should look like. The teacher should take the learners through the writing process, using graphical representation, hanging a poster or signs depicting each step process on the classroom walls for students to reference as they move through the steps.

The writer suggests that where possible, students be paired so that they do peer revision. Schreiner admonishes that the teacher could either give students the opportunity to share their work or place their work on a display allowing others to view each student's composition. This he says does not only make them proud of their work, but also provides them with the opportunity to learn from one another.

Tsadidey (2002) defines composition as “that art of putting words together in order to convey a message or specific information”. According to him, composition should take two different forms: oral and written forms. Tsadidey holds the view that the oral form of composition is normally used in the teaching of composition in the basic schools. “This is the time that the teacher takes pupils through oral preparation, where the teacher needs to provide a lot of assistance and guidance to the pupils”, he asserts.



Obviously, Tsadidey is right. This is because, listening, speaking and reading form the fundamentals of writing. Oral skills precede writing skills. They must be taught before teaching writing skills. One cannot write what they did not hear read before. It is therefore important that teachers of second languages take learners through enough oral works before teaching writing or composition.

Fianu (2005, p.113) “Composition is the type of writing that exposes the thought or idea of the individual on a particular issue or subject”. He says that in order for pupils to write composition well, there is the need for them to understand the words or the vocabulary that they use.

What Fianu seems to be suggesting is that if pupils do not understand the words they use in writing the composition, they are not likely to produce quality work. It is therefore imperative for teachers of composition at the basic schools to first of all introduce the learners to a wide range of vocabulary that are relevant so that in the course of writing, the pupils will use them to express ideas. In this case, errors will be minimized and the quality of the composition written by the learners is assured.

Pupils of Senchi-Ferry Methodist Junior High School in the Asuogyaman district of the Eastern region of Ghana exhibit what Fianu is talking about. For they lack vocabulary which they need to use in their writing.

Warriner (1998), “composition writing is an ongoing process that involves thinking, making decisions and rethinking.”

Warriner’s view is valid since it is true that an individual may write on the same topic twice and may be likely to raise points which were not included in the first essay or composition. This is where composition as an „ongoing process and rethinking come in“. In this regard, it is important to give the learner of the language a second chance to

rewrite on the same topic at a different time. This opportunity when given to our pupils is likely to yield a better result than just one attempt especially when the learner is given some time to learn about such topic or composition before coming to rewrite it later.

Just as the various authors define what composition in English is all about, this study aims at equipping learners of English at the basic schools to reflect some fundamentals of composition which include: putting words together to convey a message, exposing the thought or an idea of the writer on a particular issue, describing a situation and it should be well organized. These are some of the basic elements that the researcher expects to see in the composition that the target group of this study will write on a given topic at the end of the study.

### **2.2.1 Types of Composition**

It is important to talk briefly about the various types of composition that are taught in our schools in Ghana, especially those that are taught our pupils in the basic schools. This will help the teacher of the English language to read wide on these various compositions in addition to what is stated in the curricular materials made available to him or her in the school. Generally there are four main types of compositions. The types of composition to be discussed here include but not limited to: narrative composition, argumentative composition, descriptive composition and expository composition.

#### **2.2.1.0 Expository Composition**

The expository composition is the type of composition that gives information about a phenomenon, a situation or something else. It tells the reader or the audience the fact and figures about something. This type of composition states the facts as it is. One of the main features of expository composition is to describe a process or procedure step by step. The writer is not allowed to bring in his or her thought about how this process

works. They are expected to state the reality of the whole process. For example, when a teacher asks his pupils to write about how palm oil is prepared, the student is expected to follow the various steps involved in this process. No student can choose to start by saying sieving the pounded palm nut fruits is the first step and this is followed by boiling the palm fruits before pounding them. There are four types of order in expository writing (Brown *et al*, 1994). The first of these is the chronological order- this is used to explain a process from the first step to the last step involved. The second of these is the spatial order- this type of order is used by writers to explain the use or importance of something. For example when a writer wants to talk about how an equipment or machine works, he will start explaining its use from one component to another in a systematic manner. The third one is the order of importance- in this case, the writer considers the importance of the various steps or stages involved in process or procedure in presenting his work to the audience. The last of the four stages is the comparison and contrast stage- this type of order in expository writing is used to compare two things by juxtaposing them.

#### **2.2.1.1 Narrative Composition**

Narrative composition or essay is a story about an event experienced by the writer or narrator of the composition.

Narrative essay is a report of connected events, real or imaginary represented in a sequence of written or spoken words or still or moving images or both. It is a format in which the writer tells or narrates a story. They are non-fictional and deal with the author's experience. Since a narrative relies on personal experience, it is often in a form a story. Narrative compositions are different from short stories which are fictional; the author is free to change the plot, add characters or rewrite the ending of a short story to

better fit a narrative arc. With a narrative essay, the writer must pull a cohesive narrative arc from memory of true events.

Examples of topics under narratives are:

1. How groundnut soup is prepared.
2. How naming ceremony is performed among the people of Anlo.

### **2.2.1.2 Descriptive Composition**

Descriptive composition is the type of composition which shows what something looks like. Descriptive composition is a genre of essay that asks student to describe something-object, person, or place. It enables the student to create a written account of a particular experience.” It talks about how the appearance of the item or object under discussion is exactly. This type of composition is to appeal to the senses of the reader or audience. Descriptive composition makes use of concrete or real details which make the story look so real to the readers. For example, one may say „the Christmas was welcomed by the harmattan which makes visibility almost impossible for the driver whose bus I boarded when I was going to celebrate the festivity with my aunt at Nkawkaw. This could be a sentence used in describing how one spent the last Christmas. Describing events using such elements of literature adds a lot of beauty to the composition and at the same time makes the piece of writing very interesting to your readers.

Another essential feature of descriptive composition is that it follows a systematic order. For example, when a student is asked to describe the teacher he or she likes best, they may have to talk about the physical appearance first, then describe the character or behavior towards people, and before coming to talk about his orientation to type of his favorite food, and game he likes best and then perhaps his pet. Again, when talking

about events in descriptive composition, the events are arranged chronologically. This means that the events will be presented according to the order in which they occurred: you would have to start describing it from the part of the event that occurred first and ending the composition with the event that happens latter. For example, in describing how you spent your last holidays, one would have to begin by talking about when the holidays started, and then followed by he did from the second day or the second week till the holidays is over. The events must be arranged the way they occurred.

### **2.2.1.3 Argumentative composition**

An argumentative composition is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence and establish a position on the topic in a concise manner. An argumentative essay or composition is made up of five parts (Tracy, 2008). The five parts include a strong introductory paragraph with a clear thesis statement, three body paragraphs substantiated with detailed evidence and a compelling conclusion. Students should also use transitional words and phrases to guide readers through their arguments. A five-paragraph argumentative composition teaches students how to present their claims clearly and confidently, while backing their views with solid evidence from literary texts and credible research materials. Tracy suggests that, in the thesis statement of the argumentative composition, one should write an introductory paragraph that introduces your argument and explain why readers should be interested in your topic. He asserts that since a five part argumentative composition is relatively short, one must get to the point quickly and get their readers' attention and interest right from the beginning. A thesis statement is usually the last sentence in an introduction.

### **2.3 Problems encountered by pupils in composition writing in English language**

There are a lot of problems that pupils face in the writing of composition in English Language. These problems though, vary from one learner to another, there are some of these difficulties which are common to many of the learners of English language, especially those who are learning it as their second language. For example: in Senchi-Ferry Methodist Junior High School, errors such as spelling errors, omission errors, punctuation errors, generalization of „s“ as a plural marker, direct translation from their mother tongue, and capitalization errors are common in pupils“ compositions.

Fianu (2005) identifies the following as some of the general problems that learners face in the writing of composition in English language:

- Lack of adequate oral preparation on the topic by the teacher.
- Learners“ difficulties in putting words together as sentences, then putting such sentences in logical order to make paragraphs.
- Pupils“ inability to express themselves orally.

Learners“ inadequate vocabulary and their inability to spell or write words correctly, partly due to wrong pronunciation especially for some English words whose pronunciation is at variance with the way they are written.

Abbort (1981) cited in Msanjila (2005) outlined the following as some of the major difficulties learners encounter when writing composition. These include:

1. Capitalization problem
2. Punctuation problem
3. Inexplicitness or fuzziness
4. Spelling problem and

5. Grammatical errors.

### **2.3.1 Causes of pupils' problems in composition writing**

Myles (2002) states that learners may continue to exhibit errors in their writing for the following social reasons:

1. negative attitudes toward the target language
2. A wide social and psychological distance between them and the target culture
3. Lack of integrative and instrumental motivation for learning.

According to Maltain (2005) factors affecting writing or composition can be classified into:

1. Social factors

2. Motivational factors

3. Motor factors

4. Working memory and

5. Long-term memory.



I think Maltain's points are valid to a very large extent. Surely, when learners are motivated, they show more interest in what they learn and improve on their knowledge and skills. Teachers are therefore expected to motivate their learners in different ways to improve academic performance among their pupils. This motivation could take the form of material or non-material things. Taking social factors as another example, one can make mention of type of language used in the social media such Whatsapp and Facebook which includes short hands. The society in which the individual lives affects language acquisition of which composition writing is no exemption.

As teachers of English language, we need to live by good examples, speaking the right form of language structure and grammar to the learners we teach.

Sun (2014) says composition problems are related to the following reasons:

1. Lack of interest.
2. Lack of vocabulary and grammar
3. Lack of knowledge of English text structure.
4. Lack of awareness of coherence method
5. Lack of culture background knowledge.
6. Lack of revision after writing. This is where the theory of disuse comes in. In this regard, the learners do not make practical use of what they write. This makes them forget what they were taught. There is therefore the need to put the language into use.

Pupils of Senchi-Ferry Methodist Junior High School had most of the problems mentioned in the points above. Some of the major problems they encounter in writing include: wrong spelling of words, direct translation of the mother tongue in the English language, punctuation problem, capitalization problem, concord problem, poor paragraphing and generalization of plural marker „S“. Abbott and Sun therefore make vital contributions that are so relevant to my work, and which I have to consider to help form one pupils of Senchi-Ferry Methodist Junior High School in order for them to improve in writing composition in English language.

