UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATING THE POOR SPEAKING OF ENGLISH LANGUAGE AMONG PUPILS: A CASE STUDY OF R.C PRIMARY SCHOOL, VE-GBODORME

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DECLARATION

Student's Declaration

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

Student's signature: …………………………….

Date: ………………………….

Supervisor's Declaration

I hereby declare that the preparation and presentation of the work was supervised in accordance with the guidelines on supervision of research work as laid down by the University of Education, Winneba.
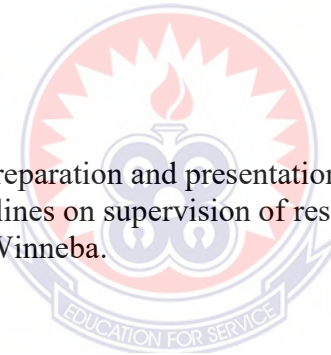
Name: Dr. Kwaku Ofori

Supervisor's Signature: …………………………..

Date: …………..………………….

iii

DEDICATION

I dedicate this work to my children, Rejoice, Asabea, Michelle, Sedem and Christiana.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ABSTRACT

The objectives of the study were to identify the cause(s) of poor speaking skills, examine strategies used by teachers in teaching speaking skills, and to discuss ways that the skill can be taught effectively among the pupils in the school. The research approach in this research was the qualitative approach using case study design. In order to collect data for the research, fifteen (15) participants comprising twelve (12) pupils and three (3) teachers were sampled from the population of Ve-Gbordome R.C. Primary School. Data collection instruments used were observation, interview and administering of questionnaire. The results of the study showed that the poor speaking of English among pupils are due to three main causes: linguistics factors, psychological factors and environmental factors. Findings also showed that the teaching strategies used by teachers in the school were ineffective and inappropriate in addressing the problem. Recommendations made included the provision of positive reinforcement through extrinsic motivation, proper supervision of teachers and the provision of necessary infrastructure. When these suggestions are considered, they will improve the communicative performance of pupils in primary schools in Ghana.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The teaching and learning of English Language is a preference for Ghana because the language is the official language of the country. Language learners evaluate their success in language learning based on how well they can speak the language in communication to others. Language is a very important aspect of human existence and through speaking a language, communication takes place among people. Some people are not able to produce speech by the use of the biological organs designed for that purpose but communication is still carried out among such individuals by use of other mechanism which is decipherable to parties in the intercourse.

English is not the indigenous language of Ghanaians but a language spoken by the British. Due to their presence in Africa precisely Ghana in the era of colonization, their language came to stay. On the continent of Africa, there are twenty -four (24) English speaking countries out of fifty- four (54) countries and, across the world, 330 million people speak English. The language has thus become a global lingua franca for facilitating co-operation among individuals.

Ghana has English as her second language because every pupils in school has one of the many local dialect as their first language or mother tongue. English Language thus become a second language that must be acquired. Even though English language is a second language for most people, it is the official language of the state and all formal communications are carried out in it. In religion, trade, health and governance, the language is heavily depended on for transmitting and disseminating information.

Narrowing it down to education, English Language is the medium of instruction and assessment for all other subjects such as the sciences, business and humanities.

Successive government that have ruled Ghana after independence realizing the immense role that language plays in the affairs of the education, have rolled out different language policies. These policies and framework keeps alternating from mother tongue based instruction and English language based instruction.   In September 2012, Ministry of Education (MOE) rolled out a language policy. According to the policy, English Language is to be used as the medium of instruction from Primary 4 in the school system. This implies that the language should be the means of communicating knowledge, thoughts, opinions and ideas during the entire teaching and learning process.

Teaching and learning to speak a language that is not one's own native language comes with challenges. These challenges pupils in Ve- Gbordome Roman Catholic Primary School are not exempted.

Ve – Gbordome is located in the Afadzato South District of the Volta Region. The town that bears the school's names lies along the Eastern corridor road of Ghana. The indigenous language of the area is Ewe, however, the area has migrant – settler population from other ethnic groups and also a number of itinerant laborers during rice and yam planting seasons. The predominant occupation of the people is farming, though there are a number of workers such as traders, tailors, teachers and nurses. The indigenes are mainly subsistent farmers whose chief produce is rice, in addition to other staples.

Issues of challenges in education abound everywhere in Ghana and Ve – Gbordome as a community has its fair share of these challenges. Poor infrastructure, lack of materials for teaching, poor motivation of teachers and the nature of the environment; are a few of these challenges.

The education sector in Ghana is plagued with many challenges such poor infrastructure, poor supervision, inadequate professional teachers, inadequate supply of stationary and poorly motivated teachers. Despite these, it is an undeniable fact that it holds the key to a nation's development. Education is the process of imparting knowledge skill and attitudes to learners. There are two types of education is given in schools, formal and informal education. In either of these types of education, language is indispensable. All subjects are taught and studied using English language to communicate concepts, theories, principles and ideas. Teaching and learning is the exchange of opinions and ideas and if learners are conversant in this language, they have a greater advantage at contributing better and gaining more benefit after going through instruction. Knowledge of a language is best judged by speaking it meaningfully in any context. When pupils are unable to speak the English, it results in great difficulty in comprehending the subjects that are being taught. The role of the language is so crucial yet, both teachers and pupils are not giving much attention to it.

In teaching and learning English Language as a subject four aspects namely; listening and speaking, reading, writing and grammar are the focus in the syllabus. Each of these aspect is aimed at equipping pupils with specific skills in the language. In teaching speaking, one of the goals is that pupils should be able to express their idea in English. Ve-Gbordome R.C. primary School has teachers teaching the English subject. However, the researcher found problems in pupils speaking with some not

being able to speak English at all. The L1 which is Ewe is widely spoken in the classroom and in the school environment. The researcher tried to urge some pupils to speak English but they said that they cannot speak the Language. The research found went through each class and found that Ewe was spoken without pupils facing any restriction from any quarters. In instances in some classes, when the researcher ordered a class to speak only English, the whole class remained quiet the whole time. some pupils attempted to speak but the expression in English had problems. This phenomenon among the pupils whipped up interest in the researcher to investigate the poor speaking of English among pupils in Ve- Gbordome R.C Primary School.

1.2 Statement of the problem

The poor speaking skill in English Language is a general problem in the country as a whole because the language is not the first language for most citizens. However the problem is quite noticeable among pupils in Ve-Gbordome R.C. Primary School.

Most of the pupils cannot express themselves in simple English. The researcher has been teaching in the school for three years. Upon interacting with pupils in English language it was observed that most of them could not express themselves in simple conversation. Pupils could not Most pupils could not utter simple everyday English expressions. Simple everyday English expressions such as *Please, may I go out?, please excuse me, help me carry this item, I am going to the riverside to fetch water, my mother has sent me* etc.

For most of the pupils, it was difficult to have short dialogue or conversation in English. Though there were instances that some of the pupils were able to speak the language, it was one word responses whereas others pupils spoke pidgin English.

4

During school events and extra-curricular activities, Ewe is used throughout the entire proceedings. In situations where both English and Ewe were used, Ewe which is the L1 dominates the discussion. Lacing the local language with some expressions in English would have great benefit for the pupils for whom such events are organized but, that is not the case. At break periods hardly would an English expression be heard among pupils. At formal school gatherings meant for giving information and instructions to pupils, the L1 is the medium used.

English Language is not spoken in the environment outside school. Perhaps it is because it is a rural community and most of the community members are not literate. In as much as most pupils use the L1 within and outside the school environment, some pupils in Ve-Gbordome R. C. Primary School attempt to speak English. They are willing to communicative in English though their expressions have problems. They are not perturbed by the laughter and ridicule of their peers. Mahdi (2015) in a study on the reluctance of Yemen students to speak the second language, he noted that the greater part of the students are longing to communicate in English well and are willing to interface with other in oral English language classroom. However, because of different reasons, for example, absence of practice, absence of certainty, timidity and apprehension of committing errors, more than 66% of these students stay silent until singled out to answer question in English. Another study by Rababa'ah (2005), pointed out that, there are many factors that cause difficulties in speaking English among learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum and the environment. For example, many learners lack vocabulary to get their meaning across, and consequently, they cannot keep interaction going. Littlewood (1981) also argued that some teachers use L1 in class management. This is a factor that contributes to the problem of speaking difficulties

5

among learners. This is because using the L1 means sacrificing valuable opportunity for the use of the target language. In addition, it tends to devalue the target language as the vehicle for communication. Learners then see the target language as an academic course while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Pupils and teachers are used to the L1 being spoken in all activities are not motivated to learn English because it is not used much in any school activity. When the target language, English is spoken often, pupils who do not understand the language will look for ways and means to learn and strive to understand and use the language.

Though studies have revealed some of the reasons behind poor speaking skills in English in Ghana, no study is known on how teachers are teaching speaking skill in English in Ghana. In addition to this, pupils in Afadzato South district cannot speak English but, the causes of this problems and how to address it considering the peculiar infrastructural challenges facing the school in the district face has not been researched into. The education directorate has placed much emphasis on reading and writing by conducting reading competitions and essays writing competitions whereas speaking which is equally important has been neglected. It is against this background that this study being undertaken to investigate the poor speaking of English language among pupils in Ve-Gbordome R.C Primary School.

1.3 Objectives of the study

The broad objective of this research is to find out why public school pupils are poor in speaking English Language.

The specific objectives of the study are;

- To find out the causes of poor speaking of the English Language among pupils in Ve-Gbordome RC Primary School.

- To examine strategies that teachers are used to teach speaking skills among primary school pupils in the above mentioned school.

- To outline strategies that can be used to teach speaking skills among pupils.

1.4 Research Questions

In order to come out with findings, the objectives of the research are crafted into research questions which are listed as follows;

1. What are the causes of poor English speaking skills among primary school pupils?
2. What strategies are used to teach speaking skill of English Language?
3. How can poor speaking skills of English language among pupils be improved?

1.5 Limitation of the research

First and fore most teachers are reluctant to give information as they might be committing themselves. Some of the participants among the pupils are not regular at school.

1.6 Delimitations of the research

There are sixty three (63) public primary schools in Afadzato South district but the researcher chose Ve-Gbordome R.C Primary on grounds of proximity to the researcher.

Other problems identified among pupils are poor reading and writing but the researcher is focusing on investigating the causes of the poor English speaking because speaking precedes reading and writing.

