

UNIVERSITY OF EDUCATION, WINNEBA

**INVESTIGATING POOR ENGLISH LANGUAGE SPEAKING SKILLS
AMONG STUDENTS OF ADOBEWORA COMMUNITY SENIOR HIGH
SCHOOL**



MASTER OF EDUCATION

2020

UNIVERSITY OF EDUCATION, WINNEBA

**INVESTIGATING POOR ENGLISH LANGUAGE SPEAKING SKILLS
AMONG STUDENTS OF ADOBEWORA COMMUNITY SENIOR HIGH
SCHOOL**



**A thesis in the Department of Applied Linguistics,
Faculty of Foreign Languages and Communication Studies,
submitted to the School of Graduate Studies,**

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

OCTOBER, 2020

DECLARATION

Students' Declaration

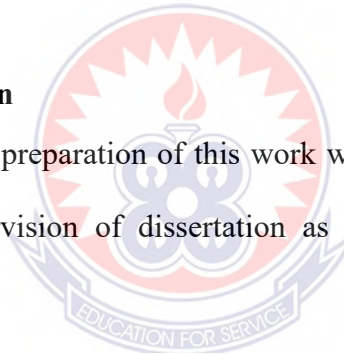
I, MOHAMMED AWAL SWALLAH, declare that this dissertation with the exception of quotations and references contained in published works which have all been identified and acknowledged is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE:.....

DATE:.....

Supervisor's Declaration

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



NAME: DR. KWAKU OFORI

SIGNATURE.....

DATE:

DEDICATION

I dedicate this work to my lovely wife, Rashida Idriss, and our adorable daughters, Mariam-Boaresa, Rahma-Kanyiti and Amina-Barkumu.



ACKNOWLEDGEMENTS

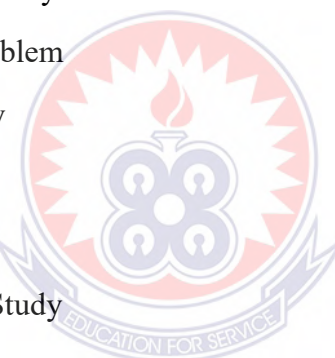
I express my heartfelt appreciation to my Supervisor, Dr. Kwaku Ofori, for providing me with constructive comments, strategic suggestions, and feedback throughout this thesis. I am indeed grateful to him. I also express my profound gratitude to all the lecturers at the Department of Applied Linguistics of the University of Education, Winneba, for the knowledge imparted in me which is the result of this work.

In addition, I am most grateful to the management of Adobewora Community SHS for facilitating the data collection from the sampled students and teachers. I am also highly indebted to the teachers and students who took time from their busy schedules to participate in the study.

I also wish to express my sincere appreciation to my parents, Swallah Yahaya and Aramata Rashid for their priceless support, love, and encouragement as well as all my siblings. I am particularly grateful to my wife, Rashida Iddriss, my daughters, Mariam-Boaresa, Rahma-Kanyiti and Amina-Barkumu for their immeasurable support throughout this course. I am also grateful to the numerous authors and researchers whose works I have benefited from in doing this thesis. Thank you all and may Allah richly bless us all.

TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	5
1.4 Research Objectives	6
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitation	7
1.8 Limitation of the Study	7
1.9 Organisation of the Study	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Theoretical Framework	9
2.2 Major Concepts of Poor Speaking	13
2.3 Related Studies on Poor Speaking Skills	23
CHAPTER THREE: METHODOLOGY	27
3.0 Introduction	27
3.1 Research Approach	27
3.2 Research Design	28



3.3 Research Site	30
3.4 Target Population	30
3.5. Sample size and Sampling Technique	31
3.6. Instruments for Data Collection	32
3.7. Ethical Issues	34
3.8. Data Collection Protocols	34
3.9. Data Analysis and Presentation	35
3.10 Validity	35
3.11 Reliability	36
3.12 Conclusion	36
CHAPTER FOUR: FINDINGS AND DISCUSSION	37
4.0 Introduction	37
4.1 Demographic Characteristics of Respondents	37
4.2 Analysis of Data from Students and Teachers	38
4.3 Conclusion	53
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	54
5.0 Introduction	54
5.1 Summary Findings	55
5.2 Conclusions	56
5.3 Recommendations	57
5.4 Suggestions for Further Studies	58
REFERENCES	59
APPENDICES	65