Essel (2000) identifies learners' failure to plan before writing composition as one of the main causes of learners' difficulties in composition writing in English language. She holds the view that one of the important factors in writing good composition is planning. Essel states that the pupil must be made to know what goes into the beginning, the body and the conclusion parts of the composition before he or she starts writing the composition.



In Senchi-Ferry Methodist Junior High School, there is no library. The closest library to the students is about 800 meters away from the school. This makes it difficult for the learners to make effective use of the facility. The pupils lack vocabulary which they need to use in the writing of their essays or composition because they have not been reading books. In the end some of them write parts of the composition in their local language.

Whilst agreeing with John and Martin, I also think that the introduction must be as simple as possible to avoid boredom.

Pineteh (2013) opines that some learners of a second or target language do not perform well in the language due to lack of motivation. He says when learners generally remain unclear about the purpose and significance of their test in the target language, they do not do well in both speaking and writing of that language.

Pineteh again points out that social media, inconsistent feedback from teachers, large and unmanageable class sizes also negatively impact the structural and communicative accuracy of the students' text.

Pineteh is on point in the sense that learners of a second language have to be aware of the importance of learning that language. As a French and English teacher, I have encountered many instances where learners said to me directly that French is not their mother tongue so they will not learn it. They will not use French language for anything. However, I have been taking my time to explain to them the value of the language especially in the first week of their admission into Junior High School form one. This motivates a lot of them to study the language. In the end, a lot of them do well at the language.

Considering Pineteh's second point, one cannot dispute the fact that large class sizes and social media have negative effects on the learners' performance. Large class size for example, makes it difficult for the teacher to have enough attention for all pupils in the class. In the end, some of these learners do not perform well since they were not paying attention to the teacher and which the teacher also did not identify in the teaching-learning process do to large class size.

### **2.3.2 Ways of improving composition writing among learners of English language**

Appau (1996) holds the position that it is important to encourage controlled and guided types of compositions in the basic schools always. He says, learners must be made to understand the key words that they might need to write the composition. This he says may be done through picture description, demonstrations, or the use of synonyms to explain the same word. He says this helps to eliminate the errors and reduce mistakes committed by pupils in essay writing and also brings about variety in their works since they can replace one word with another which has the same meaning as the first one.

While supporting Appau to some extent, I also think that the controlled type of composition has some limitations. For example, it does not create room for originality and creativity. The learner is limited to the words provided them in their writing. So this approach can be used only when the need arises, but not often.

Senanu (2001) writes that pupils' ability to write a well elaborated essay may be linked to home factors. He says that, pupils at homes where children are being encouraged to produce sentences through motivation tend to produce good sentences both in spoken and written languages. He says such homes where reading materials are at the disposal for children to complement what they learn at school help to promote language

acquisition among children. This indirectly aids the teaching and learning of composition in the school.

He continues to say that teachers need to vary question asked on the same composition topic. Senanu emphasizes that the same question should be asked in several ways. This he believes will enable the learner to get the true demand of the question and will also help the pupil to answer essay or composition question no matter how they are worded. For examples, questions like “write about the food you like best” can be restated as “write about your favorite food”. In the same way, one can also write “Describe your father and your mother” instead of “Describe or write about your parents”.

The points that Senanu puts across is a step in the right direction. If parents and other members of the family will provide pupils with reading materials such as journals, News Papers, story books and also speaking the target language with them in the home, it will help the learners to acquire the language easily.

Gerrol *et al* (1998) assert that writing composition is like putting up a structure of a building. That is to say it follows systematic steps. They suggest that these steps which may include tittle, introduction, body or message and conclusion should be taught with emphasis on how each is linked to the one before it. This is to help the learner see the relationship that exists among the various parts in composition writing. For example, a topic in composition is normally the theme or the subject matter in the composition. The introduction is a brief statement of what the body contains. The message or body is the explanation or elaborated form of the tittle and the introduction. The conclusion is normally (but not in all cases) the summary of the message in the composition.

They advise that, at the basic school, each part of the composition be taught at a time if the need arises. However, efforts must be made to establish the relationship that exists

among the various parts of the piece of writing. This may be done by revising the part(s) studied or taught previously. Pupils are also to be made to see a composition as a unit but which has various parts.

The claim by Gerrol et *al* on the teaching of each part of the composition at a time, I think it is one of the effective ways to go about the teaching of the composition in the basic schools. This is because, at this level, the children can only keep a considerable amount of materials taught them or knowledge imparted on them. Therefore, introducing the various parts of the composition to them at ago will confuse them.

“The core of good teaching is that the teacher should get involved actively in the teaching and learning process with the students in a good and warm atmosphere while playing the role of a facilitator” Glasser (1978). This he believes makes the two parties feel it is worthwhile to be together. From that relationship the teacher develops trust with the learners. The students say “you a good warm friendly person teaching me this, then what you are teaching me has to be worth learning”.

Glasser’s assertion holds in the sense that children learn by observation and imitation. They will develop interest in imitating the teacher rather than doing what the teacher asks them to do without seeing the teacher doing it himself. Again, as stated already by Glasser, the learners will see the importance of what they are learning and this motivates them to learn it the more.

Mattix (2009) states in his work that every piece of writing has a context or circumstance of surroundings often referred to as the *rhetorical situation*. Mattix says the term refers to the way words are used in regards to five elements: the occasion, writer’s purpose, topic, audience and writer’s voice or tone. Mattix holds the view that all five elements of rhetorical situation influence the effectiveness of composition

writing. She therefore suggests that these elements must be used skillfully employed by the teacher to help students write good composition. She argued that if these elements are not used appropriately, the fundamental goal of communication will not be achieved.

Brown (2007) asserts that composition or essay writing is a process. Which means it is a series of steps taken to over time and aimed at expressing with the written word what the writer feels or think about a subject. He goes on to state that the writing process appears in three stages; pre-writing, writing and rewriting stages. He points out clearly that these three stages overlap and even overrun. That is to say that they are not separated from one another. He explains the steps as follows;

**Pre-writing.** This stage refers to steps taken by the writer to know their subject before he or she begins to write. At this stage, writers read, interview experts, make visits to places of interest, record, put down points and think about subject before they begin to write on it. According to Brown, this pre-writing stage will make the writer's work a meaningful one. He asserts that, the art of writing does not proceed in a straight line from start to effortless finish. Instead it involves a great deal of thinking and rethinking in order to produce a presentable material. **Writing.** The writing stage is where the writer rereads and rewords his composition to make it a quality work.

**Rewriting.** Brown is of the view that it is difficult for any writer to produce a perfect material in the first draft or writing. This why it is necessary to correct all errors in order to make a good composition or piece of work. This is done through proof-reading. Proof-reading according to Brown helps the writer to eliminate all grammatical, spelling and all other errors that might be part of the drafted work. This he says will improve clarity in the final material.

It could be observed from the proponent above that, composition should be taught and learned as a process. Learners must be taught to write composition systematically. Composition cannot be written haphazardly. It has already been established earlier in this chapter that, all the four types of composition are written following well-organized steps, be it narrative, descriptive, argumentative or expository type of composition.

Adjetey and Gminguole (2008), in their work, *Soleil-1*, a French book for junior high school pupils, Book 1, assert that the most effective way of teaching composition to a beginner is to accompany your explanations with pictures. Pictures, they say play a very important role in the teaching-learning process as they help clarify concepts or ideas, make lesson delivery sequential when well arranged, and they also appeal to the senses of the learner, making the learner develop and sustain interest in the lesson. They advise that when using pictures to teach composition, they should be arranged in a way that they follow a pattern to a given composition. For example, when teaching on the topic „What I Do Every Day“, the pictures should be arranged in a way that we may see the person waking up from bed, followed by doing some house chores, then taking his or breakfast before going to school or work. They hold the view that this method of teaching helps promote retention in the learner and will also encourage the writer or learner produce a well-organized piece of work.

Personally, when I teach composition writing and other lessons in French language using pictures together with gestures, learners pay more attention to the lesson with keen interest. In the end, most of them do well in the evaluation questions asked based on the lesson taught.

Adjetey and Minguole’s contribution here when put into practice by teachers of second language, will help promote learning.

Richard (2012) notes that shared writing is very helpful in teaching composition writing. He however continues that even though teachers might use a judicious mix of several approaches, caution needs to be exercised since each approach to the teaching of a composition is drawn from careful designed research studies rather than ongoing classroom practice. He finally proposes strategies and methods such as the shared writing approach, the picture interpretation method, matching teachings and the sentence completion method as some of the means by which composition can be taught to beginners, especially all people learning a particular language as their second language.

The shared writing approach which Richard suggests among others is a nice approach can yield better result when well done. For example, when a class is put into a group of say four, one group will be asked to write on the introduction, the second and third groups on the content and the fourth group on the concluding part of the composition. In this case, everybody is kept busy learning to write on the given topic, making all feel proud of being a contributor to the final work put together.

Allington *et al* (2010) make it clear that if the goal of your instruction is to improve writing, then instruction must take place in the context of real writing. They assert that if students are taught the idea that writing can be an effective means of expressing themselves, then they must be provided with frequent opportunities to write for audience other than the teacher. Students must be encouraged to write to many different audience or readers including their friends and family members.

Allington *et al* (2010) are right, in the sense that if learners realize that people attach importance to what they write, then they will be motivated to write more and better.



Asamoah *et al* (2003) identify some guidelines that can help every teacher to teach composition writing in the basic schools as follows:

- Expose learners to a wide variety of writings.
- Explain to pupils that writing differs according to purpose and relationship between the writer and the reader.
- Develop pupils' oral skills on what they are going to write.
- Keep a skill order by linking the composition to pupils' reading passage.
- Do controlled writing using many different examples.
- Give pupils lots of practice, at least one composition every unit.

They also indicate that in addition to the above points, teachers need to provide pupils with structures, tenses and vocabulary items or choice of words that may be relevant for a given composition to the learners.