1.7 Significance of the study

This research work will be beneficial to class teachers in primary schools in Ghana because it will expose them to strategies that can improve poor speaking skill in English among pupils.

The results of this study will benefit basic school teachers especially those in rural schools.

Copies of this research work will be available at libraries for teachers to read and use as reference material to solve similar problem in their schools.

1.8 Organisation of the study

This work is put into five chapters. Chapter one provides an introduction, background to the study, problem statement, research objective and research questions, significance of the research, delimitation of the research, limitations of the research and structure of the research. Chapter two is review of literature and the sub sections are framework of the study, definition of speaking skill, importance of speaking of English, difficulties in speaking English, causes of poor speaking of English, strategies for teaching speaking skill, related studies on the topic and summary of the chapter. Chapter three is the methodology which outlines the research process and data collection instrument. Chapter four presents discussion of the findings from data collected whilst the fifth chapter contains the summary of the research, conclusion, recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature under the following and the sub-headings; framework of the study, communicative language teaching, communicative competencies in English, differences between speaking and communication, importance of speaking skill in English, causes of poor speaking of English among learners, strategies for teaching speaking skill, related studies on causes of poor speaking skills among pupils and; summary of the chapter.

2.2 Framework of the study

The framework of a study by virtue of its application in the social sciences is of value precisely because it fulfills one primary purpose: to explain the meaning, nature and challenges associated with a phenomenon experienced so that we may use that knowledge and understanding to act in more informed and effective ways. The framework of this study is the Communicative Language Teaching approach (C.L.T.). This approach to teaching second language is used because of the advantages it brings to learners will enable them fits into current globalisation trends of information and communication. The advent of technologies such as mobile phones, radio, television, online and internet for interaction among people is has made this approach to be adopted in all ESL and EFL institutions globally.

2.2 Communicative Language Teaching (C.L.T.)

The inception of the Communicative Language Teaching (CLT) in early 1970s has served as a major source of influence on language teaching practice around the world (Richards, 2006). According to authors such as Brown (2001) and Nunan (1991)

9

Communicative Language Teaching (CLT) focuses on language as used in real contexts i.e., language for "real life" communication. In this approach to second language teaching, the teacher acts as a facilitator during classroom activities only equip students with tools in order to generate a spontaneous language for use outside the classrooms boundaries. Example is writing key words about festivals on flash cards and calling on learners to describe a recent festival or event in the community using some of the vocabularies. Thus when teachers look for significant methods to meet the demand of pupils to use this language for communication, the communicative approach (CLT) is considered to be the best approach for such purpose. Fianu (2009) also writes that CLT though it emphases the four main skills; listening, speaking, reading and writing, much focus is on the functional use of language than linguistic knowledge (form and meaning). In the English Language curriculum issued by the National Council for Curriculum and Assessment (NaCCA) to Ghana Education Service (GES) for implementation in schools, the main goal it stipulates is, "that pupils will be able to communicate in effectively and efficiently in the L2. In order to achieve this aim, learners must develop some competencies in the language.

2.2.1 Communicative Competence in English Language Teaching

Students of English as foreign language (EFL) are demanded to speak English fluently and accurately using the target language. A teacher needs to be aware of the communicative competence that learners must achieve irrespective of the choice of second language teaching approach used. These competencies are the measurable skills and behaviors learner are expected to have in order to use the language for in real life interaction. According to Celce-Murcia (2000), there are five communicative competence and they are:

10

1. Discourse Competence

   Discourse competence concerns the selection, sequencing and arrangement of words, structures, sentences and utterances to achieve unified spoken or written text.

2. Linguistics Competence

   Linguistics competence comprises the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing.

3. Action Competence

   Action competence is defined as competence in conveying and understanding communicative intent, that is, matching action intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech acts sets).

4. Sociocultural Competence; Sociocultural competence refers to the speaker's knowledge of how to express message appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to the variation in language use.

5. Strategic Competence

   Strategic competence is the knowledge of communication strategies and how to use the language itself.

These communicative competences are the language competences in English that students are expected to master in order in order to interact meaningfully everywhere.

All the five competencies are further sub- divided into objectives for teachers to levels are not achieved at the same time and language teachers must breakdown these competences into simpler classroom activities or performance tasks for learners.

2.2.2 Principles Underlying the Communicative Approach to Second Language Teaching

The following principles of communicative language teaching approach are the guidelines that practitioners and teachers must put into consideration before implementing classroom lessons.

a. The four language skills namely listening, speaking, reading and writing are equally emphasized. This means that during language lesson, attempts must necessarily be made to make learners, listen, speak, read and write.

b. Teaching and the use of language have to be done in context. Activities used in the classroom must reflect real-life situations. The teacher must use examples, illustration and instances that the learners relate with. An example is asking pupils to explain in their own words, how to prepare palm kernel oil. In the context of Ve- Gbordome, this is a major business and every child in the community knows the process of making this type of oil.

c. The target language (L2) has to be the vehicle for classroom communication and not just an object of study. In the case of Ghana's education, English is the target language and pupils are to communicate in it during instruction. Aside this, English is studied as a subject. In CLT, because language is seen as for communication, linguistic competence (i.e. knowledge of form and meaning) is equally as important as the functional use of language.

d. Communicative interaction is expected to be encouraged in order to enable learners build corporative relationships among each other to help them to develop fluency. Group work, presentations and pair work and discussion allow for greater interaction among learners. Each learner must be given the opportunity to express his/her ideas and opinions regardless of the errors and mistakes. What matters most in communicative approach is being understood by other parties.

In primary schools, language games play important part in language learning. This is because language games have certain features in common with real communicative events.

e. Errors in language use are seen as natural outcomes of the development of communicative skills. The objective of the teacher is for learners to build fluency however, appropriate use of language forms (accuracy) is also essential since such accuracy forms part of communicative competence. The teacher must therefore perform the role of an adviser during communicative activities

f. The social context of the communicative event is seen as essential in giving meaning to utterances. The learner must be given the opportunities to develop strategies for interpreting language as used actually by native speakers.

g. The teacher has to do evaluation to test both learner's fluency and accuracy. For that matter, evaluation should be both formal and informal. Informally, the teacher evaluates learners through activities in the classroom. Formal evaluation will deal with communicative tests and assignments in through the performing of communicative task.

2.2.1.1 Advantages of CLT

1. It is a holistic approach; which does not focus only on the traditional structural syllabus. It rather takes into account the communicative dimension of the second language to negotiate meaning.

2. CLT provides vitality and motivation in the classroom as learners are urged to express their idea to the best of their ability so others can understand.

3. CLT is a learner centered approach as it capitalizes on the interest and needs of learners. Topics and tasks are modelled in such a way that it reflects and address the issues that appeal to learners.

4. CLT plays an important role in education as learners are trained to use the target language principally for communication. Communication is an essential part of interaction in among people all over the continent.

5. In the communicative language teaching approach, all the language skills are given equal attention unlike other approaches to teaching second language which focused attention on one major language skill. This has made this approach gain much prominence over many other approaches to teaching second language.

2.2.1.2 Disadvantages of CLT

Opponents of this approach argue that first of all, there is not enough emphasis on the correction of pronunciation and grammar error. Secondly, CLT focuses on fluency more than accuracy.

The communicative approach is a new approach because it integrates all four language skills and; all aspects of language such as form, meaning and use, and a fair balance between accuracy and fluency in usage. Learner centred activities are used and the teachers plays the role of a facilitator. It is also the modern approach to

teaching because learners are given the opportunity to use language freely. Communication language teaching techniques include conversation, dialogue, storytelling, role-play and dramatization Richards (1996). These strategies require learners to perform communicative activities as a means of interacting with teacher, among themselves and with the resources provided.

"The word communication is derived from the Latin word 'Communis' which means to make common, to transmit, to impart or to share between two or more persons or groups. According to Paul and Fahim (2016), "communication is the term with the broadest meaning and it refers to any way of getting a message between a sender and a receiver".

Communication is the act of conveying meaning from one entity or group to another through the use of mutually understood signs, symbols and semiotic rules. On the other hand, speaking is defined by Hedge (2000) as "a skill by which people are judged while first impressions are being formed" Brown (2004) also defines speaking as "a productive skill that can be directly and empirically observed. In the view of Chanery (1998) speaking as the process of building and sharing meaning through the use of verbal and non-verbal means, in a variety of contexts. Diep,2017 also says peaking skill is the ability of a speaker to use the language accurately to express meaning so as to transfer or receive knowledge and information to other persons in a communicative situation". (Diep, 2017).

Most often speaking is assumed to be synonymous with communication but, Bailey (2005) & Goh (2007) say that "the development of speaking is, the fundamental for communicating effectively with others in a language." From the definitions, speaking can said to be the transmission of meaning to a listener through speech or gestures

15

whilst communication is the transmission of meaning through verbal and non- verbal means. In other words, speaking is a subset of communication and this is why we speak to communicate and we do not communicate to speak.

Communication through speech goes on in many endeavors of life but, the focus of discussion is on the use of speaking as a means of communication in teaching learning activity.

2.4 Definition of speaking skill

As stated by Richards and Renandya (2002:210) that speaking is one of the central elements of communication. It means that speaking is very essential, and someone can express his or her feeling, emotion, and idea by speaking. In addition, according to Brown (2004:140) argues that speaking is an interactive process of constructing meaning that involve producing, receiving and processing information. When someone speaking they should be able to make meaning depending on the context of the information. For example: context of situation and on the participation. From the definition above, it can be conclude that speaking is the process of expressing ideas to construct meaning. Speaking also is one of basic skills in learning foreign language besides, listening, reading, and writing. The skill is taught as students enter elementary school, however it is not easy for the students to communicate in English. For ESL and EFL, English is not the mother tongue but a foreign or second language that is studied compulsorily in school in order to participate in education.

2.4.1 Importance of Speaking English to learners

Nunan (1998) contends that "mastering the art of speaking" is the most important aspect of learning language. He explains that speaking is also the most frequently

16

used mode of communication to express opinions, make arguments, offer explanation and transmit information, participate in, and for groups to work with"

It is worthy to note that in most first time acquaintances, frequently raised question by newcomers to the country is "do you speak English?" not "do you write English". On the bases of this premise, Celce-Murcia (2001) argue that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". Baker and Westrup also supports that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion". Ur (1996) is of the opinion of that "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking includes all other knowing. This implies that, the mastery of speaking skill by learners help them to be considered as if they have mastered all of the other skills. She concluded that of "of all the four skills (listening, speaking, reading and writing, adding that classroom tasks that develop learners' ability to express themselves orally are therefore important components of a language course. Similarly, Nunan (1991) says that success is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak the language in the classroom they may soon get de-motivated and lose interest in learning.