LIST OF TABLES

Table	Page
4. 1: Factors Causing Poor English Language Speaking	38
4. 2: Method of Teaching Speaking Skills	44
4. 3: Teaching and Learning Materials that are used in Teaching Speaking Skills in the school	49



ABSTRACT

The purpose of the study was to investigate poor speaking skills among students of Adobewora Community Senior High School. The main concern was to identify factors causing students' poor speaking skills and to identify appropriate teaching methods as well as teaching and learning materials (TLMs) used in teaching speaking skills in English. Mixed research approach and a descriptive survey design was employed to gather data on students' poor speaking skills in English. The target population comprised two hundred and sixteen (216) students and four (4) teachers of English. The sample size comprised one (1) randomly and two (2) purposively selected classes, comprising 87 students; and four (4) teachers of English. Data were collected using questionnaires, interview guide, and observation. The analysed data were presented descriptively using tables and simple percentages. The study found that Lack of Confidence, Shyness, Mother tongue influence, Lack of Motivation, Peer Influence, Anxiety, and lack of appropriate vocabularies were the main factors causing students' poor English language speaking ability. The researcher recommended that students should be exposed to contexts where they can develop self confidence in themselves.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

English language has been described as the global language due to its wide coverage, (Graddol, 1997). Millions of people all over the world speak English since a working knowledge of English is required in certain fields, professions and occupations. In Ghana, many languages and dialects are spoken. However, in view of the linguistic, social and cultural differences, and due to the country's colonial past, English has been adopted as Ghana's official language. Unfortunately, many students in Senior High Schools where English is the medium of instruction, find it very difficult to speak the language. There is therefore, the need to find out factors that have contributed to this poor state of affairs. In this chapter, the following issues are discussed: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation, and organization of the study.

1.1 Background to the Study

Language is very important in the daily lives of people since it is the means by which people communicate. In the school curriculum, English language performs a very vital role in the learning process in terms of the learners' proficiency in all the four language skills. For instance, it is the language of instruction in the Ghanaian education system in all the subject areas except Ghanaian Languages and foreign languages (FLs) such as French and Arabic. In Ghana today, English language is a Lingua Franca for communication, business, governance, and all aspect of our lives. Economic and technological factors have to a great extent played their part in keeping

English at the centre of communication. English language has four main language skills which develop in order; listening, speaking, reading and lastly writing. Following this order, it is apparent that reading and writing greatly depend on listening and speaking skills as it will enable the learner to write and read what he or she understands and speaks. Second language acquisition refers to the process of learning a second language (L2) after the first language. It becomes one's mother tongue if it takes place where the target language is used. Gass & Selinker (2001) claim that this process of learning a L2 can sometimes occur in a classroom context or sometimes not.

Speaking, therefore, as a skill is defined as the oral mode or the productive skill which is more complicated and which involves more than just pronouncing words (Iqbal, 2012). While speaking, people get involved in three major kinds of speaking situations and these are: interactive (discussion and dialogues), partially interactive (lecture) and non-interactive (sermons and speeches) speaking situations. Interactive speaking situations include face-to-face conversation and telephone calls, in which we are alternately listening and speaking. In this situation, one has a chance to ask for clarification, repetition or slower speech from our conversation partner. On the other hand, partially interactive situations involve giving a speech to a live audience, where the conversation is that the audience does not interrupt the speech. The speaker can nevertheless see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

In the acquisition of a second language, speaking is a vital skill to master. In spite of that, Baker and Westrup (2003) contend that, in many countries, because speaking skills are not assessed teachers usually disregard the skill and focus on other areas of

language learning features such as grammar or vocabulary. That was especially true in the case of English Education in Vietnamese high schools. However, in numerous colleges, students' ability to speak in English is appreciated and has become a criterion in evaluating linguistic performance.