Asamoah *et al* advise that pupils be taught to write as short sentences as possible. They also emphasize the teaching and use of punctuation marks which they say play very important roles in sentence constructions and essay writing. Whilst supporting the idea of teaching composition in the junior high school using the controlled techniques, they suggest that the guided composition be taught most of the time. This is because they believe that before pupils enter the Junior High School form one, they might have had some level of competence in composition writing from the primary school.

Writing on some techniques that may be used in teaching guided composition, Asamoah *et al* give discussion, teacher's model and brainstorming as some helpful ones to aid teaching composition writing in the Junior High School. Discussions they say can take the form of questions and answers or, mini debate on a given topic. For example, „girl's education is more important than boy's education“.



Looking at the guidelines and the techniques proposed by Asamoah et al above, one cannot teach learners to write good composition without employing some of these. For example, taking pupils or learners through oral skills on what they are going to write. As a teacher, if you want your learners to become good writers, you also need to expose them to a variety of writings and give them a lot of assignments which will make them practice what they learn in the school.

On the use of teacher's model as a technique, the teacher introduces a topic and gives a complete example on how to go about whole composition. The teacher normally presents his model orally and later writes the entire composition on the board or on the manila card for the pupils to see and follow his or her example. The learners are not compelled to use every word or expression from the teacher's example. The format of the composition remains the same. When this is done well, we are sure of learners writing better composition with a few errors. They will also be motivated to write since what they write is largely accepted.

As parents, we need to encourage our children to develop interest in reading as early as possible. Once they reach the stage of visual discrimination we have to help them develop this skill. These days, parents can make television channels where programmes or activities on puzzles, poems recitation, songs among others are telecast available to their children to promote learning.

Tsadidey (2002), notes that, one observation on students on practice at the basic schools is that their approach to teaching composition follows a certain regular pattern which makes their lessons ineffective and boring. "this irregularity is observable not only in their teaching techniques but also in their general disposition towards the pupils" he says topics like "My Father", "My School", "My Friend" and the like taught in

succession makes pupils to suggest similar answers to these composition topics and this causes boredom among the learners.

Tsadidey suggests that teaching composition to pupils should be done in a way that will make them write functional essays. He says since the ultimate aim of learning composition is to produce scholars who are quite conversant with the basic structures of the English language so as to be able to communicate in writing with other speakers and writers of English, the teaching of it should be in a way that will make them have much interest in it right from the basic school. He says teachers of the language must vary their topics, methods and techniques used in teaching composition in the English language. This he says will help learners develop interest in the lesson and also grow to become functional writers.

Tsadidey also holds the view that the teaching of composition at the primary school level should be highly controlled. He continues to say that where the need arises, composition writing can also be controlled in the Junior High School to some extent. He describes controlled composition as a situation in which the teacher exerts a lot of influence on the choice of vocabulary items, grammatical structure facts and their arrangement with the ultimate objective of reducing the pupil's chances of making mistakes. In such a situation, Tsadidey says the child is compelled to operate within certain specified limits with the result that creativity is kept at bay. According to him, the most glaring advantage of guided or controlled composition is that, the learner makes few or no mistakes and this makes the marking quite easy for the teacher. Touching on strategies to employ in teaching composition writing effectively, he suggests some techniques and approaches such as "Story Reconstruction", "Blank-Filling Exercise", "Picture Description", "The Substitution Table", and "Copying the

Correct Composition Pieces (Ditto Compo)” as some effective ways by which composition can be taught.

In as much as Tsadidey may be right in criticizing the teaching of related topics in composition, I think that the teaching of related topics which leads to teaching following regular pattern promotes transfer of knowledge. This in effect helps reduce learners’ errors in the writing of composition. It is helpful to teach related topics in succession to promote easy understanding among learners.

### **2.3.3 Conclusion**

In this chapter, the researcher has discussed and appreciated what other writers have said about the topic. Firstly, the chapter takes a look at the various types of compositions, which include: the narrative, descriptive, expository and the argumentative types of composition.

The chapter also exposes readers of this work to some major errors that learners of the English language face in writing composition, especially in our basic schools in Ghana of which pupils of Senchi-Ferry Methodist Junior High School are no exception. Some of the errors or difficulties which identified in pupils’ work in the school are punctuation errors, spelling errors, overgeneralization of „s” as plural marker, lack of vocabulary and direction translation of words and sentences from their mother tongue.

The researcher further proceeds to discuss some problems that teachers of English language, especially those teaching composition at the basic schools face. Some of these problems include: inadequate teaching and learning materials, poor teaching methods and language barriers.

The chapter again discusses the causes of pupils’ poor performance in composition writing. It alludes this to some reasons as lack of practice, lack of interest in the

learning of the language, poor supports from parents at home, lack of vocabulary and grammar, lack of English language text structure and motivational factors.

In this same chapter, we look also at the possible ways of getting our learners write good compositions. The ideas of many proponents and researchers were sought in order to consider what will be the best techniques and methods to employ in the teaching and learning of English composition in Senchi-Ferry Methodist Junior High School to help the Junior High School Form One pupils overcome the difficulties they face in composition writing. In this regard, writers such as (Tsadidey, (2002); Fianu, (2005); Appau, (1996) emphasized that the teaching of composition in the basic schools should be controlled and guided in order to reduce errors committed by pupils in their compositions. Others also suggest process writing, picture reading techniques, planning and shared writing as the most effective ways of teaching composition writing to pupils in order for them to write better composition.

The researcher of this work considers some of these technics in his attempts to help pupils of Senchi-Ferry Methodist Junior High School Form One to improve in the writing of composition in English language.

The exact strategies and techniques employed by the researcher to help pupils improve on the writing of composition in English are discussed the next chapter. This leads us to the third chapter of this work.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter looks at the methodology that was used in the study. This is an action research. The researcher uses three data collection techniques in carrying out this work. The techniques are interview, test and questionnaire. He takes into consideration the exact problem the pupils face in composition writing before choosing to use these data collection techniques for his work.

The chapter also briefly states the research design, the population, and data collection instruments.

#### 3.1 The Research Design

Qualitative research according to Creswell (2012) is an inquiry process of understanding, based on a clear methodological process that uses a social or human problem by building on a complex holistic picture, analyses words, reports detailed views of informants, and conducted in the natural setting. Qualitative is a systematic scientific inquiry which seeks to build a holistic general narrative, description to inform the researcher's understanding of a social or cultural phenomenon (Astalin, 2013).

Owu-Ewie (2011), identified some characteristics that are associated with qualitative research:

- Purpose: Qualitative research seeks to understand people's interpretation of a phenomenon.
- Reality: Qualitative studies are dynamic, reality changes with changes in people's mind.

- Orientation: the aim of a qualitative research is to discover theories and hypothesis from the data collected.
- Result: Validity of the result is based on how the research is designed and clear description of procedures that are used in the data collected.

Owu-Ewie pointed out some advantages of the qualitative type of research design.

These are:

- ❖ Qualitative research produces more in-depth and comprehensive information.
- ❖ It uses subjective information and participant observation to describe the context, or natural setting of the variable in focus as well as the interactions of the different variables in the context. According to him, this design also seeks a wide understanding of the entire situation.

The researcher uses the qualitative research design because it provides an in-depth understanding of the information on the phenomenon under study. The tendency that this design will yield a reliable and authentic result is high.

### **3.2 Population**

“Population is the entire group of people, objects, animals, institutions and establishment the researcher intends to study” Seidu (2006). Best and Kahn (2006) also state that, population is a group of people that have similar characteristics and this group of interest to the researcher. Population is made up of all the individuals or items of interest under consideration. The entire population of the school is 225. Of these, 14 are teachers, 68 pupils are in J.H.S one, 82 are in form two and the rest (60) are in the final year. There are 96 boys and 114 girls in the school.

There are six female teachers and eight male teachers. The English teachers are three: two males and a female. The school also has one Headmistress. The discussion will focus on form one „A“ class which is made up a total number of 35 pupils.

### **3.3 The Sample Size**

Sampling is a procedure of selecting a part of population on which a research can be conducted. The researcher used probability sampling technique to get his sample size for the study. Probability sampling according to Bhat (2013) is a sampling technique in sample from a larger population are chosen using a method based on the theory of probability. For a candidate to be selected as a probability sample, he or she must be selected using a random selection. The researcher uses the simple random sampling in this study. The simple random sampling is a random method of selecting the sample for a research work. This sampling method is as easy as assigning numbers to the individuals (sample) and then randomly choosing from those numbers through an automated process. Finally, the numbers that are chosen are the numbers that are included in the sample. The purpose of using the probability technique was to give a fair opportunity to all pupils in the class, in which case those who were not able to form part of the sample size would not feel rejected. The researcher gave ballot papers to all pupils in Form One „A“ class to pick. Thirty of these papers have the inscription „Yes“ on them, whilst five of the papers have the inscription „No“ on them. Out of the 35 pupils in Form one „A“, thirty (30) of them were selected for the study. These pupils took part in the pre-test, interview, questionnaire and the post-test. Selecting the sample size for this study was done in form one „A“ class when the pupils were asked to go out for break. This exercise took just about seven minutes out of the thirty minutes allotted for break. The exercise was brief in other not to prevent the pupils from going out for break.

**Table 3: The Sample Size**

Class	No. of Pupils		Total
	BOYS	GIRLS	
JHS 1“A”	13	17	30

### 3.4 Data Collection Protocol

The researcher observed data collection protocol before collecting data. Permission was sought from the Headmistress of the school before the researcher went ahead to collect the data needed for this study. The teachers and students who provided the researcher with some data on this work were also informed before the data were collected. The researcher discussed his plan to carry out a research in the school with the Headmistress. He explained to her why was interested in the topic that he was going to conduct the study on. He also discussed his area of interest in this study with the English in the school where he teaches and the primary six teacher also in the Methodist Primary School.

### 3.5.0 Data Collection Instruments

The researcher used three techniques to help him collect data for this work. These techniques are teacher-made test, interview and questionnaire.

#### 3.5.1 Interview

An interview as an official meeting with someone who asks you questions.