English is an international language, which is used by many people. It is the means to transfer and get knowledge, science, technology, art and culture and establish internal relations.

In today's world, ability to speak English provide opportunity for learners to take advantage of the many educative resources available. The language is the commonest language spoken across the continent.

Many inventions in media and telecommunication come in English language being proficient in speaking the language provides a learner with bright future prospect in the world of work.

In Ghana, as far as teaching and learning activities are concerned, English is the language used as the medium for instruction in most educational establishments. This language is considered an official language though; there are many indigenous languages, which are spoken as the mother tongue of communities.

Speaking English provides a common platform for interaction among pupils from diverse local languages as in the case of Ghana. Speaking of English is an integral part of instruction because apart from the language studied as a course, it is the medium conducting all educational activities.

Speaking skill in English language is quite important however, learning to acquire the skill come with some difficulties. Some of these challenges in the language that makes speaking skill difficult are delved into.

2.4.2 Characteristics of the speaking skill that make it difficult.

Speaking is the most complex and difficult skill to master" (Hinkel, 2005, cited in Nazara, 2011). Burnkart (1998) explains that language learners need to have three areas of knowledge involved in speaking namely; mechanics of language elements (pronunciation, grammar, vocabulary) which emphasize on the use of right words in right order with correct pronunciation, the function of language that deals with

18

speaking performance in the form of transaction and interaction (e.g. knowing how to change information and giving clarity of essential message, the socio cultural norms (such as turn taking, rate of speech, length of pauses between speakers, relative roles of participants , understanding how to take into account who is speaking to whom, in what circumstance, about what, and for what reason). Furthermore, language must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange owing to the fact that effective oral communication calls for the speakers to use the language appropriate in various social interaction. This involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, non- linguistic elements such as gestures and body language or posture, facial expression may accompany speech to convey messages. Brown (2001) lists clustering, reduced forms, performance variables, and colloquial language as the factors that makes speaking difficult.

1. Clustering. This is the arrangement of consonants and vowels in speech then to form words then to form phrases then sentences. In some instances, it includes using too many words at a time. For beginner speakers such as pupils in primary school. The lack of vocabulary to string together word to produce a sentence is a difficulty. Meanwhile, fluent speech is phrasal not one word utterances.

2. Redundancy: This feature of speaking skill occurs when words synonymous words are used in the same slot in a sentence. Example *I can be able to ride.* The use of *can* and *be able* in the same slot is called redundancy.

3. Elision reduced forms vowels etc. All form special problems in speaking English

4. Performance variables: One of the advantages of spoken language is that the process of thinking as you are speaking allows you to manifest a certain number performance hesitation, pauses and correction for example, in English, our thinking time is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like* etc. One of the most salient differences between native and non- native speakers is in their hesitation phenomena.

Ur (1996) also contributes to the discussion by saying that four factors that make speaking difficult for second or foreign language students are as follows. The first is inhibition; learners are often inhibited trying to say things in a foreign language in this classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts. The second is nothing to say; learners complain that cannot think of anything to say, they have no motive to express themselves. The third is mother tongue use; in classes where all the members share the same mother tongue, they tend to use it; because it is easier and unnatural to speak in a different language and because they do not bring attention unto themselves. The fourth is low or uneven participation; only one participant can talk at a time if he or she is to be heard and in a large class this means that each one will have only limited talking time.

Following discussions on kinds of difficulties in speaking any language generally, there are some factors that come with speaking English specifically. In this study these factors that cause problems in speaking English are grouped under three main headings namely; linguistic factors, psychological factors and environmental factors.

2.4.3 Causes of poor speaking of English language among learners.

2.4.3.1 Linguistics factors

Linguistics is a scientific study of language such as the study of language structure (grammar), phonology and syntax. According to Spolsky & Hult (2008), linguistics features of English comprise vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability in English become poor. Richards (2008) also shares this opinion but adds that, there are some typical learner problems in speaking and these have to do with:

a. lack of vocabulary needed to express idea.

b. poor in grammar

c. poor in pronunciation.

d. lack of fluency

1.Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Kamil & Hiebert (2005) state that generally, vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Vocabulary is more concerned with words or lexemes in a language. There is a wide range of vocabulary in any given language and because language is dynamic, new words are coined and introduced every now and then.

The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan (2005) has observed that "the numbers of students who learn English as a foreign language have difficulties to use words and expressions to speak".Gan, 2011, as cited in Kabir, 2014 has conducted a study on twenty (20) would-be graduates who were at

21

the end of their four- year bachelor of Education (B. Ed) in the English Language. The major finding reveals that the students of Hong Kong rarely obtained any environment where they can smoothly practice English speaking outside their classroom. Additionally, they have massive problems witvocabulary knowledge. For instance, a student said that when it comes to speaking, some words and phrases never come to her mind, and as a result, she cannot express what she intends to mean precisely. Another example is that, some objects in the local environment are not found in English. In making sentences, pupils resort to using more words just to describe such some objects. When they lack enough vocabulary to describe such instances, scenario or objects, they do not speak at all meanwhile they do have the ideas.

a) Grammar

Grammar is basically concerned with how sentences are structured and formatted. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-Murcia (2001) grammar becomes difficult because learners do not learn structures one in a time. Learner do not learn the rules deductively hence they find it difficult to apply in certain situations. Even when some learners appear to have mastered a particular structure; it is not uncommon to find backsliding occurring with the introduction of new form to the learners. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to newly emerging modal verb, thus producing errors such as "*she cans speak English*". Another instance is using do and did. For example, a learners producing the sentence "*You didn't came to school yesterday*". These errors may appear when the students speak since they have not mastered the English grammar.

22

b) Pronunciation

English has become a language, which connects people all over the world. Language learners are demanded to speak English naturally like native speakers. According to Hinkel (2005), a second language learner needs to master the individual characteristic of the sound of the new language, but much focus is not placed on pronunciation by teachers. According to Burns (2003), what is more important is that leaner who is learning to speak English can achieve:

1. Intelligibility (the speakers produces sound patterns that are recognizable as English)

2. Comprehensibility (the listener is able to understand the meaning of what is said)

3. Interpretability (the listener is able to understand the purpose of what is said)

For example, a speaker might say *It's hot today* as *Is ho day.* This is unlikely to be intelligible because of inaccurate sounds, stress, and patterns. As a result, a listener would not find the speaker comprehensible, because the meaning is not available. Clear communication is essential in communication. The various features that make up the production of sounds in English are:

1. Suprasegmental features (Burns, 2003): linking, intonation, and word stress.

2. Segmental features: phonemes; consonant and vowel sounds.

d) Fluency

Fluency, according to Nunan (2003), refers to the use of language in a quick and confident manner with few pauses. Fluency is being able to flow. Even though it is a wrong notion to think that fluency can be only be attributed to speaking, it the ability to make meaningful communication to listeners. This aspect of the speaking

23

performance combines the earlier aspects of the speaking hence it is the main goal of proponents of communicative language teaching approach. It is however important to mention that considering the level of learners in context, it there should be fair balance between achieving accuracy in communication in whichever form.

2.4.3.2 Psychological Factors

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. According to Juhana (2012) there are some psychological factor that faced by the students in speaking English, they are;

a) Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students" reluctance to speak in English in the classroom. With respect to the fear of making mistake issue,

According to Juhana (2012), adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students" fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

b) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness

24

could be a source of problem in students" learning activities in the classroom

especially in the class of speaking. Actually, the students felt of shyness

makes their mind go blank or that they will forget what to say.

c) Lack of Confidence

It is commonly understood that students" lack of confidence usually occurs when

students realize that their conversation partners have not understood them or when

they do not understand other speakers. In this situation, they would rather keep

silent while others do talking showing that the students are lack of confidence to

communicate.

c) Lack of Motivation

Motivation is some kind of internal drive which pushes someone to do things in order

to achieve something. Without such motivation students will almost certainly fail to

make the necessary effort to develop their speaking skills in the target language. In

discussion of motivation an accepted distinction is made between extrinsic and

intrinsic motivation, that is motivation that comes from outside and from inside.

According to Tanner (2012) "motivation can be intrinsic (internal) or extrinsic

(external)"

1. Intrinsic Motivation

Intrinsic motivation as an internal desire for doing something that gives well-being

and satisfaction to the person who performs the action without having any external

rewards for carrying out this action. It is understood as an internal and proper desire to

achieve a goal. There are some activities in which intrinsic motivation can be

identified; they are called intrinsically motivated activities. They give self-satisfaction

and self-fulfillment because they are good enough in themselves for the person

25

carrying it out and that is why they are so important and rewarding for the performer. A student who speaks English in school has the fulfilment that he or she is doing the right thing. Because under normal circumstance, English is supposed to spoken and used as the language for interaction. Also during classroom activity, intrinsic motivated students participate actively in class activities.

2. Extrinsic Motivation

Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity. Extrinsic motivation is the result of a number of outside factors, for example, feedback from teachers, the need to pass an exam, financial reward, encouragement from parents. It however worthy to note that some students are completely unmotivated by what happens in the classroom and have no interest in participating in learning at school. These students need external reward in order to get their interest and involvement in a task. Extrinsic motivation refers to external rewards given by another individual and the environment. In situations where the one who is to provide the extrinsic motivation does not do not, the learners remains unchallenged. Again, when the environment does not have the necessary stimuli to give the student, that student remains uninvolved in any activity. Rewards are important for the individual when they are provide positive reinforcement. Positive reinforcement in learning secures the repetition of a positive behavior that has once been performed. Continuous positive reinforcement create a habit in learners and there will be a point when such reinforcement may not be needed at all to elicit the performance of a certain action or behavior.

2.4.3.3 Environment factors

Psycholinguistic provide explanation on how learning can be fostered effectively through interactive pedagogical practice. Wilson (1999) explains that the interaction among the learners and teachers or even between text and reader helps promote learning. The idea of scaffolding is introduced in learning to mean; the support provided by others such as parents, teachers, peers and resources, which enable the learner perform beyond their capacity.