Mistakes, therefore, should be welcome (Iqbal, 2012) in communicative language teaching and in speaking activities like imitating, answering verbal cues and interactive conversation. Oral presentation of content should be practical and functional in real life. Appropriate feedback should also be provided, but one should not interrupt the communication process as this will discourage further verbal communication. In addition, both fluency and accuracy in the use of English should be addressed and strategies like asking for clarification, paraphrasing, use of gestures, and initiation of talk using words like; hey, so and by the way should be encouraged. Thus, listening and speaking skills need a lot of emphasis in the learning process since these skills form a strong foundation in the teaching of English. Therefore, the current study aims at investigating the poor English language speaking skills among students of Adobewora Community Senior High School.

1.2 Statement of the Problem

Language learners sometimes evaluate their success in learning the target language based on how well they have improved in their spoken ability. The most difficult skill language learners face in learning is speaking skill. Efrizal (2012) posits that speaking is of great significance for human interaction where information is shared everywhere and every day. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do same. However, in some cases teachers use local language to communicate with students even in

classrooms interaction in some of our Senior High Schools (SHS).

Richards and Rodgers (2001) contend that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. According to Ur (2000), of all the four language skills -listening, speaking, reading, and writing- speaking is the most important one that is very necessary for effective communication. However, not all language learners after many years of studying a particular language such as English can communicate fluently and accurately because they lack the necessary skills. Many students contend that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006).

Harmer (2007) is of the view that human communication is a complex process. People need communication when they want to interact and transmit information. Communication can effectively take place through speaking. Speakers use communication when they want to inform others about something. Speakers apply language according to their own goals. So, speakers should be both listeners and speakers at the same time for communication to be effective (Leong & Ahmadi, 2017).

Based on the above postulations, it can be synthesized that speaking is the process of sharing with other people, one's knowledge, interests, attitudes, opinions or ideas (Nurlita, 2018). Delivery of ideas, opinions, or feelings are very important aspects of the process of speaking in which a speaker's idea becomes real to him and his listeners.

In Ghana, English Language is not only the lingua franca but it is the medium of instruction in our schools from Upper Primary to University; and it is taught as a subject at all levels of our education. Many students still find speaking English a difficult task; especially students in Senior High Schools. The challenge of English language speaking is leading to poor performance in English language examinations and in other subjects that require English proficiency at the final exams. Many Senior High School students find it difficult to express themselves in English and in most cases, they lack the basic vocabularies to communicate with.

Adobewora Community SHS (ADOSS) is one of such schools where students find it almost impossible to communicate using English Language. Most of the students either speak the local language (Twi) or combine English language (L2) with the local language (L1), or transliterate L1 to L2. The few who can use the language also lack confidence to speak freely and therefore, shy away or make mistakes in their speech.

In view of the above, proper attention needs to be given to factors that hinder speaking skills in English speaking among students at the Senior High School level. This study, therefore, seeks to investigate the poor English language speaking skills among students of Adobewora Community Senior High School in the Atwima Mponua District of the Ashanti Region.

1.3 Purpose of the Study

The purpose of the study was to investigate poor English language speaking skills among students of Adobewora Community SHS. As a result, the study sought to identify the main factors causing students of Adobewora Community SHS poor English speaking ability; it was to discuss the teaching methods used in teaching speaking skills in English to students of Adobewora Community SHS; and finally to

ascertain the effects of poor English language speaking on the academic performance of the students of Adobewora Community SHS.

1.4 Research Objectives

The specific objectives that guide this study are to:

1. Identify the main factors causing students of Adobewora Community SHS poor English speaking ability.
2. Examine the teaching methods, as well as teaching and learning materials that are used in teaching speaking skills in English to students of Adobewora Community SHS.

1.5 Research Questions

1. What are the main factors causing students' poor English Speaking ability at Adobewora Community SHS?
2. What teaching methods, as well as teaching and learning materials should teachers use in teaching speaking skills in Adobewora Community SHS?