In the sixth week of this research work, the researcher used structured interview to collect data on pupils. Structured interview also known as standardized interview or a researcher administered survey, is a quantitative research method commonly employed in a survey research. The aim of this approach is to ensure that each interviewee is presented with exactly the same questions in the same order. In this approach, questions are usually very specific and very often offer the interviewee a fixed range of answers.



Though this approach has a lot of advantages, it also has some few advantages. For example, Schuman and Presser (1981) cite a study that asked respondents to nominate two or three of their favourite actors. Respondents were much more likely to mention black actors when interviewed by black interviewers than when interviewed by white interviewers.

In spite of the fact that the structured interview has some problems, it is still relevant to this study since it helps eliminate error variability from respondents. It also ensures that the same questions are given to all respondents, and in a fixed order. The interviewers do not induce bias.

The interview sought to find out why so much errors occurred in their essay. The researcher interviewed the One „A“ pupils in the Methodist Junior High School and the Methodist primary six teacher who taught the pupils in question when they were in their final year in the primary school. In all, the researcher used about 9 days to finish with the interviews which involved a teacher from the primary school and thirty pupils of form one „A“. He later interviewed some few parents when he visited some pupils and parents at their homes.

The interview questions and their responses are tabulated in chapter four of this research work. (Refer to appendix A)

### **3.5.2 Questionnaire**

The next instrument the researcher used to gather data on the study is questionnaire. Questionnaire refers to a written set of questions which you give to a number of people in order to collect information. Furthermore, questionnaire enables hypotheses to be tested, correlations to be identified and straight forward descriptive data to be obtained (Bryman and Bell, 2007). They assert that, although there are certain drawbacks of

using questionnaire as a research method, how questions are simply worded can be crucial in the responses that obtained.

The questionnaire were answered by the two English language teachers in the Methodist Junior High School and one primary six teacher. This was conducted in the ninth week of the study.

The purpose of using the questionnaire was to further identify some specific reasons why the first year pupils of Senchi-Ferry Methodist Junior High School have so much difficulties in writing simple composition in English. It was also meant to identify other factors that might account for the pupils' errors in their writing which the researcher was not able to ask during the interviews.

The chapter four of this work has the analysis of the results of the questionnaire. (Refer to appendix B)

### 3.6.0 Test

The researcher conducted a composition test among the thirty participants. The pupils were asked to write on the topic "The Teacher I like best". There were no guidelines for them to follow in writing the composition. The researcher made sure that the pupils work individually. The pupils were allowed thirty-five minutes to finish with the work and submit them. After the time allowed was over, the researcher collected the pupils' work and marked them.

The outcome of this test was not encouraging at all. Some of the difficulties the pupils were facing were:

- Spelling errors: the pupils spelt a lot of the words they used in this essay wrongly. For example: some pupils wrote words like "My teacher *like iting* fufu with groundnut *soap*"

- Ungrammatical sentences: some of the sentences provided by these pupils were not grammatically correct.
- Concord problems: this particular error run through the answers of most pupils. They found difficult writing the correct form of the verbs to suit the subjects of the sentence. An example is “He always *come* to school on time”.  
“Mr Mensah *like* pupils who learn hard”.
- Poor punctuations: a lot of these pupils did not make use of the **full stop** (.). Instead some of them put comma at where there should be full stop.
- Poor paragraphing: the participants jumbled ideas, making their composition incoherent.

The table 4 below shows the various errors that were identified in the written text of the pupils:

**Table 4: The various errors that were identified in the written text of the pupils**

No.	Type of Errors	Number of Errors	Percentage of Errors (%)
1	Spelling errors	78	39.39
2	Punctuation errors	26	13.13
3	Grammatical errors	23	11.61
4	Concord errors	52	26.26
5	Poor paragraphing	19	9.59
<b>Total Number of Errors</b>		<b>198</b>	<b>100</b>

The researcher could not address all these errors in this single research work. He therefore decided to deal with spelling and concord errors only since they were the most errors committed by the pupils in the composition that they wrote.

The result of the above test is tabulated in chapter four of this work.

The above revelations pushed the researcher to put in some measures to intervene before the worst happened to the pupils. (Refer to appendix C1, C2, and C3)

### **3.7.0 Intervention**

“Intervention is a process in which a specific problem is identified and an experimental „intervention“ designed and tested with a view to gaining insight into the problem ultimately solving it” ( Kember 2000; Elliot 2001).

The researcher designed techniques, strategies and activities which he used to make composition writing easier and better among the first year pupils of Senchi-Ferry Methodist Junior High School.

The researcher used the following intervention strategies to improve composition writing skills among the pupils: substitution table, language games, home visits, shared writing and team teaching.

#### **3.7.1 The Substitution Table**

The substitution table is a table which contains sentences spited in the various divisions or cells of the table which pupils can use to form several sentences, paragraphs as well as a complete piece of work such as short stories, letter writing and others (Tsadidey, 2005).

A week after the interview, the researcher intended to teach the pupils composition writing through the use of the substitution table. He prepared a composition lesson and taught the participants of the study. He used the substitution table as a major tool in the lesson delivery. The learners were asked to write on the topic “The teacher I like best”, the same topic that they wrote on during the pre-intervention.

The researcher choses to use the substitution table techniques because of its many advantages. First of all, this technique provides the learners with all the words that they need to use in the writing of the composition. Again, the table also minimizes pupils“

tendency of writing spelling mistakes. It also controls the tense in which the composition should be written. The punctuation marks made available in the table for writing makes it possible for pupils to form meaningful sentences as well as paragraphing.

The researcher intentionally asked the pupils to write on the same topic “The teacher I like best” as in the pre-test in order to make comparison with the two results since in this time, the pupils were to use the substitution table in their writing.

The learners were to choose a word or phrase from each of the cells of the table horizontally, which was designed on the marker board by the researcher. The participants were also to be mindful of the punctuations and take note of paragraphing.

The researcher proceeded and orally presented a model from the table to the participants. He explained to the learners that one could write as much as three composition from the same table. He then gave the pupils thirty-five (35) minutes to write their composition independently. After the stipulated time was over, the researcher collected the exercise books and marked them.

It was realized that the pupils have excelled in the writing of this composition as compared to the first one. Almost everybody got the pass mark. At this time, everybody wrote something substantial. There was nobody who ran short of words, since the substitution table provided them with necessary words they needed to use in their writing. The results of the above test were tabulated and analysed in chapter four of this research work. (Refer to appendix D1, D2, D3)

### **3.7.2 The use of the School Library**

School library provides benefits to learners including access to more sources of print and digital materials to support reading and inquiry learning which results in the improvement in student outcomes.”

Some responses from the interview and questionnaire point out clearly that children have not been visiting the school library, so they lack the necessary vocabulary to communicate in speech and writing. The researcher sat with the head teacher of the school to provide library periods on the time table which she agreed to. Now, it is a common thing to see learners going to the library borrowing story books to read. The researcher also encouraged teachers in the school to allow pupils to visit the library whenever it was time for the pupils to do so and not involve them in doing other things. The researcher also advised the learners to read story books, newspapers, magazines and other materials on the different types of composition so that they could get more information that could complement their teachers’ efforts.

### **3.7.3 Home visits**

The researcher also visited the homes of some of the participants who gave home factors as excuses to their learning. The researcher implored the parents to buy books for their children and give them time to learn their books in the house. He also suggested that pupils write short stories and letters to their parents. This will make those parents who can read help their wards to improve in the writing of composition. He also advised that, parents should request their wards to retell in summary the stories that they read from their books that they read at homes. He also said parents should regularly ask their children to tell them about what they learn at school. They should also observe or inspect their workbooks to check on their progress. He finally suggested that parents should make it appoint to visit the school at least twice a term to check on

their wards performance and general behaviours in the school since sometimes, some of the pupils dress up at home for school but later end up in town.

The research could count at least three of such parents visiting the school to check on their wards. Further observation made by the researcher indicated that most of the pupils whose homes the researcher visited have improved in their general academic performance.

#### **3.7.4 Team Teaching**

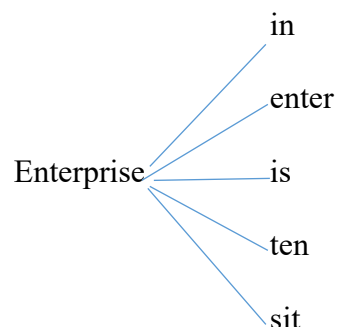
William Shakespeare says that, variety is the spice of life. The team teaching has become necessary to provide the English teachers the opportunity to learn from one another when it comes to the teaching of composition lesson. It also affords the pupils experiences from various teachers.

The researcher and the other two English teachers taught a composition lesson together. We all came and designed the teacher-learner activities together. The role each teacher was going to play was assigned them and they thoroughly revised before the day of the lesson delivery. During the lesson delivery, one teacher introduced the lesson, another taught the body of the composition whilst the third teacher presented the concluding part of the lesson. It was obvious during the lesson presentation that, the pupils' interest was aroused and sustained throughout the lesson delivery period. They were happy seeing some teachers teaching them English Language for the first time.

#### **3.7.5 Language game (Mother and Children)**

According Fianu (2005), using language games in lesson delivery does not only arouse and keep the interest of the learners but it also helps learners improve their communication skills.

The researcher decided to place more emphasis on concord and correct spellings of words. He prepared a lesson on these areas which he taught the participants using „**Mother and Children**“, a language game to stimulate the teaching and learning process. The learners were provided with a number of words from which they form other words. One of the words is „**enterprise**“.



In the illustration above, the word „**enterprise**“ is the „**Mother**“ which gives birth to „**in**“, „**sit**“, „**enter**“, „**ten**“ and „**is**“, referred to as its **children**.

(Refer to appendix E1, E2)

A week later, the researcher again taught the learners **subject-verb agreement** using same techniques, „**Mother and children**“. However, this time, he used verbs. He first of all took the learners through some examples on conjugation of verbs in the present tense. One the verbs conjugated is **sit**.