- **Within school environment**

Teachers, classmates and friends, infrastructural support have influence on the speaking of English among their colleagues. Teachers are very important in the school environment because they are role models to some pupils. Some learners imitate their style of pronunciations and mannerism in speaking. Barnes (1969) conducted a study in language to establish the effect of the teacher's use of language on the learning process. The author found out that the style of language used by the teacher could prevent the content from getting through to the learners and also prevent some of them from contributing to the classroom activity. Also, Long (1996) believes that the classroom should be seen as a place for practicing grammatical structures and other language forms, conversation and other interactive and communicative activities. Teachers must create the enabling environment for learners to put their knowledge to use.

Crytal (1987) on the other hand, is of the view that "little opportunity is provided by teachers for practicing of speaking in class" and this is accountable for poor speaking of English among learners. Arjun (2011, cited in Kabir 2014) has also stated that "In language classroom, teachers need a limited number of students" (P.173). In reality,

almost all English classrooms in public educational institutions in Bangladesh are over populated and mostly have as many as two hundred (200) students in one classroom (Siddique, 2004, p.3, cited in Kabir, 2014).Another research, by Basir and Ferdousy (2006) has shown that the number of students in a language classroom vary from 45 to 90 where sixty percent of teachers believe that this number is large, however, regular communication in English by everyone in the school environment would resolve the problem of inadequate instruction time to practice.

As a profession, teaching practices involve lesson planning and systematic delivery, organization of resources and effective class control. Aside these, "teachers are required to consider the classroom reality and; are guided by contextual factors around them while trying to implement choice of teaching approach. Internal and external aspect such as classroom size, availability of authentic resources, technology the national assessment system, teacher training and education and teacher's belief have strong influence on how the teacher performs inside a classroom" (Jafari, Skrapour,& Gutterman 2015; Mustafa, 2001) Owu- Ewie (2018) conclusion the discussion on factors in the environment by saying. "Oral language permeates every facet of the primary school curriculum and though oral language is important, teaching it has been a challenge to most teachers. Language teachers, therefore need to teach their learners explicitly how to speak the L2"

- **Outside the school environment**

Hetrakul (1995) on the other hand, believes that one main cause of students' inability to speak English correctly is that, the outside environment does not support the students to speak. People may think the student wants to show off when they speak English for daily conversation. In Ghana, most rich and elite families speak English in

28

daily conversation. Studies of children's educational achievements over time also demonstrated that social background remains one of the sources of educational inequalities, Graetz, (1995). Another critical aspect of home life is socio-economic status. This is most commonly determined by combination of parents' educational level, occupation and income level. (Jeynes, 2002, McMillan &Western, 2000). Zhang (2009) also thinks, "Learners in EFL/ESL frequently have limited opportunities to speak the language outside the classroom taking onto account that many of these learners do not have tools such computers, speakers, books and dictionary to reinforce the lesson outside the classroom.

The local language spoken in a community is affect learners acquisition of the target language. In some community. Also, differences in syntactic structure of the mother tongue and the target language poses problems for pupils in speaking. An example is the syntactic structure in English is nominal, predicate and object, (NPO) but that is not the case in most Ghanaian languages. For some learners, the difficulty arises when they have to compose ideas first in the L1, before transferring into the L2, before production through the vocal chords as speech. The local languages have different structural pattern and phonology and this affect the speaking of the second language. Another influence of environment on speaking of English is the influx of tabloids and poor quality of diction in films and movies on the local market. Pupils pick up some of these expressions and use them unaware of its inappropriateness. Sometimes when these errors become fossilized, it is difficult for teachers to correct them.

Tweedy 2012, p.12) opines that "a learner's first language can have significant influence on the accent and intelligibility of the new language" this means that when learners transfer the features in his/her L1 into the L2, there will be interference and

29

this will pose a problem in learning the second language which in this case is English. There are two types of interference from the first language. These are interference from the sound system of the first language and interference from the grammar and structure. The interference of the mother tongue can cause errors in aspiration, stress and intonation in the target language.

2.4.4 Activities for teaching speaking

In teaching speaking activities, Harmer (200) states some kinds of speaking activities:

2.4.4.1 Favourite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher can also use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

2.4.4.2 Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person.

2.4.4.3 Students presentation

Individual students give talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation

and give feedback about the presentation. Some like interview that interview is for honing organizational and planning skills.

2.4.4.4 Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover, it should be applied for the advance level for language learners such as senior high school level upper.

2.4.4.5 Describing pictures

In order to describe in detail, learners must spot similarities and differences in objects. Single picture or a collection of pictures are used in this activity. Colorful pictures appeal to the senses of learners at all levels. A teacher can demonstrate the activity and urge pupils to get involved. During reading, pictures in the learners textbook can be used in this activity. Most passages in the Ghanaian English curse books have pictures, illustration and drawing. These can equally be used. Calendars, magazines and newspaper cut outs can also be used. Again, teachers can draw objects using cardboards, flipcharts, egg shell cards etc.

2.4.4.6 Discussion

In this activity, students are arranged in small groups. Then, the teacher gives a certain topic for each group. The students are given time to discuss about the topic provided. Finally, a student who represents each group tells about the result of the discussion in front of the class. Discussions helps develop co-operation among learners. it is very effective in reducing psychological inhibition in learners during speaking performance.

2.4.4.7 Language games

Language is a very important tool for communication as it enables one to to express himself/herself well in order to be understood by others. These games are one of the modern invented teaching aids that has been developed in the teaching of speaking skill in English to boost learners' confidence and socialization aspects. It is therefore the duty of the teacher to vary these games to suit learners' needs in the instructional discourse. For instance, a teacher can use the class questions for the students to respond. If this activity is repeatedly done, it can improve learners us of the spoken.

The suggested activities of teaching speaking are not exhausted but considering the level of primary school pupils who are mostly beginner speakers, activities should not be beyond their cognitive ability.

2.4.5 Types of classroom speaking performance

According to Brown (2001), there are five types of speaking performance: "Imitative, intensive, responsive, interactive, and extensive (monologue)" These activities are discussed further. These types of activities require learner to undertake an action. Pupils in primary are active and lively learners hence activities that requires them to move any moveable part of their body would wipe up their interest.

1.4.5.1. Imitative

One of types of speaking performance is the ability to simply (*imitative*) a word or phrase or possibly a sentence. Drilling is a part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain words of language that may cause some linguistic difficulty, either the phonological or grammatical. They offer limited practice through repetition; they allow one to focus on one element of a language in a controlled activity.

32

2.4.5.2 Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language, Brown (2001). For example, of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to simple sentence level.

2.4.5.3 Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student has initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

2.4.5.4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. According to Brown (2004) states that interaction can take the two forms of transactional language or interpersonal exchange. It means that, transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange has more for the purpose of maintaining social relationship than for the transmission of facts and information.

These conversations are a title trickier for learners because they can involve some or all of the following factors.

2.4.5.5 Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, the plot of a novel or movie).

2.4.6 Assessing pupils' speaking performance

Assessment is very essential in language teaching because it determines whether objectives and aims have been met. Test is a form of assessment is and this could be done before, during or after instruction. In many examinations in Ghanaian schools, speaking is one skill that is not tested and so it is not given much attention by both students and teachers. This is consistent with Al-Lawata's (2002) findings in her study where students reported giving special attention to writing, reading and listening tasks. In the study, she reported both teachers and students gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams.

According to Thornbury (2007), the evaluation of oral performance can get quite complicated especially when learners are many. The six possible criteria are in speaking performance are; pronunciation, fluency, vocabulary and grammar. In practice, speaking lesson can be implemented by means of the following steps.

34

- Interview- learners are interviewed individually or in pairs. Simple questions and conversation is be carried out in English. It is important to know the level of learners in order to use diction at their level.

- Live monologue- students present a talk. This builds confidence in the learners as they stand in front of their classmates to deliver their presentation. The teacher can calm learners by being friendly to learners when they are nervous.

- Role play- this types of test is reliable when learners have gained enough command over the language. This is because they make have learn and rehearse several times in order to be fluent in the roles they are playing.

In assessing speaking skills, the choice of topic must be relevant and suited to the level of the learner. Prompt feedback is very essential to reinforce learning among pupils. When speaking performance is being performed, intermittent interjection to correct learners affect the flow. To gain accuracy in situations where mistakes and errors are prevalent, drills and demonstration are strategies that can be adopted.

2.4.7 Resources used in teaching speaking skills

Mutal (2006) in a study observed that learning is reinforced by having enough references materials such as exercise books, textbooks and others. In the teaching of languages, a language laboratory is a modern facility that has been devised to assist in teaching. It constitutes a variety of audio-visual teaching aids and English Speaking models. "Through oral practice and the feedback received from the speakers of English who model and teach learners how to speak correct English through correct pronunciation of words" (Lightbown &Nina, 2013). Teachers can improvise some of the components in a language laboratory by downloading free on line tutorials for pupils to watch on computer or laptops within a period. As in the case of Ve-

Gbordome Primary where there is no electricity, a well charged laptop, phone or tablet (iPads) provide a tutorial for class in an average of one hour.

2.5 Related studies

Boonkit (2010) carried out a study on the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners.

Urrutia &Verga (2006) conducted a study in order to encourage teenagers to improve on speaking skills through games in a Colombian public school. The research study shows that speaking skill is the most challenging skill to develop because students presented fear of committing mistakes in front of his or her peers, suffered from anxiety, poor vocabulary and lack of confidence when they speak in front of their classmates.

Tanveer (2007) examined the factors that caused anxiety for learners in learning speaking ability and the impact of anxiety on target language communication. The obtained results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The research emphasized that the high anxiety lowers the learners' speaking performance.

Eissa, Misbah, and Najat (1988) performed a study towards the difficulties of using English as a means of instruction and communication. The results of this study displayed that learners had many difficulties in using English language as a means of

instruction. A lot of participants stated that their learners have low English proficiency. The results also indicated that a lot of learners faced serious difficulties in understanding the lectures' content without translating or applying L1 to deliver the content of the lectures.

Moges (2009) conducted a study on "Exploring the Methods of Teaching Speaking and Factors Affecting them: Grade 10 in focus". The study reported that the teachers used very limited methods (like discussion, conversation and sometimes visuals and communicative games) to teach speaking. He also reported that the factors affecting the use of these methods includes students' lack of enough vocabulary, inadequate grammatical knowledge, fear of making mistakes and teachers' lack of initiative to help and monitor students overall classroom activities.