1.6 Significance of the Study

The findings of the study will provide Policy Makers, Heads of Schools, Heads of Department of English, teachers of English, and students with insights on some of the factors that account for the poor English language speaking skills of learners and the challenges they face in the process of learning to speak English and help them accordingly. In addition, it will help teachers to improve their teaching methodology with a view of bringing up students who are able to speak good English. This can be achieved through involving them in tasks like brainstorming, discussions, role play, and debates. These activities will encourage students to speak English.

Moreover, the findings will help Policy Makers, Head of Schools to appreciate the importance of students acquiring speaking proficiency in English. This will make them invest in speaking skills by providing teachers and students with enough and varied teaching and learning materials (TLMs) to ensure that teaching and learning of English speaking takes place effectively. Besides, students will recognize that English is a very important subject. This will make them cultivate a positive attitude towards speaking in English thus improving their speaking skills. The findings of this study will be a significant reference material for educators and researchers who would like to do any work speaking skills.

1.7 Delimitation

The present research is delimited to only Adobewora Community Senior High School in the Atwima Mponua District of the Ashanti Region. The research focuses attention on investigating poor English Language speaking skills among Students of Adobewora Community Senior High School and not any other language skills. Moreover, because of the nature of the study, only teachers of English Language and form three students were sampled. The sample size for the study encompassed a total of seventy-six (76) form three students and four (4) teachers of English, totalling eighty (80) participants. The study was carried in Adobewora Community SHS because the researcher works there, hence data collection would be easier.

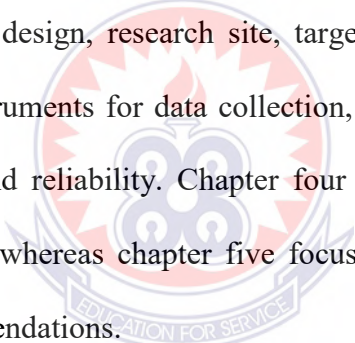
1.8 Limitation of the Study

Studying the entire student population would have given a better picture of the situation, however, this was impossible due to preparation of students for the West Africa Senior Secondary Certificate Examination (WASSCE), cooperation from students and school authorities as well as time frame for the completion of this study.

The problems associated with the COVID-19 also had a debilitating effect on the study due to closure of all educational institutions for more than three months. However, the researcher managed to collect the data immediately school was resumed for form three students.

1.9 Organisation of the Study

Chapter one focuses on introduction which encompasses; background to the study, statement of the problem, the research objectives, research questions, purpose of the study, significance of the study, limitations of the study, delimitation, and organisation of the study. Chapter two deals with the theoretical framework, major concepts, and review of related literature. Chapter three explains the methodology which include; research design, research site, target population, sampling size and sampling technique, instruments for data collection, ethical issues, data analysis and presentation, validity, and reliability. Chapter four deals with the presentation and discussions of findings; whereas chapter five focuses on the summary of findings, conclusions and recommendations.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with rays extending outwards. Below the sunburst, there are three stylized human figures holding hands, symbolizing unity and service. The entire emblem is encircled by a banner that reads "EDUCATION FOR SERVICE".

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to the present study. The theory adopted and its implication to the current study under investigation. The chapter also examines the major concepts affecting poor speaking skill; and also reviews literature in relation to this study and the finally the summary of the chapter.

2.1 Theoretical Framework

Acquisition, Monitor and Affective Filter model of Krashen's (1985) theory of Second Language Learning and Acquisition informed the study. In this theory, Krashen argues that language acquisition requires neither extensive use of conscious grammatical rule nor tedious drill. However, it requires meaningful interaction in the target language in which speakers are concerned with the messages they are conveying and understand rather than the form of their utterances.

Krashen therefore suggests that the best methods to be used in order to acquire a language are those that supply "comprehensible input" in low anxiety situations and those that contain messages that students really want to hear. Comprehensible input is the language input that can be understood by listeners despite them not understanding all the words and structures in the language. It is described as one level above that of the learners if it can only be understood.