I sit

You sit

He / She sits

We sit

You sit

They sit

We later used the verb in some additional sentences. Example:

**He sits in front of the table.**



After this, he provided the pupils with the verbs *eat* and *sing* and asked them to conjugate them (write them to suit the subjects of the verb in number and tense or time). They were to write in the simple present tense. They were to make sure that the root words *eat* and *sing* remain unchanged. The pupils formed simple sentences with the verbs conjugated. In the end, the students used some of the words they formed to construct simple sentences.

Examples:

**He sings at church every Sunday.**

**Owusu and his brothers eat at school every day**

### **3.8.0 Test**

The researcher administered a post-test to the 30 participants. The participants were to write on how they usually spend the weekends. Before asking them to write, the researcher presented a passage titled *“How I Spend the Weekends”* to the class. The passage was about how the researcher usually spends his weekends. He read the passage twice in the hearing of the students before asking few of the students to read it. After that, he put the students in six groups of five. He asked two groups to write an introductory paragraph on how they spend the weekends. He asked them to write on when the weekends start and how they prepare towards the weekends. He then asked the next two groups to write on two things that they normally do during weekends. They were asked to state where they do or perform each of the activities and the time. The last two groups, the researcher asked to write about what they do in preparation towards school on Monday morning.

About ten minutes later, a representative from each group came out and presented to the class orally what they wrote, starting with those who wrote on the introduction before

coming to those who wrote on the body paragraphs and finally those who wrote on the concluding paragraph also presented their work.

After this, the researcher asked each of the students to write their own essay on the same topic *“How I Spend the Weekend”*. The students were allowed 35 minutes to finish writing the composition and submit it.

The result from this test is displayed in the table below. (Refer to appendices **F1, F2, F3 and F4**).

### **3.9.0 Ethical Issues**

The researcher considered ethical issues and their implications in the course of carrying out his work. He decided to avoid plagiarism and to make his work authentic. The researcher intended to be cautious with issues of ethics as far as this study is concerned.

The researcher avoided the practice of academic dishonesty. He fully acknowledged other writers whose works served as a point of reference to this study.

### **3.9.1 Conclusion**

In this chapter, the researcher considers some data collection instruments for his work. These include: interview, test and questionnaire. The chapter also discusses the population, sampling procedures, pre-intervention and intervention techniques. These techniques and approaches include: the use of the substitution table method in composition teaching and learning, team teaching, home visit and language games and shared writing.

The outcome of these strategies and their analysis are on the fourth chapter of this work.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter makes detailed presentation, analysis and discussion of the data that were collected in the course of the study. The data were collected using interview, questionnaire and test. The data were analyzed based on the research questions.

#### 4.1 Research Question One

##### **What are the Problems that Pupils Encounter in Composition Writing?**

The problems that pupils encounter in composition writing are many. These include spelling errors, concord errors, poor construction of paragraphs and punctuation errors.

##### **Spelling errors**

Pupils spelt a lot of the words they used in essay writing wrongly. For example: a pupil wrote this sentence

**“My teacher likes iting fufu with groundnut soap”**

The learner was expected to write: **„My teacher likes eating fufu with groundnut soup“**.

The child wrote **„iting“** in place of **„eating“** because phonologically, both of them sound the same.

He got the spelling of the word **„soup“** wrong because he does not know the difference between the two words **soap** and **soup**. This is because, the only difference between the two words is **„a“** and **„u“**. (Refer to **appendix C1-C3**)

Malini and Madahvi (2017) state that errors committed by pupils in their composition writing are mostly spelling errors, concord errors and errors of tense. The researchers conducted a study on 37 Chinese students studying in a private school. The students were tasked to write on the topic “The Hero’s Journey”. After the scripts were marked,

the researchers concluded that the most dominant errors in the students' texts were concord, spelling and tenses errors.

(Refer to **appendix C1, C2 and C3**).

### **Ungrammatical sentences:**

Some of the sentences provided by the pupils were not grammatically correct. Example

**“The reason why I like him is calm, sociable and he respects his self that is why I taking him as my best teacher”**

**“He respects herself and other people”.**

It is obvious from this sentence that this learner does not know when to use the reflexive pronouns, especially „**himself**“ and „**herself**“. This makes the sentence grammatically incorrect. The learner was supposed to write „He respects **himself** and other people too“. He wrote „**herself**“ because of the common letters in „**he**“ found in the subject of the sentence and also in the word „**herself**“.

The student again wrote „**taking**“ in place of „**take**“. He does not know when to use the progressive form of the verb „**take**“. He committed this error due to lack of knowledge of the rule.

(See appendix C3)

### **Concord and Punctuation Errors:**

These errors were common in the answers of most pupils. They found it difficult writing the correct form of the verbs to suit the subjects of the sentence. An example is **“The game he like best is football...”**.

**“He come from Senchi Ferry but stays at Akrade”.**

This learner does not know that in a present tense, the verb takes an „**s**“ when the third person singular noun or pronoun is used as subject in a sentence. The pupil was expected to write „**likes**“ and „**comes**“ in the first and second sentences respectively.

Some of the pupils did not make use of the **full stop** (.). Instead, some of them put comma at where there should be a full stop. Pupils wrote sentences such as “**My teacher likes eating rice, Every day he eats rice before coming to school**”.

Quagie (2014) remarked that the issue of concord in English grammar has become a problem for both students and teachers in Ghana.

(Yankson, 1989 cited in Quagie, 2014) has argued that „concord errors ...are damaging to one’s reputaiaon than other other error“. (Abbort, 1981 cited in Msanjila, 2005) outlined the following as some of the major difficulties that learners encounter when writing composition:

1. Punctuation problem
2. Grammatical errors
3. Capitalization problem
4. Spelling problems

(Refer to appendix C2 and C3)



### **Poor Paragraphing**

The participants jumbled ideas, making their composition incoherent. Some of these pupils wrote the whole essay in one paragraph. Some also started writing about an idea then came with another idea and all of a sudden brought the in the previous idea again.

For example,

***“Mr. Mensah has three children. He watches television every evening. He has two girls and one boy. His children are very beautiful”.***

(Refer to Appendix G)

One would have expected the pupil to finish writing on an idea before moving to the next one and in a different paragraph.

**Muluneh (2018)** opined that learners continue to have difficulties in writing because teachers do not use Task-Based Approach in teaching composition.

He conducted a study at Ambo University, Ethiopia following complaints from EFL teachers that their students are weak at writing effective paragraphs. He developed a pre-test and post-test to assess and compare students' level at the end of the course. He made mention that the **Task-Based Approach**, which he also referred to as **Task-Based Instruction (TBI)**, was first developed in India by **Prabhu** in the 1980s.

Table 5 gives the detailed result on the performance of the pupils during the pre-test

**Table 5: The Detailed Result on the Performance of the Pupils during the Pre-test**

<b>Marks</b>	<b>Number of Pupils</b>	<b>Percentage %</b>
31-40	0	0
21-30	4	13.33
11-20	10	33.33
0-10	16	53.33
<b>Total</b>	<b>30</b>	<b>100</b>

**Source: Pupils scripts. (Refer to appendix C1, C2, C3 and G)**

From the table 5 above, it can be seen that 16 pupils out of the 30 who took part in the pre-test scored between 0-10 marks out of 40 marks representing 53.33%. These pupils did not perform well in the composition that they wrote during the pre-test. Again, only seven respondents were able to score marks between 11 and 20, representing 33.33%. This is also a very poor performance from the pupils. The table also indicates that, two pupils were able to obtain marks that fall between 21-30. This figure represents 13.33% of the total number of the pupils who wrote the composition. This figure is not encouraging at all. Nobody was able to obtain marks between 31-40. From the analysis of result from the pre-test, it can be observed clearly that pupils of Senchi-Ferry Methodist Junior High School form One „A“ have difficulties in writing composition in English.

#### 4.1.1 Research Question Two

##### What are the causes of pupils' problems in composition writing?

From the questionnaire, and the interview conducted, the researcher identified some possible causes of pupils' difficulties in writing compositions. The researcher identified teaching techniques, the frequency at which composition is taught, home factors, and teaching experience as some of the causes of students' difficulties in composition writing.

##### 1. Teaching techniques.

##### a. The Substitution table.

From the questionnaire conducted, responses from some teachers indicate that they have not been using techniques such as „Mother and children“ and the use of the substitution table in teaching composition writing skills. Below is table 2 which attests to this claim.

**Table 6: The use of substitution table in teaching composition**

Number of Teachers	Responses	Percentage (%)
0	Yes	0
3	No	100
<b>Total</b>	<b>3</b>	<b>100</b>

**Source: Field data (2019)**

The result indicates that none of the respondents use the substitution table to teach composition writing skills. This represents zero percent (0%) of the teachers who use the substitution table approach in the teaching of composition in English language. One can deduce from the above response that teaching method on the part the teacher can be linked to pupils' difficulties in composition writing. This is because, according to Tsadidey (2002), the use of the substitution table method in teaching composition in the basic schools comes with some advantages. He did mention as indicated in chapter two

of this work that, this strategy motivates pupils to develop interest in writing since it helps eliminate errors to a large extent and makes choice of words easier for them in writing the composition.

### **b. Language Games**

It has been observed that teachers rarely use language games in their composition lessons. This is indicated in their responses in the table 7 below:

**Table 7: How often language games are been used in the English class**

<b>Number of teachers (%)</b>	<b>Responses</b>	<b>Percentage</b>
0	Most often	0
3	Rarely	100
<b>Total</b>	<b>3</b>	<b>100</b>

**Source: Field data (2019)**

Fianu (2005) holds the position that, language games play a vital role in language acquisition. He states that the use of language games in language teaching helps learners to acquire language skills and knowledge even as they see the whole process as fun or a kind of competition.

One can observe clearly from the responses displayed on the table 7 above that, all the teachers of English language representing 100% of the respondents rarely use language games in their lesson delivery.