Meaza (1991) also conducted a study on "Classroom Interaction and its Influence on the Development of Speaking Skills in English at Grade 11 level in Government Schools". Meaza concluded that classroom interactions increase students' opportunity to practice speaking and helps in strengthening their language ability.

2.6 Conclusion

The literature discussed the communicative language approach and related it to speaking English and its importance in instruction to pupils. Factors that affect poor speaking skill in English were linguistic, psychological or environmental. Activities and strategies to improve performance in speaking skill in English was also discussed. Previous research on poor speaking of English among language learners were reviewed for insight.

Despite all the literature review on various studies, the researcher finds it necessary to further conduct this research. This is because most of the research were conducted in countries such as Iran, India, China and Malaysia. This makes this study different from the others reviewed in the literature. In addition, Ve -Gbordome R.C Primary School in the Volta Region is unique as no other entity bears that name and that description of location.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology of the study under the following headings; research design, population and sample size, data collection instruments, data collection procedure, data analysis and summary.

3.1 Research Approach

According to several prominent qualitative scholars (Creswell 2002; Pope& Mays 1995; Denzin & Lincoln, 1994). Qualitative research is intended deeply to explore, understand and interpret social phenomenon within its natural setting. In this approach the researcher wants to explore the why, and how of a situation and not the only the "what", "where" and the "when".

Characteristics of qualitative research are that it takes place in the natural world, uses multiple methods that are interactive and humanistic, Marshall (1999)

This work used the qualitative research approach because it allowed the researcher to interpret social phenomenon within its natural setting. The social phenomenon was that pupils in Ve – Gbordome RC Primary School could not speak English Language and the research was under taken in the that particular school and not that the pupils were taken out of that school and studied.

3.2 Research design

A case study is a problem to be studied, which will reveal an in- depth understanding of a "case" or bounded system, which involves understanding an event, activity, process or one or more individuals (Creswell, 2002). Merriam (1988; pg 41) writes

"case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources". One of the key aspects in this definition is the fact that the phenomenon is studied in context. Case studies are centered on description, inference and interpretation, rather than on a formal experiment where the variables are controlled and manipulated. This research used the case study method of qualitative research because of the context and the type of phenomenon being investigated. The context in this study was that the sampled pupils could not speak English language though it is the language of instruction for teaching and learning in the school. This method also used because it is one of the methods of qualitative research approach that focused on a single entity. This allow for a deeper study of all characteristics and variables about the school.

3.3 Population

There are nine classes in Ve – Gbordorme RC Primary School. The classes are sectioned into the pre-school department, the lower primary and the upper primary department. The lower primary section is made up classes one, two and three with pupil population of two hundred and forty-two (242). The upper primary section is made up of classes four, five and six with a population of seventy – four (74) pupils. There are ten (10) teachers, one (1) headmistress and three kitchen staff.

3.4 Sample and Sampling technique

Purposive sampling technique was used to select pupils for the research. According to Dornyei (2007), "sampling procedure can follow a number of strategies and; purposive sampling strategy is one of them. This type of sampling procedure targets cases which offer a dramatic representation of the phenomenon, either by their

40

intensity or by their uniqueness" Fifteen (15) participants made up of twelve (12) pupils and three (3) teachers were sampled for this research. The sampled teachers were the teachers for classes four (4), five (5) and six (6). In this research work, the sampled pupils were selected by their class teachers as pupils who exhibited weak performance in speaking in English. The researcher had also previously taught some of the sampled pupils and thus had knowledge about their speaking skill competencies.

3.5 Data Collection Instruments

According to Dompreh (2003), research instrument is the method and strategy a researcher uses for collection of information from the field of research. In this work, data was collected using observation, interviews and questionnaire for the study. Both teachers and pupils were observed during instruction in English lesson. Only pupils sampled were interviewed and the questionnaire was administered to only teachers.

3.5.1. Observation

According to Fianu (2002) observation is a method which uses vision as its main means of collecting data from respondents. The study used structured observation to harness information about pupils' poor speaking skill in English language. The structure observation allow the researcher to use the same themes for all participants involved. This help to reduce subjectivity.

Some strengths of observation as a data collection instrument

1. It gives first- hand information without relying on the report from others. The researcher undertook the observation.

2. Observation is able to provide information in situations where other instruments are ineffective. Speaking skill is observable by way of listening and looking at gestures of the speaker.

3. It is relatively inexpensive.

4. It studies events in their natural environment as they are occurring. The participants were in their school and because pupils were unaware of being under observation, the environment was normal.

Some weaknesses of observation are;

1. It is time consuming and requires great attention to details.

2. Its results cannot make qualitative generalizations

3. It is highly subjective

The researcher made use of the class timetable and went to each class at the specific period for English lessons. A checklist was used in order to eliminate some of the weaknesses of using observation as an instrument. The teachers were briefed on the research being carried out but pupils were not given prior information about the observation being carried out. This was done to create a natural environment for collection of data. The observation was carried out over a three (3) week period for the three classes.

Pupils' speaking performance during instruction was observed and scored using these criteria; grammar use, pronunciation, fluency and confidence in speaking performance were also observed and recorded. Teaching practices of each class teacher was also observed and recorded

Items on the observation checklist included

- teaching and learning method

- resources used in teaching

- language of instruction

- pupil's performance in speaking in the lesson

During observation of lesson in class four, pupils read a passage. The teacher took the pupil through the key words. The words were explains using English and Ewe. Pupils were asked to explain the passage in English. Few pupils attempted answers. The language was changed to the L1 and all the pupils participated in the lesson. Pupils did dictation exercise and correction. The comprehension questions were given as homework. In class six, the pupils were taught a song. The lyrics were copied by pupils. All the pupils could sing the song at the end of the lesson. In class five, the pupils had a lesson on grammar "adjectives". Sentences were written and some words were underlined. Some pupils read the sentences. The lesson was presented systematically because the previous knowledge on nouns was revised and connected to the new topic. More sentences were written where pupils orally identified the adjectives. Few pupils dominated the lesson. Teacher marked the pupils had done. Another observation was that, some pupils looked at others marks and teased them making the class noisy. The class teacher was busy marking to notice this misbehavior among the pupils.

3.5.2 Interview

Interview is primarily done in qualitative research when researchers ask one or more participants general, open- ended questions and record their answers. Sometimes, audio tapes are utilized to allow for more consistent transcription Creswell, (2012)

An interview guide is used to capture information that would likely be distorted or withheld with the use of only one method (McNeil, 1990: 23). Interview guide

43

consists of a series of broad interview questions (semi-structured) that the researcher is free to explore and probe with the interviewee (Maykat and Morehouse, 1994: 83). As a guide, it is to prevent deviations from the issues being discussed (Bell, 1992: 52, Singleton et al, 1999: 249).

Strengths of interview as a data collection instrument

1. Interview offer opportunity for correcting clearing ambiguity of respondents
2. It is can also be used for young children and illiterates
3. It allows the interviewer to observe verbal and non- verbal behavior of respondents.

Weaknesses of the interview method
1. It is time consuming and inexperienced interviewers may not be able to keep the questions properly focused
2. The interviewee may be provide biased information
3. The interview responses may be deceptive because the interviewee tries to respond in a way that will please the interviewer.

Twelve (12) pupils were interviewed using an interview guide so the interview was structured. The interview instrument for data collection was used to gather data from sampled pupils because they could not read and write well in order to answer questionnaire.

A five-minutes face to face interview was conducted with pupils during lunch breaks in one of the classrooms in the school. At the beginning of the interview, when the researcher spoke English, it was noticed that participants either scratched their head or smiled shyly or stared blankly at the interviewer. This non-verbal reaction from

interviewees was of immense advantage to this research. Interviewees were thus asked their choice of preferred language. The interview section was informal thereby diffusing tension and anxiety in the interviewees. Instead of using a table and chair sitting arrangement as in a formal interview, the researcher devised a strategy of friendly conversation. Audio recording was made because the researcher wanted to capture all responses from pupils and represent them accurately. All these measures put in place by the researcher helped to eliminate some of the weaknesses in the use of interview as a data collection instrument. Each respondent was asked five (5) questions and they were;

- How old are you?

- Do you speak English in school?

- Why do you speak English? / Why don't you speak English in school?

- Which of these materials can help you to learn how to speak English?

o Video clips (   ) Radio (   ) Textbook (   ).

- Do you speak English at home?

3.5.3 Questionnaire

Dompreh (2003) says that, questionnaire is a written set of questions which is administered for solution to a problem. Cohen, (2013) says questionnaire is an instrument for collecting primary data. Questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. "Questionnaire can be thought of as a kind of written interview" McLeod (2018).

Strengths of questionnaire

1. It is completed at the convenience of the respondents

2. It has a high level of reach ability

3. It offers a more assurance of anonymity

4. There is uniformity in the question items.

Weaknesses of questionnaire

1. It does not motivate respondents

2. It is limited to the literate population

3. It does not offer opportunity to collect additional information.

Questionnaire was the instrument used to gather data from only the teachers because they were few.

3.6 Data collection procedure

Permission was first sought from the head mistress of the school. Teachers in the school were briefed on the purpose of the study and its implication for pupils and teachers. The sampled pupils were not briefed about the research being carried out. This measure was adopted to remove anxiety among the pupils.

Observation was a major instrument in this study because speaking skills is a productive skill in language learning and thus it requires listening and observation. The researcher worked in collaboration with each class teachers because they knew the pupils' competencies. During observation a master sheet was made which had each by name identified with a code. For example, code 6A represented a particular pupil in class six (6), code 4C represented a particular in class four. The master list was not carried during, but a substitute list that had only a number and a letter. With

46

this list, pupils speaking performance was scored as classroom activity was on going. This technique was used to make pupils anonymous to non- participants. The sampled teachers in this were also identified by letters. The class teachers for classes 4, 5 and 6 were coded Teacher X, Teacher Y, and Teacher Z respectfully. Interview for pupils lasted approximately ten minutes and it was carried out on after lunch when pupils went to play. Six pupils were interviewed in one week hence two weeks was spent in collecting data using this instrument. Responses were recorded on audio and stored for later analysis. The three copies of questionnaire were given to only teachers. All three copies were retrieved the next day with all seven items answered. No respondent reported of difficulty in responding to question items.