Krashen (1985) further points out that, these methods should not force early production in the L2, but to allow students to produce when they are "ready", recognizing that improvement comes from supplying communicative and comprehensible input, and not forcing and correcting production. In this theory,

emphasis is laid on silent period in the production of language. It also focuses on exposure to input instead of grammar practice and on emotional preparedness (anxiety) for acquisition to take place. Krashen in this approach regards “communication” as the main function of language – that is “communicative abilities”. In that respect, superiority of “meaning” is given prominence. Krashen (1985), further points out that acquisition can take place only when people comprehend messages in the target language. Also, the messages need to be organized and interpreted correctly.

Krashen developed five hypotheses from his theory; acquisition, input, monitor, affective filter, and natural order hypotheses. Four hypotheses: The Acquisition, Monitor, Input, and Affective Filter hypotheses informed the present study. With the acquisition, Krashen argues that there are two independent systems of second language performance: ‘the acquired system’ and ‘the learned system’. The acquired system or acquisition is the product of a subconscious process similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language – natural communication where speakers focus on the communicative performance not on the form of their words. According to Krashen, we speak as a result of what we have learnt thus, the implication here is that learners ought to acquire a lot in order to achieve fluency in spoken English.

The Monitor hypothesis explains the relationship between acquisition and learning, and explains the effect of the latter on the former. The monitoring function is the practical result of the learned grammar. The ‘monitor’ acts in a planning, editing and correcting function when three specific conditions are met: that is – the second language learner has enough time to focus on form and think about correctness, in

addition to knowing the rules. Krashen also suggests that there are individual differences among language learners regarding the 'monitor' use. He differentiates between those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' in an appropriate way (optimal users). Evaluating a person's psychological profile can help determine to which group they belong. Lack of self-confidence is usually related to the over-use of the 'monitor'. The monitor should, therefore, be prudently used in the process of gaining communicative competence.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. He points out that people acquire language best by understanding input that is a little beyond their current level of competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. 'Comprehensible Input' is defined as the level of target language, that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, and rewording of unclear parts.

Therefore, the more learners practice to speak English, the higher the chances of them becoming fluent. This implies that learners should be given enough opportunities and contexts to communicate verbally as this would help them improve on their verbal communication. In the affective filter hypothesis, Krashen argues that the learner's emotional state can be compared to a filter that can be regulated to freely allow or deter input necessary for acquisition to take place. That is to say, input must be achieved in low-anxiety context because acquirers with a low affective filter receive

more input and interact with confidence. The author further postulates that this filter is “affective” because there are some variables which regulate its strength. These variables include motivation, self-confidence, and anxiety that act as “mental blocks” to prevent input from reaching acquisition level. Krashen further argues that humans have an innate ability that enables them to use what they have learnt about the rules of a language in self-correcting their language output. Variables such as motivation, self-confidence, anxiety, mother tongue, and peer influence can greatly affect acquisition as they depend on the present condition of the student.

The current study is guided by this theory (Krashen’s theory of Second Language Learning and Acquisition) in relation to poor speaking skills in English. For instance, as students try to use English in communication and expressing themselves, filtering may occur because of anxiety, poor self-esteem or low motivation. Therefore, learners with a low affective filter will not only become effective acquirers of comprehensive input but also increase the amount of that input because they are likely to interact with other learners unembarrassed by making mistakes. Secondly, when speaking to learners, this ought to be done based on the communicative ability of the learners and should allow for a silent period, free from close monitoring and correction. Thirdly, the more the comprehensible input, the greater the speaking proficiency, while lack of it impedes language acquisition process, hence causing poor speaking.

Lastly, teaching methods work according to the extent that they make use of comprehensible input. That is, students learn best when they get involved in the learning process using the appropriate methods of teaching and with the right teaching and learning materials. For example, communicative language teaching (CLT) as a strategy is successful because it provides comprehensible input to learners.

2.2 Major Concepts of Poor Speaking

This section focuses attention on the factors affecting poor speaking which include; lack of motivation, anxiety, lack of self-confidence, and influence of mother tongue. It also looks at method of teaching speaking skills as well as teaching and learning aids used in teaching speaking skills.