Children like games. It is some of these games that keep some of the pupils in school, reducing absenteeism. No doubt, some of these learners indicate in the interview questions they answered that they do not have interest in the lessons. Based on the response from the teachers, we can conclude that the inability of the teachers to use language games often in their English contributed to the problems that the learners have in composition writing



## 2. Inadequate use of teaching and learning materials

**Table 8: The use of Teaching and Learning Materials in Composition Lessons**

Number of teachers (%)	Responses	Percentages
1	frequently	33.3
2	rarely	67.3
<b>Total 3</b>		<b>100</b>

**Source: Field data (2019)**

Instructional materials facilitate communication in the teaching and learning process. The use of instructional materials makes the receiver (learner) and the source (teacher) share ideas and feelings in any communication (Tyler, 1987 cited in Amadioha, 2009).

The response from the table 8 above shows that two of the respondents rarely use teaching learning materials in the teaching of composition lessons. This figure represents 67.3% of the three English teachers who answered the questionnaire. It is only one teacher out of the three, representing 33.3% who claims he or she usually uses teaching learning materials in teaching composition lessons. One of the respondents has this to say:

*"We do not have enough textbooks. Sometimes I have to use my own money to make photocopies of passages so that every learner can have the opportunity to follow the lesson. Even manila card is a problem. We are hardly give manila card. The Headmistress would say there is no money to purchase such materials on regular basis. It is a worry".*

This obviously affects learning. As indicated clearly by Schreiner (2010), students learn better when the teacher uses teaching-learning materials to explain concepts to learners. The learners have to be engaged in activity-based lessons, interacting with the materials and one another to learn better. Schreiner (2010) suggested that, the teacher should take learners through the writing process using graphical representation, hanging a poster or signs depicting each step process on the classroom walls for students to reference as

they move through the process. The absence of teaching learning materials during composition lessons therefore affected the performance of these form one students.

The absence of such strategies propounded by Schreiner (2010) makes learners struggle in writing composition.

### 3. The Frequency at which teachers teach composition lessons.

**Table 9: The Number of times Composition is Taught in a Term**

Number of teachers	Responses	Percentage (%)
1	twice a term	33.33
1	thrice a term	33.33
1	more than thrice a term	33.33
<b>Total</b>	<b>3</b>	<b>100</b>

**Source: Field data (2019)**

Allington et al (2010) assert that students perform poorly in the writing of composition partly because they have not been provided with frequent opportunities to write for audience other than the teacher. They are not encouraged to write to many different audience including their friends and family members.

Per the response from table 9 above the number of times teach composition per term is not the best, especially the response from the first respondent. The respondent said:

*“I teach composition lessons about twice a term. The number of students in the class is huge. There are about 65. So marking is a problem”.*

We can conclude from his or her response that he or she contributed largely to the poor performance of the students in composition writing since his or her response suggests that the teacher did not provide the learners with adequate opportunities for the learners to write composition frequently as proposed by Allington et al (2010). This respondent states that he or she teaches composition only twice a term due to the large number of pupils in the class. The respondent says if he or she teaches composition more often, he

or she would not be able to finish marking the scripts on time. That was why a lot of the learners did not do well in the composition writing given them during the pre-test.

The third respondent is on course. The researcher is in the same school with her and he has witnessed some of these composition lessons she taught.

#### 4. Teaching Experience

**Table 10: How long English Teachers have been teaching this Subject**

Number of teachers	Responses	Percentages (%)
1	two years	33.3
1	six years	33.3
1	four years	33.3
<b>Total</b> 3		<b>100</b>

**Source: Field data (2019)**

The first respondent says she has been teaching English for only two years. The other two have been teaching the English language for quite a long time. One cannot state categorically that the number of years a teacher teaches makes him or her teach better. However there is the probability that teaching or doing the same thing for a long makes do it better, even as you may identify some mistakes and get yourself corrected in the process. Ladd (2013) opined that teachers do better as they gain experience on the job. She said, teachers improve drastically during their first few years on the job. In study carried out in North Carolina in 2013 to compare the effect of long serving or experienced teachers with that of new teachers, Ladd (2013) identified that experience teachers have more positive influence on learners' achievement compared to novice or teachers who taught for less than five years.

#### 5. Pupils who do not visit the school library

**Table 11: How often Pupils visit the School Library**

Number of pupils (%)	Responses	Percentages
4	Twice a week	13.3

	5	Once a week	16.7
	11	Thrice a term	36.7
	10	About once a term	33.3
<b>Total</b>	<b>30</b>		<b>100</b>

**Source: Field data**

Brown (1994) indicated that extensive reading helps learners to write better. The number of times that pupils used to attend library in a term is not encouraging.

Only 4 interviewees, representing 13.3% said they have been attending library regularly. The majority have been going to the library between once and thrice a term. This situation affects the pupils' acquisition and development of the English language skills. This is obviously why a lot of them lack vocabulary to write composition.

### **Home Factors**

#### **a. Some students sell after school.**

**Table 12: Pupils who sell for their Parents or Guardians after School**

<b>Number of Pupils</b>	<b>Responses</b>	<b>Percentage (%)</b>
19	yes	63.3
11	no	36.7
<b>Total</b>	<b>30</b>	<b>100</b>

**Source: Field data (2019)**

The result from table 12 above shows that what the researcher established earlier from the observation made when he visited the homes of some of these pupils is true. Nineteen (19) pupils representing 63.3% of the learners do sell for their parents and guardians after school hours. Some also do absent themselves from school and go to the market to sell. This situation has a serious toll on their studies. It is one of the reasons for which these students do not revise their notes. Selling or doing business for their guardians and parents prevents them from having time to read books, even if there are books available to them. In the **2015** report of International Labour Organization, dubbed *Child Labour and Education-Progress, challenges and future directions*, the findings of the organization reports that:

- Child labour lowers net primary enrollment
- Children who manage to combine work and education, their performance at school often suffers.

This is exactly what happens in Senchi-Ferry Methodist Junior High School, as indicated by the response to the interview question number five (5) by the students on the table above, where as much as 19 out the 30 students used for this study do sell for their parents and guardians after school and during weekends. This why most of them don't perform well in class.

#### b. Students do not read at home

**Table 13: Pupils who read at home**

Number of pupils	Responses	Percentage (%)
12	yes	40
18	no	60
<b>Total</b>	<b>30</b>	<b>100</b>

**Source: Field data (2019)**

(Merga 2017 cited on [www.dyslexiadaily.com](http://www.dyslexiadaily.com)) said that interactive reading that takes place both at home and at school helps students to read extensively In the future. She observed that children who engage in shared reading with their parents and friends, have a lot of advantages. These benefits include: facilitating a rich language exposure, fostering the development of listening skills, spelling, reading comprehension and vocabulary building. Merga (2017) carried out her research work at Murdoch University, Australia to find out from 997 year 4 and year 6 respondents at 24 schools if they were being read to by their parents at home. Their responses show that only three-fifths of the respondents were being read to at home.

Senanu (2001) indicated that pupils' ability to write a well-elaborated essay may be likened to home factors. He said pupils at homes where children are encouraged to

produce sentences through motivation tend to produce good sentences both in spoken and written languages.

Only 12 of the 30 respondents have been reading at home. This represents 40% of the participants in this study. The rest, 18 pupils, representing 60% indicate that they have not been reading at home. Pupils' inability to read at home is also likened to the result of table five which demonstrates that most of the pupils do sell for their parents and guardians after school. This is one of the reasons for which these pupils committed so much errors in their composition during the pre-test. Reading as indicated earlier, promotes writing. When students read, they observe sentence structures, spelling of words, punctuations among others. However, most pupils of Senchi-Ferry Methodist Junior High School form one do not read. And this makes them have difficulties in writing composition in English language. (Refer to appendix H3)

#### 4.2 Intervention Strategies

The researcher used several intervention strategies to help the pupils to improve in composition writing. These strategies include the use of the substitution table in composition teaching, team teaching, shared writing, home visits and the use of language games. The details of these were discussed item 3.7-4.1 of chapter three of this study.

**Table 14: Pupils' Scores in the Post-test**

Marks (%)	Number of Pupils	Percentage
30-40	16	53.3
20-29	14	46.7
10-19	0	0
0-9	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

Source: Field data

The result from table 14 above shows that the pupils have improved in composition writing tremendously. This is obviously due to the various intervention strategies put in place by the researcher. It could be observed that no pupil scored below 50% of the marks. 16 pupils scored between 30 and 40 marks in this test, representing 53.3%. This is a remarkable improvement, compared to the result from the pre-test. There were 14 pupils whose marks fell between 20 and 29. This represents 46.7% of the thirty participants who took part in the test. The improvement in the pupils' performance is as a result of the various intervention strategies done by the researcher. (Refer to appendix F1, F2, F3 and F4).

#### **4.3 Conclusion**

This chapter comprised the presentation, analysis and the discussion of data collected on this study. This includes data on the pre-intervention and post-intervention. The data were presented in a tabular form. The researcher used the tabular form of representation of data because it is easier to read and interpret. Data collected after the intervention strategies reveal that the pupils' performance in composition writing has improved considerably. The performance came as a result of the intervention strategies that the researcher used in this study.

## CHAPTER FIVE

### 5.0 Summary

This chapter discusses the findings, implications, conclusions, recommendations and suggestions for further research work. This study aims at helping Senchi-Ferry Methodist Junior High School first year pupils to improve upon their English composition writing skills. The Form one „A“ pupils had been committing spelling and concord errors in their English composition writing. The researcher therefore implemented some intervention strategies to help these students write composition in English without much difficulties. These strategies include: team teaching, language games, home visits, and the use of the substitution table. These techniques yielded significant and positive results.

### 5.1 Summary of Findings

#### Research Question 1

Making every effort to find answers to research question one, which states „What are the problems that pupils encounter in composition writing?“ The researcher identified many problems that the learners encountered when writing composition. These problems include punctuation errors, tenses errors, concord errors, spelling errors and difficulty in paragraph development. The study reveals that pupils found it difficult to write a good composition on a topic that is not above their level. Some of them lack the necessary vocabulary that they needed to use in writing of the essay. Some also who tried to write a bit lengthy also committed more spelling and concord errors.