3.7 Data analysis

This research produced descriptive data in form of written words. The type of analysis was used to describe research finding elaborately. This was also used because the participants in the study were few. The interview carried out in the mother tongue are presented in this work and paraphrased into English Language for comprehension of the reading audience. Finding from the data discussed in sections according to how they answered the research questions. Findings are compared with data collected from all the instruments used. In order to record exactly what pupils said, a recorder was used so that no information will be missed. The written data in the retrieved questionnaire helped to store information for referencing when necessary.

3.8 Ethical considerations

To ensure that the results of this study is accepted as genuine, the researcher followed some ethical issues. First the researcher sought permission from the headmistress

47

before undertaken any activity in the study. For the teachers who participated in the study, their consent was sought first. The participants were informed that they were at liberty to stop participation at any point in the research. The pupils were not aware of being recorded because they were minors and the researcher made ensured that their names were not mentioned in the recording the pupils were below eighteen (18)years so permission was sought from the headmistress because it was difficult to contact their parents and guardians. The pupils were unaware of being involved in a study and this was done in order to maintain a natural context as anxiety over the what the research was about would affect their speaking performance. The researcher is a member of staff and has also taught some of the pupils so rapport existence between the pupils and the researcher.

3.8 Summary

This chapter discussed how the qualitative research approach using case study design was adopted to suit this study. The size of population, sampling procedure, types of data collection instrument used in the study, and how analysis is made from the data to arrive at findings.

CHAPTE R FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents analysis and discussion of findings from instruments used in data collection. The instruments used in this research are observation, interview and questionnaire. Other findings relevant to this work are discussed. Analysis of data made to answer the research questions is done in this chapter. The research questions are as follows;

1. What are the causes of poor speaking of English Language among pupils in Ve-Gbordome RC School primary school?

2. What strategies are used to teach speaking skills in Ve-Gbordome R.C Primary School

3. How can speaking skill among pupils in Ve- Gbordome R.C Primary school be improved?
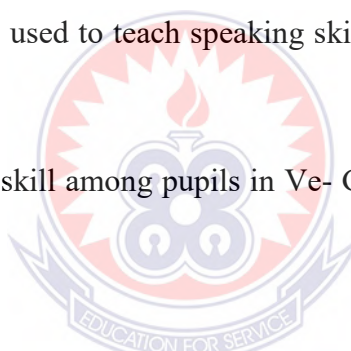
4.1 Causes of poor speaking of English among pupils in Ve-Gbordorme School

These set of questions listed were intended to come out the factors that caused of poor speaking of English among pupils in Ve-Gbordome R.C Primary School. During the interview, pupils' impression about their own speaking performance in English was ascertained. Reasons for their choice of response is the follow up question and that brought out the causes of poor speaking of English Language.

4.1.1 Do you speak in English in school?

Wo doa Yevugbea?

Eight (8) out of the twelve (12) pupils sampled said they did not speak English; four (4) pupils said they speak English. From this response, it indicated that majority of the respondents could not speak English. During the interview, the researcher used both L1 and L2 to ask the first question. The choice of response from the interviewee directed the language for interview section.

Some of the responses as to why they did not speak English are as follows:

Pupil 4A: *Yevugbe dodo sesẽ.* (Speaking English is difficult).

    Nyemenya lɛ wodoa nya ɖewo le yevugbeme o.

(I don't know how to say some things in English).

Pupil 6 C: *Nyemenya nya kimiwo ma kɔ duo.*

    (I don't know the words to use to say it.)

    Nemedo yevugbe kemi amewo le kom.

    (Everyone laughs when I am speaking English)

Pupil 6B: *Nyemenya nya sɔgbɔ le yevugbe me o.*

    (I don't know words in English for expression).

    Nyexɔwo mefeafe kplim o nemedo yevugbe elabe womase nya kemi do me le me o.

(Friends don't play with me if I speak English because they cannot speak or understand English)

Pupil 4D: *Ne nyemedo nya ɖé le Yevugbe me esi medeo laa, ame sia me nɔ viam.*

    (I am ridiculed when I say something in English wrongly)

    Nyemenya lē mado ennya le Yevugbe me o

    (I don't know how to construct my idea in English)

From the above findings, some of the pupils' problems in speaking English are due linguistic factor in the language. Others had the problem due psychological factors within the learners. This information gave confirmation to the existence of the problem however, review of previous studies, the researchers was clear that the problem that pupils in Ve-Gbordome were not peculiar to them.

On the other hand, four of the interviewees said they do speak English language; their reasons for speaking were as follows:

Pupils 4B*: I speak "Engrish" because I use to answer question.*

Speaking "Engrish" is make me like Accra students.

Pupils 6D*: They don't punished me.*

If I want to know some language I try speak it plenty times and I will know it well.

Pupil 5A*: I speak English because I don't know how to speak Ewe. And teachers like me because I speak English in school.*

The researcher noted that the four pupils who said they do speak English in school are those who responded to the interview questions in English Language. The four pupils are those who also dominated in discussions during instructional activities. They had intrinsic motivation speak the language despite the factors that caused them to underperform in the skill.

Analyzing this information, the researcher saw that pupils were willing to speak English Language even though they have problems such as grammatical errors, wrongful pronunciation (Example *Engrish* instead of English) and lack of vocabulary (*I want to be like Accra peoples* instead of, "I want to be like an elite"*)*. These are linguistic problems that result in poor speaking of English. For the majority of the pupils, the causes of their poor speaking of English were; the difficulty in the

51

language itself, lack of vocabulary, lack of confidence, mother tongue usage. In addition, during observation, majority of the pupils were reluctant to answer questions in class in the L2.because their peers giggled at the attempts made by weaker pupils to speak English and this prevented them from attempting to speak further. Lartha and Remesh (2012) noted a similar effect of peers in the classroom environment who cause the problem to exist. They found out that "some students simply keep quiet in class for fear of being mocked by their friends at the slightest slip of tongue or wrong pronunciation. A similar study by Tanveer (2007), to examined the factors that caused anxiety for learners in learning speaking ability and the impact of anxiety on target language communication. The obtained results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The research emphasized that the high anxiety lowers the learners' speaking performance. Findings among pupils in Ve-Gbordorme R.C. Primary School are similar to the two previous studies elsewhere. This reveals to the researcher that, psychological factors that cause poor speaking of English are similar among second language learners irrespective of their geographical location.

4.1.2 Causes of pupils' poor speaking skill in English Language

This question item sought to find out from teachers what the causes of pupils poor speaking skill in English.

The responses from teachers on the were as follows;

Teacher X: *Pupils do not practice the speaking of English. Always they prefer Ewe.*

They are afraid of making mistakes and being laughed at

Teacher Y: *Too much speaking of mother tongue.*

They don't practice speaking at home after school.

Teacher Z: *It's because, they are not confident*

       Too much speaking of Ewe

From the data, it was found out that lack of practice, excessive use of the L1 and lack of confidence were some of the causes of pupils' poor speaking skill. From observation in the school, Ewe was heavily used during instruction by both teachers and pupils. Majority of communication among pupil to pupil, teacher to pupil and teacher to teacher were predominately in Ewe. Some male teachers spoke Pidgin English in the school environment.

Summary of findings to answer research question one revealed that pupils in Ve-Gbordome R.C. Primary School were aware that they have speaking problems. According to them these were due to factors such as; Linguistics problems that cause poor speaking among pupils in this study were the lack of vocabulary in English, difficulty in making expression in English. Psychological problems that were found were the lack of confidence and fear of radicle. Environmental problems were that the excessive use of the mother tongue and lack motivation from the home.

4.2 Strategies used by teachers in the school

In this section, question items were intended to examine the strategies used to teach speaking skill. This will help the researcher to know the language teaching approach that is being followed in teaching speaking of English. Data collected from responses are described and analyzed as follows;

4.2.1 Which language do you mostly speak during instruction in English Lesson?

Teacher X: English

Teacher Y: English

Teacher Z: English

From the data above, all three respondents said English was the medium of instruction. The researcher observed lessons before the interview was carried out. The data collected from the questionnaire is different from that gathered during the observation in the classroom. During observation, the mother tongue was used together with English. During lesson, few pupils responded in English. When the mother tongue is introduced, more pupils attempt to answer questions in the mother tongue. Pupils who spoke the mother tongue were fluent. This the research noticed because she could speak the dialect. However, when the second language, English introduced into the instructional process, the few students participated. Their expressions were not as fluent as when they speak the mother tongue, Ewe.

Communicative language teaching approach requires the learners to use the target language in instruction. Even though, they may be mistakes and errors. The teacher will use grammar lesson to drill pupils on the errors and mistakes that most prevalent among all of them. The communicative language teaching is thus more suited to teaching speaking because it encourages learners to interact among themselves. This is not imply that accuracy is overlooked. Accuracy is emphasized in that the meaning of the pupil's expression should be clear to all in the classroom activity.

4.2.2 What strategies do you use to teach speaking skills?

This question was aimed at examining the strategies used by teachers in the school to teach speaking skill in English. In teaching pupils to acquire speaking skill to be able to communicate and interact with each other, the communicative approach of teaching is most appropriate. The intent behind this question item was to find out the strategies that used by teachers in the school, whether these strategies are ideal for teaching pupils to speak English.

Data from teachers are as follows:

Teacher X: *Story telling (story), Poems, Conversation or Dialogue*

Teacher Y: *Conversation, Storytelling and Poems*

Teacher Z: *Poems, storytelling and role play*

The responses above show that all three (3) teachers used storytelling as a strategy to teach speaking skill. Three (3) used poetry and three (2) used conversation. One (1) teacher used role play as a strategy to teach speaking skill in English. This finding is also similar to those made by Moges (2009) who conducted a study on "Exploring the Methods of Teaching Speaking and Factors Affecting them: Grade 10 in focus". The study reported that the teachers used very limited methods (like discussion, conversation and sometimes visuals and communicative games) to teach speaking.

4.2.1.1 Conversation/ dialogue

The benchmark of success in language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. In the conversation lesson, the teachers should avoid drilling and unnecessary correction of pupils when they make errors. Conversation is effective for developing fluency and with time, provided pupils are involved in regular practice, accuracy in use of forms and structures will be achieved.

4.2.1.2 Poetry

Poems help in the cognitive development of learners. Learners especially children through recitation and mimicking of action and gestures in the lines develop listening and speaking skills. They motivate learners and keep their interest. Another advantage about poetry for children is that the repetition helps them pronounce words. In choosing poems for teaching speaking skills, it should be easy for leaners to

comprehend; it should have rhythm and provide opportunity for action and movement.