2.2.1 Lack of Motivation

Motivation has been the main concern of researchers for many years because of its significant role in language learning. Robbins and Judge (2015) viewed motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. In other words, motivation is an urge which supports learners to learn or perform a task. To Pritchard and Ashwood (2008) motivation is when one is interested in realising some anticipated targets. In other words, it is having the motive, the aim, and the support to perform something or to change ones existing abilities. Harmer (2000) is also of the view that people succeed because they have an inner urge which encourage them to perform things successfully. Harmer (2007) further believes that the desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act.

Emotions influence our motivation to learn and vice versa. Being motivated to study the language provides better attitudes and feelings towards learning to perform activities and to learn the language. Many researchers consider motivation as a support to achieve a goal. Others such as Gorman (2004) consider motivation as a support to change existing behaviour to another. They claim that motivation is concerned with goal-directed behaviour, what it is that pushes one towards certain forms of behaviour and not others.

Motivation is a kind of impulses that move people to achieve certain expected goals, these urges and motives may come from the love and the enjoyment of what one does. For instance, in consonance with the affective filter hypothesis, students who speak English because they love it are much motivated than others who obliged to speak it; as a result, those motivated students are likely to succeed in their learning.

i. Intrinsic Motivation

Intrinsic motivation consists of those needs, wants, desire, etc which exist within the individual. Motivation is intrinsic when the learner can have satisfaction with what he is doing and is strongly encouraged to stick to it for personal satisfaction and self-fulfilment. This involves the internal motivation to do something for its own sake that is an end in itself (Amissah, Frimpong & Sam-Tagoe, 2009). Amissah, Frimpong and Sam-Tagoe (2009) further indicate that intrinsic motivation is demonstrated when an individual engages in an activity voluntarily and persevere in that activity for a considerable length of time without any instruction or external pressure to do so.

Harmer (2008) contend that a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better. Harmer (2007) further said that intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure. Additionally, Dorney (2011) states that, intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. People who are intrinsically motivated enjoy learning that gives them the chance to improve and succeed. Therefore, if the learners of the English language are intrinsically motivated, they will speak comfortably and confidently, thereby improving their speaking ability.

ii. Extrinsic Motivation

This is the type of motivation that is concerned with techniques that have artificial connection with learning. Amissah, Frimpong and Sam-Tagoe (2009) posit that extrinsic motivation is seen in the learner that studies hard because of the reward of attaining higher position in public service and good salary or in order to attain esteemed career later in life and it pulls the individual towards a goal. Jordan, Carlile, and Stack (2008) claimed that extrinsic motivators are factors that are external to the individuals that motivate them to respond. Dorney (2011) states that extrinsic motivation refers to doing something because it leads to a separable outcome; it means that extrinsic motivation is an external process in which learners perform tasks because they are anticipating an outward result. In view of this, if the learners have in mind something to achieve with the language, he will be motivated to study well.

2.2.2 Anxiety

Hornby (2010) defined anxiety as the state of feeling nervous or worried that something bad is going happen. It is a feeling of being afraid to do something that can cause negative effect in speaking. Most people experience anxiety in work, in education, and in any life situations. In particular, anxiety is widespread among learners of foreign languages; negative feelings of apprehension, learners experience during exams, presentation, and public speech make them waste their energy and lose their concentration when performing tasks.

Gardner and MacIntyre (1993) believe that anxiety is the specific negative reaction experienced in a particular second language learning contexts when learners are expected to perform in the second language. In addition, worrying about being wrong,

stupid or incomprehensible greatly affect learners in speaking performance (Brown, 2001).

The fear of speaking English is inevitable among some learners who have some personality constructs such as anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Students are very careful to making errors in whatever they say. In their opinion, errors show a kind unawareness which can hinder them to speak English in front of other people.

Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity therefore contributing to poor speaking ability among such students.