#### Research Question 2

The second research question attempted to find out what actually are the causes of the difficulties that pupils encounter in composition writing in English.” In an attempt to



find answers to this question, the researcher identified many factors responsible for this problem. Parents, teachers, and the pupils were all responsible for this problem. The study reveals that some parents and guardians did engage their wards in commercial activities which include selling by the roadside during school hours, after school and during weekends. Some of these children have not been coming to school on market days. These act could not allow the affected pupils to learn at home, hence their decline in academic performance. Again, before the start of this study, some parents did not see the need to buy reading materials such as text books, and story books for their wards. They were of the view that what their wards were being taught at school was enough for their academic success. A parent said,

*“The government makes education free. And so reading books are provided by the government. I think that will be enough.”*

However, the researcher’s visits to these parents made them provide reading materials for their wards which made the pupils’ performance improve. It was also identified in this study that some of the English teachers have not been teaching the pupils composition lessons well. Sometimes they would teach without using teaching learning materials at all. Again, some of the teachers hardly taught composition lessons in a term. All this contributed to pupils’ inability to write good composition. Finally, some of the pupils were lazy. They would hardly go to the school library to read. Though before the start of this research work, there was no library period on their time table, there was a thirty-five minute free period which they could have been using for library instead of playing around.

### **Research Question 3**

With regard to the third question “What measures can be put in place to help improve composition writing among form one pupils of Senchi-Ferry Methodist Junior High

School?”, the researcher came out with strategies which include the use of language games (Mother and children), the substitution table, team teaching, shared writing and home visits to help these learners overcome these difficulties. The researcher involved the other English teachers in some of these intervention strategies where it was necessary. This made them also become familiar with some of these techniques used in this work. They find them effective and have been using them sometimes when teaching composition.

It was observed after the various intervention activities that the strategies used in this research work bring a lot of improvement in the composition writing skills of the pupils.

## **5.2 Implications of the Findings**

Considering the valuable information in this study, policy makers, teachers of English language and pupils in the Junior High Schools can derive a lot of benefits from it. The techniques such as shared writing, and team teaching can be deliberately incorporated in the curriculum to improve lesson delivery and academic performance.

Teachers can also put the strategies used in this study to teach composition lessons to help improve the performance of their pupils. For example the substitution table, language games such as mother and children, and shared writing were seen as effective strategies used in this study which help improve the composition writing skills, can be employed by teachers of English in their composition lesson delivery especially at the basic level.

Pupils can improve on their performance by visiting the school library, developing the habit of reading and being punctual at school. These practices can help them excel in their academic work.

### 5.3 Recommendations

From the findings of the study, the following recommendations are made:

1. The use of language games in composition teaching is highly recommended for teachers of English, since this approach helps to arouse and sustain the interest of learners during lesson delivery.
2. There is the need for teachers of English to place emphasis on the use of the substitution table in teaching composition in the basic schools, especially in the upper primary classes.
3. The Ghana Education Service, teachers and parents must provide pupils with the necessary learning materials such as storybooks, Magazines, Newspapers and the like which help them develop vocabulary, good reading habits and write good composition.
4. Parents also need to give enough time to their wards at home so that they can revise what they are taught in school.
5. Teachers are again advised to invite resource persons to class or do team teaching on topics that they find difficult to handle alone.
6. Pupils are also entreated to visit the school library often and read to enable them to develop their language skills.
7. It is also recommended that teachers of composition make it a point to teach that aspect of the language more often to enable the pupils grab the concept, since constant practice leads to perfection.
8. Curriculum developers are admonished to include more language games in the syllabus at the Junior High School level to guide teachers in their lesson preparation.

#### **5.4 Suggestions for Further Research**

This study was about some difficulties students encounter in composition writing of which spelling and concord were most common errors.

The study gives way for further research by other researchers who may be interested in doing some research work on this same topic or a problem related to the one in this book.

It is also expected that other researchers who would like to look out for punctuation errors, tenses errors and errors of over-generalization of the plural marker „s“ that Ghanaian pupils commit in composition writing in the Junior High Schools and address them.

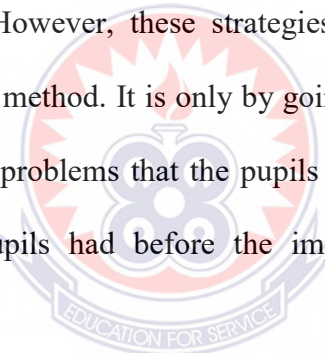
Again, other researchers can integrate the data collection instruments and the intervention techniques that used in this research work with others that are in the literature to conduct further research on spelling and concord errors that are associated with students' written compositions in English language.

#### **5.5 Conclusion**

This research work came as a result of concord and spelling difficulties that pupils of Senchi-Ferry Methodist Junior High School form one „A“ had in their composition writings skills. The reality is that, these pupils have been committing several other errors such as grammatical errors, punctuation errors, tenses errors and overgeneralization of „s“ as a plural marker. However, the researcher could not deal with all these errors. He therefore decided to tackle the concord and spelling errors which were most dominant errors in their composition. The researcher conducted this study to find out what actually were the causes of these problems and to find lasting solution to them. In the process of conducting this study, the researcher identified that there were a lot of factors

that were responsible for the pupils' problems in composition writing. These factors include: poor teaching methods, absenteeism of pupils and lack of adequate reading materials. The researcher therefore put in strategies which include: the use of the substitution table in composition teaching, home visits, team teaching and language games to deal with the problems. These strategies yielded positive results. In other words, the strategies helped the pupils to improve upon their composition writing skills tremendously.

It is therefore expected that teachers of English language will adopt these strategies in the composition lesson delivery to help their students improve in composition writing. The reality is that it is sometimes difficult using some of these techniques during lesson preparation and delivery. However, these strategies work better compared to other methods such as the lecture method. It is only by going extra miles that we can make a difference as teachers. The problems that the pupils of Senchi-Ferry Methodist Junior High School form one pupils had before the implementation of the intervention strategies were huge.



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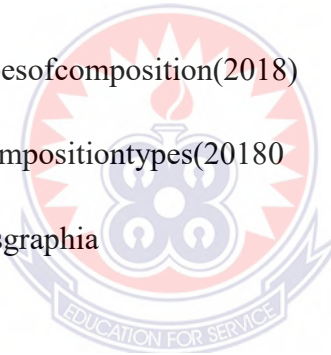
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## APPENDIX A

### INTERVIEW QUESTIONS FOR PUPILS

- 1 Are you staying with your parents?
1. Which aspect of English language do you like most?
3. How often do you visit the school library?
4. To what extent do you enjoy composition lessons?
5. Do you sell for your parents after school?
6. Do you normally study at home after school?
7. What is the profession of your parent(s)?
8. Do your parents provide you with the books you need in all the various subject areas?



## APPENDIX B

### QUESTIONNAIRE FOR TEACHERS

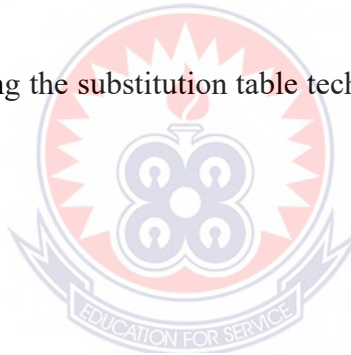
Indicate by circling the letter of the answer you consider appropriate in response to each of the following questions. You may also have to write where it becomes necessary.

1. How often do you use language games in your English composition class?

- a. Rarely
- b. Most of the time
- c. In every lesson
- d. Not at all

2. Have you been using the substitution table technique in teaching composition in English?

- a. Yes
- b. No
- c. Some times



3. How many times do you teach English composition in a term?

- a. Once a week
- b. Twice a term
- c. Three times in a term
- d. Others

(Please specify).....

4. How often do you use teaching and learning materials in your composition lessons?

- a. In every lesson
- b. Rarely
- c. Once in a week
- d. Other

(Please specify).....

**PART 2**

Write a short answer in response to each of the following questions:

5. State one of the approaches or techniques you normally use in your English composition lesson.

.....

6. Which aspect of English language do you enjoy teaching most? (State only one)

.....

7. What is your highest professional qualification?

.....

8. For how long have you been teaching English language?

.....

9. How do you find the teaching of composition in English?

.....

.

## APPENDIX C1

Michael Osei

IA

English

The name the teacher I like best is Sir Edem. Sir Edem is 34 years old. He comes from Mafi and my teacher stay at New Senuchi.

My teacher like iting fufu with groundnut soap. He it fufu every day after school, he pound fufu and it. He have ~~4~~ 4 children, and a beautiful woman, he like church and he go to Roman. Sir Edem teach me everyday, he teach ICT and ~~sosa~~ social studies. I like him because he is good.

16  
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## APPENDIX C2

Koranteng Emmanuel

The Teacher I like Best

The name of the teacher I like best is called Kofi Asare. He stays at Akrode in Eastern Region. He is the most good teacher in the school. The school is named Koranteng Accademe School and the school was named by the VRA and the school has been divide into 3 which is A, B and C. The reason why I like this teacher is that, he is very good and brilliant teacher in the school.

He is 30 years old and he is about 4 feet 4 feet tall and he teaches Maths, A.M.C, I-C-T and Social, and he is very good in this subject and if he teach understand? it very well so I really like him. The food he like best is waakye and he like teaching the student when his he go get a free time and the game he like best he is football and he have not got marriage now so he like children he take children as his own children and what he dislike is Steatti-Stealing.

10  
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## APPENDIX C3

The teacher I like best.

My best teacher's name is Mr. Asante. He came from Kumasi in the Ashanti region of Ghana. He is 45 years old. He is staying at Senchi at the near presby school at the road side.

He is fair in complexion, he has a flat nose, round face and a nice hair cut. He is a very gentle man and he respects his self. The food he likes best is ba fufu and palm soup. The game he likes best is football. He is a married man and he has two girls and one boy. The subject he likes best is I.C.T. His leisure is used for learning. The reason why I like him is calm, sociable and he respects his self. That is why I am talking him as my best teacher.

14  
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## APPENDIX D1

OKOMFO BERNARD

What I Do On Saturdays

On Saturdays, when I wake up in the mornings, I firstly brush my teeth, after that I fetch water for my mother. And then after fetching the water I go to the park to have some small training, and after I get back I continue doing my household chores like washing <sup>cooking</sup> utensils, washing clothes, lay bed nicely and clean all furnitures and the television.