4.2.1.3 Story Telling

In this activity, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

In the communicative language, teaching approach is the best and modern way of language teaching because all the language skills are given equal attention. From findings it obvious that teachers in this research placed more attention reading, grammar and writing. It was evident because the research observed six different lessons and only one was on listening and speaking skills where the teacher taught a song. In that lesson, there was the opportunity to teach all the aspect of the language.

4.2.3 Resources used to teach

Resources also known to as Teaching Leaning Materials (TLMs) have a role to play in the choice of strategy. This question item was intended examine the types of resources used by teachers to teach speaking.

4.2.4 What resources do you use to teach speaking skills?

Teacher X: *Textbook and flash cards*

Teacher Y: *English Language course book and flashcards*

Teacher Z: *English Textbook*

From the responses, two out of the three teachers used flash cards and English course book whilst one (1) teacher said only the text book was the only resource material used to teach speaking skill. From observation, the textbook was used in teaching listening and speaking aspect. However, flash cards were not used in any of the lessons that the researcher observed. It was also observed that four pupils were crowded around one textbook. It was also observed that the school had poor infrastructure. There were no audiovisual materials and the school was not connected to electricity or source of power.

4.2.5 Which of these resources can help you to learn speaking in English?
Video, tape recording and textbooks.

Nûsrɔnu kilɛwo dome tɔ kae late ŋu kpe ɖe ŋu wò be nàdo yevugbe?

Video, tape recording and English textbook.

Data collected showed that ten (10) pupils think that video can help them to speak English, one (1) other pupil said radio and another one (1) said textbook. From this result, it is clear that majority of pupils want videos to be used to teach speaking skill instead of textbook. Teachers should discuss learning outcomes with pupils. In selecting materials and resources for teaching, pupils' interest can consulted. Madhurri, (2013) writes that audio-visual aids that can be used to overcome existing problems in speaking, because audio visuals cam make learning interesting and students will feel interested in talking and can express their ideas in what they see and listen. Cakir, (2006) supports the use of audiovisuals because they are of great help in stimulating and facilitating the learning of the foreign or second language. The use of audio visuals has positive contribution to language learning as long as they are used at

57

the proper time, in the right place. Because multimedia consists of tools that appeal to the human senses such as eyes and ears, they catch pupils' attention for longer time. .

4.2.5.1 Textbook

English textbooks are valuable instructional materials for teachers and learners alike. They include integrated skills appropriately; feature a progressive development of language forms and functions. In addition, most English textbooks relate language to learners own interest and aspirations. It offers a wide variety of vocabulary based on semantic groups and context. In the English textbook used in most basic schools, sections are designated for each language skill. Listening and speaking are equally given attention in the textbook with discussion on phonemic pronunciation of some words, minimal pairs and transcription of words. Al- Abri (2008) argued that the lack of oral activities in textbooks is a strong reason for student's difficulties in speaking, and thus he recommends including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning the speaking skill. From this finding, it is important that class teachers in Ve-Gborbome R.C. School must in urgency consider complimenting the textbooks used in their teaching with authentic materials that encourage all pupils to participate freely in the lesson.

4.2.5.2 Flashcards

Flashcards are the commonest resources used in teaching. This s because it very easy to make. They are simple versatile and can be used for all levels of learners. Varieties of flashcards are word cards and sentence cards and their use during instruction depended on the skill being taught and the objective of the lesson. For instance in teaching pupils to speak' Short sentences can be written on a flashcard and drilled

with learners. Considering that most primary schools have financial and infrastructural constraints, this resource is the best effective. Pictures and drawings can be made on these cards for pupils to observe and describe. The internet offers a great store of these instructional materials and teachers must take advantage.

An overview of this section showed that strategies in developing speaking skills did not conform to the principles of communicative teaching. In CLT, teachers use the target language to teach and not the mother tongue. The focus is that pupils should be fluent in the target language, English hence the use of the mother tongue will not make learners achieve that goal.

4.3 Ways of improving speaking of English among pupils

4.3.1 How can speaking skill in English be improved among pupils?

Teachers X*: Provision of television, radio and speakers to teach the skill and; teachers encouraging pupils to speak English in school and at home.*

Teacher Y*: Encouragements, punishing pupils who ridicule others for mistakes and punishing pupils who do not speak English in school.*

Teacher Z*: Providing things like radio and television for teaching speaking of English and; prohibiting the use of the mother tongue Ewe in school.*

This finding above also indicate that provision of audio visual materials for teaching speaking skill and; reinforcement to pupil who attempt to speak English can improve speaking of English among pupils and create the habit of speaking English willingly among pupils. However, the school in which the study is being conducted lacked infrastructural support for the use of some of these resources.

4.3.2 How do you motivate pupils to speak English?

Teacher X*: Giving positive feedback, gifts items, money token and punishment*

Teacher Y*: giving positive feedback and punishment*

Teacher Z*: Praises and punishment*

From the information above, teachers responded that they motivated pupils to speak by giving them extrinsic motivation in the form of positive feedback, gifts, praises. The researcher has observed practices in of teachers over a period. Apart from the clapping of hands and verbal praises, no other form of extrinsic motivation has been given to pupils in speaking performance. Littlewood &Yu (2009), however write, "That teachers merely described idealized or hypothetical actions. That is to say, although their initial views sounded pragmatic, their classroom practice was dogmatic" Punishment and the prohibition of the use of mother tongue in school are not appropriate means for improving language acquisition in learners.

4.3.2.1 Punishment

It is a management strategy employed by teachers and it ranges from relatively severe, moderately and very severe. Punishment is the infliction of some kind of pain or loss upon a person for a misdeed or wrong doing. Canning, weeding of large plots, cutting of bamboo, scrubbing of the washroom, collection of pebbles and sand etc are some of the punishments are sometimes meted out to pupils who speak Ewe in class. This strategy is unethical and in appropriate. Rather, similarities in the L1 and the target language should be used be taught to learners. (Elbla 2012) investigated the issue of corporal and verbal punishment as means of disciplining students' behavior in schools in Sudan. The findings reveal that teachers use punitive strategies as a result of the stress and frustration they themselves experienced at school due the fact that the

school environment is poor and lacking facilities, however, they were aware that punishment has negative impact on their students behavior and personality. For instance, escape and avoidance of punishment might cause a student to not speak other languages, similarly, it might cause another to stay out of class ailtogehter.in such a situation, avoiding class is more problematic than not speaking English in school.

4.3.3 Other findings that are relevant to the study

This section discusses findings that are related to the problem. These findings are, age of learners and, the qualification of teachers.

4.3.3.1 Age of pupils

Sampled pupils in the study were in classes four, five and six. During interview, data collected on their ages showed that the oldest pupil was eighteen (18) years and the youngest was ten (10) years old. The average age of the twelve pupils was thirteen (13) years. This information indicated to the researcher that pupils were young and capable of second language acquisition when they are exposed to it. Brown 1980 confirmed this assertion by saying "young children as seen as less culture bound than adults. They move through the stages of acculturation more quickly and acquire L2 more quickly" Similarly, Scovel (1988) says that critical period hypothesis is the notion that language is best learned during early years of the childhood, and that after about the first dozen years of life, everyone faces certain constraints in the ability to pick up a new language"

The average age of pupils in the school shows that they are still young and thus capable of acquiring the target language, English.

4.3.3.2 Qualification of teachers

In this section, the researcher sought to find out the caliber of teachers in Ve-Gbordome Primary School. Boating (2003) noted that the success or failure of curriculum delivery depends on the teacher, the teacher is the pivot of the educational system as he or she makes or breaks the education programme, delivers the objectives of education reforms, and is the engineer of everything that is planned and implemented in school. However, Oduro &

MacBeath, (2003) also claim that teacher absenteeism, especially in rural areas is a persistent concern. Lack of profession standard, lack of support and control by education authorities, and cultural demands are major issues in context. From the above discussions, it evident that unqualified teachers can affect the performance of students.

It is on the backdrop of such assertions, that the researcher wanted to find out the qualification of teachers teaching Ve- Gbordorme R.C. Primary School. Data collected show that all three (3) teachers who participated in the study possess the highest professional qualification i.e. Diploma in Basic Education (D.B.E). This data also indicates that the teachers were qualified to teach in a primary school.

Despite this information, the researchers gathered from observation that lessons that lesson delivery in English Language was not systematic. Also new vocabularies were not drilled with pupils as ought to be the case for beginning level learners like the pupils in Ve-Gbordome RC school. Additionally, teachers were not implementing the policy of English as a medium for instruction as laid down by Ministry of Education as they ought to do.

4.3.3.3 What is the number on roll in your class?

This question was intended to find out the class size and ascertain if it was one of the causes for the poor performance of pupils in speaking English. The responses from teachers are as follows;

Teacher X: 24

Teacher Y: 18

Teacher Z: 30

From the data collected, the maximum number in class was thirty (30) pupils. The size of the class was not large and teachers can manage and teach speaking lessons when the lesson is properly planned. Amba & Saisi (1997) conducted an investigation issues in teaching English Speaking in a foreign language classroom, their findings revealed that; the large number of students in the class, the insufficiency of English teaching periods and, the syllabus not dwelling on the learners communicative needs; are reasons for the learners speaking difficulties . In the case of Ve – Gbordome Primary, the number of pupils in a class may not be the cause of poor speaking skills of English among pupils.

In using communicative language teaching approach, group work, presentations and pair work allows for greater interaction between learners. Class size is not large in the school being under studied. Techniques for fostering interaction among learners can be easily implemented to learners communicate among themselves. This will eventually help pupils to develop fluency in speaking the target language.

 The question item below was posed to learners. This aim of the question was to find out from pupils the language spoken in their homes. The data collected are described and analyzed below.

4.3.3.4 Which language do you speak at home?

Gbe kae wo do na afeme?

From the data, ten (10) pupils indicated that they spoke Ewe at home. Two of the pupils said they spoken Konkomba. From these findings, it is evident that the respondents used the L1 at home. However, two pupils said the spoke Konkomba. These findings revealed that for some of the pupils, Ewe was their second Language and so is the English Language.