When its 12:0'clock I sit down and watch news on the television to know what is going on in the world. After watching the news, I get food to eat. My mother have provision shop and I go there to help her sell the things so that we can earn money to feed ourselves and the family. When its 3:0'clock I go back to the house and prepare something for the family to eat. After eating, we all go into the room and watch television and sleep.

29  
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Saturdays is the day I normally work for the whole family and I become very proud anytime. All the works I do prepare me for the future.

## APPENDIX D2

Write about your best teacher.

ABOUT MY BEST TEACHER

The name of my best teacher is Theophila Akorda. She comes from Accra but stays at Abimpoku.


She is married to Mr. Isaac Akorda. They have two children a boy and a girl. They were married for 15 years.

The food she likes best is banku with okro soup. She eats it in a week. She eats it with her husband and children.

The subject she teaches are English Language, Mathematics, Social Studies.

The reason why I like her is that she teaches very well. She makes it possible for us to understand.

$\frac{24}{40}$





## APPENDIX D3

OTOBIA MARTHATHE TEACHER I LIKE BEST

I have many teachers in my school but the one I like best is Mr. Mensah Enoch. He is 35 years of age. He comes from Kumasi but stays at Akroade. He is dark in complexion. He is about 5.8 feet tall. He also has a pointed nose and a bright white teeth.

His favorite food is fufu with groundnut soup. The game he like best is Volley ball. He had marry to a beautiful woman called Mrs. Mary Mensah and God has also blessed them with twins one boy and one girl.

The subject he teach is Integrated Science. He use his Leisure time to advice us and also sometimes he play with us. The reason why I like Mr. Mensah Enoch is that he likes playing with children or pupils in the school or outsiders.

He is very gentle and quiet that is why or the reason I like Mr. Enoch alot.

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## APPENDIX D4

Amanor Mavis Nartey

## THE TEACHER I LIKE BEST

I am a student of Senchi Methodist Junior High School. We have many teachers in our school but the teacher I like best is called Sir Enoch. He is about 38 years now. He comes from Kumasi but stays at Akroase. He is dark in complexion and about 1.6 metres tall.

Sir Enoch is a man who likes Banku with Okro soup. He always eats these food because it is his favorite food. He also likes playing with children whenever he sees children playing, he likes to join them. Sir Enoch is married. He has three children. Two of them are twins. He always play with them. Sir Enoch is a science teacher. I always like it when he comes to class or when is time for science. He always uses his leisure time to advise us and play with us.

I really like Sir Enoch because he is free with everybody and helps people who are in need.

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Vr Good

## APPENDIX D5

13-6-19

Kungo Laurencia

Write about your best teacher.

MY BEST TEACHER.

The name of my best teacher is Agbeko Kekeli. He comes from Accra and stays at Tema with his family.

Mr. Agbeko Kekeli is married to Madam Agbeko Catherine. They have three children, one boy, two girls. They have been married for 20 years now.

The food he likes most is fufu with light soup. Mr. Agbeko eats this food twice a week. He eats the food with his wife and children. ✓

Mr. Agbeko teaches at Sanchi Methodist JHS. He teaches English Language. When he is coming to class he always brings along with him English textbooks for reading. And also form five groups. He is a disciplined man so when he comes to class we must remain silent in the class.

The reason why I like Mr. Agbeko is that he is very calm, respectful, time conscious, kind and sociable. Because of this I would like to take him as my role model.

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## APPENDIX D6

The Teacher I Like Best

The name of my best teacher		Mr.	Kwame Agyei.	She	comes from Keta.
The teacher I like best	is	Madam	Esinam Sitsope.	He	comes from Accra.
Mr. Agyei Madam Sitsope	lives at	Senchi- Newtown. Kpong. Atimpoku.	She He	is	37 years old. 29 years old. 32 years old.
She He	has	Three two no	Children. child.	My teacher is a	Ghanaian. Togolese.
He She	likes eating	banku with rice with	groundnut stew. okra soup.	He She	teaches Twi. teaches English language. teaches Social studies.
Mr. Agyei Madam Sitsope	is	Dark fair	in complexion.	He She	is about 1.5 metres tall. is 5.5 feet tall.
He She My teacher	adores the game of	Netball. Football. Cricket.	During his During her	leisure,	he watches television. she reads story books.
She He	is married to a	beautiful lady handsome man	with three children.	He She	takes delight in travelling.  likes obedient students.
I like	Mr. Agyei  Madam Sitsope	Because	He  She	is	very hardworking.  very kind.

APPENDIX E1

Erica Owusuwaa 12-14-2017

Exercise 6


1. Write five words from the words  
(a) accommodation (b) enterprise

1. (a) accommodation:

- i. nation ✓
- ii. on ✓
- iii. to ✓
- iv. at ✓
- v. man ✓

2. (b) enterprise

- is ✓
- sit ✓
- in ✓
- ten ✓
- enter ✓



$\frac{9}{10}$  Good

APPENDIX E2

23/11/18 Jennifer Ameho

Ex. 9

1. Fill the spaces provided in the words below with the right letters from the brackets. (i, a, u, p, b, m)

a) put ✓

b) pit ✓


c) pot ✓

d) man ✓

e) bat ✓

f) back ✓

$\frac{6}{6}$



## APPENDIX F1

Ex. 7  
How I normally spend my weekends.

Weekends usually start on Friday afternoon after school or work. After school on Friday, I draw water from a well nearby our house. I make sure every container in our house is filled.

Early in the morning on Saturdays I wash my clothes, have my breakfast and prepare for classes. Right after classes around 1:00pm, I go straight to my mother's store Kejetia. There, I help her to sell things.

Also on Sundays, we prepare to go to church in the morning. I bathe and have my breakfast. Church service starts around 9:00am and ends around 1:00pm. After church, I help my mother to prepare lunch. I then take my afternoon nap after lunch. I wake up around 4:00pm and watch my favourite TV show.

I then iron my clothes and take a cold shower. I do my homeworks and read my textbooks. I pack my books into my bag and go to sleep.

Weekends usually end on Sunday evening. I love to spend weekends because

I recover my lost energies <sup>on</sup> such ~~at~~ those days.

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110

V. 6002



## APPENDIX F2

NAME: Obeng Prince

Write about how you spend your weekends.

How I spend my weekends.

To start with my essay or letter, I begin my weekends on Friday after school and I will make sure to do all my homeworks given to me at school.

And on Saturday morning, I will bath early at 5:30 AM and do some exercise after that when it is 7:00 o'clock I will wash all my clothes and when I finish I will fetch some water for my daily activities such as, cooking and washing some utensils after this chores, I will go to the farm and bring some foodstuffs like Cassava, Carrot, pepper, onion and so on.

After I finished that it will be in the afternoon time and I will come back home and take my second bath, after bathing I will go to the room and watch some adventurous movies and also eat some food. And the next day which is Sunday I will wake up early and pray to the almighty God for given me another day. After that, I went out of the room and I sweep all the compound and iron all the clothes I will use for church service and after I am back from church I will eat my food and rest small under my

mango tree. exactly 4:00 o'clock p.m I will wake up and do all my preparation to school on the next day which is Monday in the morning.

This are the works I used to do in the weekends.

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## APPENDIX F3

Kumi Christiana

## How I SPEND MY WEEKENDS.

Weekends start from Friday after school. On Friday after school I pack my things and go and sell. After selling I go home bath and rest small. After resting I cook for my family and I myself. After cooking we eat and wash our plates and go for bed. ✓

On ~~sunt~~ Saturdays morning I sweep the compound and the room and mub all the room clean the windows. After that I wash my clothes both my parents and bothers and ~~sucker~~ I fetch water into every thing in the house.

On Sundays in the morning when I wake up from bed I sweep the compound, bath and go to church. After church I come and cook for my parents and grandparents. After they have eaten I wash their plates and I go and do my homework. If I don't have homework I read some story books and watch television. ✓

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## APPENDIX F4

Write about how you normally spend the weekends.

How I Normally Spend The Weekend

The weekends starts on Friday morning, I sweep the house and wash my cloth and that of my parents. After washing, I take my bath before I will go and ask my mother what we will eat.

One thing I do during the weekends is learning on Saturday, at 10:30am in the morning at a place where there is no noise at that place.

During the weekend I play with my sister, brother and I in the afternoon that home at 2:00pm.

When the weekend ends I clean, pack my books and do my homework before Monday morning. The reason why I like the weekend is that it helps me do my house chores clean, learn, mop, and wash and help my mother in the kitchen.

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## APPENDIX F5

16-5-19 Exercise 4 Kingo Lawrence Eweanam  
 ... Write about how you normally spend the weekends.

### HOW I NORMALLY SPEND THE WEEKENDS.

The weekends starts on Friday evening. I spend the weekends with my step-mother. On ~~that~~ <sup>Friday</sup> evening I wash the utensils and do my homework.

During the weekends I help my step-mother to sell at the market. The market is located at Akosombo <sup>and</sup> on Mondays, <sup>and Saturdays</sup> it starts at in the at 7 am and ends at 6:00 pm in the evening. <sup>we sell tomatoes</sup>

<sup>and onions.</sup> On Sunday morning, we go to church at the <sup>parish</sup> and worship and God for the good things he had done in our lives. I like the church because the pastor <sup>is</sup> <sup>not</sup> <sup>about</sup> <sup>my</sup> <sup>step-mother</sup> and <sup>if</sup> <sup>not</sup> <sup>for</sup> <sup>him</sup> <sup>we</sup> <sup>would</sup> <sup>have</sup> <sup>been</sup> <sup>dead</sup> <sup>by</sup> <sup>now</sup>.

The weekend ends <sup>that</sup> very Sunday evening, and on that day I do the rest of my homeworks and also revise the previous things we learnt. Before I go to school on Monday. I like the weekend because it <sup>was</sup> <sup>exciting</sup> and interesting going to market to sell and also I feel really happy while selling.

$\frac{31}{40}$