Analysis of this finding is that, during the interview, the two (2) pupils who said they speak Konkomba at home are the same pupils who could speak some English expression. This the researcher attributed to the reason that, the two pupils in the sampled pupils were intrinsically motivated to speak the target irrespective of the mistakes they made. The researcher also noted that the language spoken at home by majority of the pupils is the L1, Ewe. This result was expected based on the premise made by (Jeynes, 2002, McMillan &Western, 2000) and they said "another critical aspect of home life. Socio-economic status is most commonly determined by combination of parents' educational level, occupation and income level. Parents and guardians in Ve- Gbordome community are mostly illiterates. The families depend on agriculture for their upkeep. Some of the learners are living with their grandparents and farm or trade to eke living and support the home. The do not have the opportunity to practice the English language with anyone. Zhang (2009) also adds that, "Learners in EFL/ESL frequently have limited opportunities to speak the language outside the classroom taking onto account that many of these learners do not have tools such computers, speakers, books and dictionary to reinforce the lesson outside the

classroom. From these findings, the problem of poor speaking of English can be attributed to this reason; that pupils do not practice outside the school environment.

It is for this reason that teachers must adopt communicative language teaching approach wish offers pupils to communicate in English in the classroom and, also encourage the speaking of the language at every opportunity. As the old adage goes, practice makes perfect.

4.4 Conclusion

Discussion in this chapter brought out some findings on causes of poor speaking skill in English and these included; lack of vocabulary, poor knowledge of grammar, fear of making mistake, anxiety, lack of practice in speaking English and excessive use the mother tongue. Other environmental factors such as poor infrastructure and inadequate resources such as textbooks are also some factors that lead to poor leaning and speaking of English. Strategies used by teachers to teach speaking skill were; conversation, storytelling and poems. The use of extrinsic motivation forms and; provision of audiovisual materials can improve poor speaking of English. Punishment as reinforcement of learning was unprofessional. Teachers and pupils suggest audiovisual resources should be used to teach speaking skill.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND

RECOMMENDATION

5.0 Introduction

This chapter summarizes the research work by under the following headings; summary of research findings, conclusion, recommendations and suggestion for further studies.

5.1 Summary of findings

The research was conducted in Ve-Gbordome R.C. Primary School in the Afadzato South District of the Volta Region. The problem identified was poor speaking skills in English Language and the researcher conducted an investigation into the causes of the problem. The teaching strategies used by teachers in the school was also looked. In order to gather information about the problem offer suggestion, literature was review from other scholars on similar studies. The conceptual framework of this study discussed speaking skill of English Language under major characteristics of the language and, also under factors that have impact on teaching and learning of this aspect in the language course

The causes of pupils poor speaking skill in English were many and the researcher classified them under three main headings; linguistic, psychological and environmental.

The linguistic factors are those factors that had to do with aspect of English as a language that causes pupils to be poor in speaking. These linguistic factors were;

- Poor pronunciation of words. Pupils did not know how to pronounce words in English because they do not know phonemes that made the word so they see words but cannot pronounce it.

- Poor grammar aspect had to do with the structure of sentences. Pupils do not know how to combine words to form simple meaningful sentences in English. Pupils were quick in given yes or no answers in English but longer time in peaking few sentences.

- With the lack of vocabulary, the pupils did not have a large store of vocabulary. They did not know which words to use to say what. They filled the vocabulary gap with non-verbal gestures. Some even spoke pidgin English.

- Lack of fluency, this was on the part of the few pupils who attempted to speak English.

Some of the psychological factors that resulted in poor speaking of English were;

- Lack of self-confidence. Pupils were not sure about their expression so they were shy.

- Some of them had low opinion of themselves so they were not willing to try speaking at all. Some of the pupils feared losing their friends if they spoke English many of these their friends could not speak or understood the language.

- Lack of motivation. Pupils were not motivated to speak English. Ewe was freely spoken everywhere so why must they bother to learn and speak English when anyone hardly uses the language in the community.

67

Environmental factors were the variables in the school environment and outside the school environment.

- Poor support from parents and guardians because they are illiterates and cannot speak English.
- Lack of resources to support teaching and learning speaking skill.
- Poor infrastructure resulting in teachers using inappropriate strategies for teaching speaking skill. For instance, the lack of electricity is making teachers rely only on textbook and flash cards to teach speaking meanwhile these two resources are not very appropriate for teaching speaking skills,

The responses teachers gave were not observed in any of the lessons that the teachers carried out in the presence of the researcher in the classroom. This proved that, what the teachers say they are does not reflect during instruction in speaking lessons and English classes as a whole.

Using positive feedback during the performance of speaking tasks among pupils. This eliminates some the psychological factors that face when attempting to speak the L2. Some practices such punishments were unprofessional. Providing extrinsic motivation to pupils to reinforce speaking skills. For instance, in the research, the few pupils who could speak English, they should be motivated by teachers to speak the Language all the time. During school activities such as worship, visit from dignitaries and school celebration and events, such pupils should be given the opportunity to use the language in public. Other pupils will start learning from them.

- The environment in terms of the availability of resources and adequate infrastructure must be considered when choosing techniques and strategies to

improve the speaking of English among learners. In the case of Ve- Gbordome R.C. Primary School, the use of audio- visuals is a challenge however, teachings activities that require action from learners are easy to use.

- Testing speaking of pupils periodically is strategy that can be used to assess the speaking performance of pupils. This is important because it will help the teacher to evaluate whether specific objectives or criteria in linguistic aspect of the language are being developed among pupils.

5.2 Conclusion

In investigating the poor speaking skills in English among pupils in Ve- Gbordome R.C. Primary School. The following conclusions are drawn.

1. The causes of pupils' poor Speaking Skills in English Language were three pronged; first, the linguistic characteristics of the language, second, psychological factors inherent in the learners themselves and third; environmental factors that are within and outside the school.

2. Strategies used by class teachers were inadequate. Teachers did no expose pupils to English Language but rather they are helping pupils in making a habit to speak in Ewe rather than English. Again, some of the reinforcement used to encourage speaking performance were unprofessional and unethical.

3. Teachers are aware of some of the techniques and strategies that can be used to improve the speaking of the target language, English. They are also aware of resources for effective teaching of speaking skill; however, poor infrastructure in the school has also prevented teachers from using these resources and applying these strategies and techniques to help pupils.

4. Lack of proper supervision from authorities to ensure proper implementation of the language of instruction policy is allowing class teachers to use the mother tongue in instruction rather instead of the second language.

5. It is also concluded that because most of the findings made among pupils in Ve-Gbordorme R. C. Primary School are similar to results and findings made in other previous research and studies on speaking skill elsewhere, ESL and EFL across the world have similarities challenges in the speaking of English Language irrespective of the

5.3 Recommendations

1. Teachers should use more interactive activities to help pupils to speak English in school.
2. Teachers should also focus on teaching more vocabulary by explaining keywords to improve the communicative interaction among students.
3. To use teaching strategies to motivate students to participate in the class. No matter if students make mistakes, they will lose fear speaking in front of the classmates and teacher.
5. Teachers must periodically upgrade their professional knowledge by reading widely and participating in workshops and INSET.
6. Supervision in schools must be enhanced to address infrastructural problems and monitor teachers to adhere to policy and guidelines of professionalism.

5.4 Suggestion for further studies

1. Further studies should be conducted in private schools in the Volta Region on factors that cause pupils to speak English in primary school for comparism.

2. A similar study should be done in schools in the urban areas to establish if the causes of poor speaking skills in English in this study are similar.

3. A study should be done to establish the effect of language policy on acquisition of English speaking skills.

4. A study should be done on the motivation of teachers of English in rural schools in Ghana.

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APPENDICES

APPENDIX A

Observation guide

Objective: The following observation seeks information during English Instruction

in English Lesson.

1.Assessing Students Speaking Performance

Speaking Performance

CODE	NAMES OF PUPILS	PRONUNCIATION	EXPRESSION	GRAMMAR	FLUENCY
4A					
4B					
4C					
4D					
5A					
5B					
5C					
5D					
6A					
6B					
6C					
6D					

2. Teaching Practices of teachers

CODE	LESSON DELIVERY	PUPILS PARTICIPATION	DISTRIBUTION OF QUESTION	CLASS CONTROL
Teacher X				
Teacher Y				
Teacher Z				

3. Language used in the classroom

…………………………………………………………………………..

4. Type of resources used

- Tape-recorder   [   ]

- Flashcards   [   ]

- Textbooks   [   ]

- DVD   [   ]

APPENDIX B

Interview protocol to pupils

Causes of pupil's inability to speak English in Ve- Gbordome RC Primary

1. How old are you?

2. Do you speak English in school; only Ewe, only English, both Ewe and English?

3. Why?

4. Which of these resources can help to learn to speak English?

i. Tape-recorder   [ ]

ii. Flashcards   [ ]

iii. Textbooks   [ ]

iv. DVD   [ ]

5. Do you to speak English at home?

Yes [ ]   No [ ]

APPENDIX C

Questionnaire for teachers

QUESTIONNAIRE FOR THE RESEARCH: Investigating causes of poor speaking of English language among pupils of Ve - Gbordome RC Primary School.

My name is Felicia Akpene Ndinyah and I am conducting an investigation into the causes of poor speaking skills among pupils of Ve – Gbordome RC Primary School. This questionnaire is meant for gathering information on the topic. You are expected to indicate your choice of answer by ticking (√) in the appropriate box. For questions that require you to specify your answer by writing, please provide short answers. Please be assured that this study is for academic purposes hence your answers will be treated with strict confidence and your anonymity is assured. Counting on your support and co-operation. Thank you.
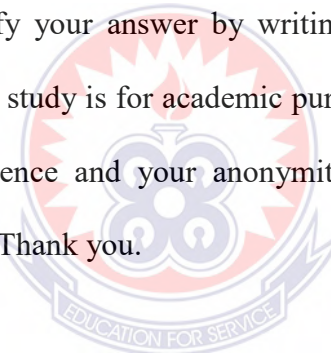
Section A

1. How many pupils are your class?

    …………………………………………………….

2. What is your highest qualification?

    ……………………………………………………………………

3. Which language do you use frequently in school?

    Ewe (   ) English   (   )

4. How do you rate the performance of your pupils in speaking skill?

   Excellent (   ) Good (   ) and Poor (   )

5. Identify causes of poor speaking of English among pupils in your class?

   …………………………………………..

6. What strategies do you use to teach listening and speaking?

7. Which material do you use in class to teach listening and speaking skill?

8. Have you attended an INSET this academic year?

   Yes [   ]   No [   ]