2.2.3 Lack of Self-Confidence

Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions (Özbey, 2004). McIntyre (2004) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a second language. Speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations (Longman Dictionary of Contemporary English). Thus, in order to be speak well in a foreign language, self-confidence is one of the major tools that would help remove any obstacles for effect communication.

Akagunduz (2006) divides self-confidence into two sub-categories as intrinsic self-confidence and extrinsic self-confidence. He indicates that, intrinsic self-confidence is the thoughts and emotions about individuals“ being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the elements of intrinsic self-confidence. Extrinsic self-confidence is also the behaviour and attitude towards others. The constructing elements of extrinsic self-confidence are communication and controlling the emotions.

Al Nakhalah (2016) contend that students“ lack of confidence usually occurs when they realise 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 the talking showing that the students lack confidence to communicate. This is supported by Nunan (1999) who is of the view that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students“ confidence is an important part of Teaching English as a Second Language.

i. Causes of Lack of Self-Confidence

He and Chen (2010) believe that the main cause of students“ lack of confidence is their low ability in speaking English. They add that, many students think that their English is bad and feel that they cannot speak English well. The other cause of students“ lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not encourage students to speak in English as it is the case in many of our Senior High Schools. As a result, many students are not motivated to speak because they are not challenged in any way to practice the speaking of the language.

iii. Suggested Solutions to Overcome Lack of Confidence

To overcome students' lack of confidence, Ye Htwe (2007) identified some strategies to build students' confidence. He says that maximizing students' exposure to English is a good way to build their confidence. In similar vein, Kubo (2009) adds that teachers can provide regular opportunities to practice proper pronunciation, and to converse freely to build students' confidence to speak English. In effect, students will experience a greater sense of ability to speak English confidently. Teachers should therefore, create an enabling environment in which learners are encouraged to interact in English and to be extrinsically motivated when they do well.

2.2.4 Influence of Mother Tongue

It cannot be denied that mother tongue has impact and influence on the learning of second language. This concept, has however, been very much debatable among researchers and linguists for many decades. The impact of mother tongue on second language can be observed from pronunciation to even grammar and most importantly, vocabularies of the target language. Mackay (1967) is of the view that lack of accuracy and language skill is also a result of the mother tongue or the native language.

In our part of the world, learners learn English Language as a second language after the acquisition of their various mother tongues. Oyinloye (2002) noted that these learners normally become deep in their mother tongues before attending school where they are compelled to learn English because of the roles it would play in their lives. Hence, most of these learners find it more convenient to use their mother tongue more often than the English language even in the school environment. The resultant effect

of this is that some students become deficient in oral communication when it comes to the issue of speech work in English Language (Oyinloye, 2002).

2.2.5 Method of Teaching

Using the most effective methods and strategies in teaching English speaking skills makes the students attentive while interacting in the classroom. The teacher's instruction of speaking skills is supposed to enhance the students' communicative competence (Al Sobhi & Preece, 2018). The researchers further indicated that the aim can successfully be achieved through the implementation of some recent teaching methods such as Communicative Language Teaching (CLT), which enhances the students' ability to communicate in the target language. In CLT, classes are learner-centred, that is, students are active learners, and the teacher plays many roles in the classroom in order to develop the students' speaking skills. He is not only information provider, but also a facilitator, an organiser and a guide.

Larsen-Freeman (2000) also contends that CLT is affirmed to be the most used and well-known approach to help students communicate effectively. It is an approach with many distinctive characteristics. Richards and Rogers (2001) argued that one of these distinctive attributes is that the teaching process is learner-centred and experience-based. Moreover, Richards (2006) asserted that CLT has several unique features, such as making genuine communication the target of learning English as well as giving students opportunities to reflect upon their experiences and what they know. Through CLT, students enhance fluency and accuracy, use the four skills interchangeably since they exist together in the real world, and generate and discover grammatical rules. CLT deals with learning the English language as an ongoing process that focuses on learning from trial-and-error practices that result in facilitating the learning process

(Richards, 2006). There are many advantages to involving students in pair and group work activities (Richards, 2006). One of the advantages is that students learn the target language through listening to other members in group activities. Students learn more vocabulary items and grammatical patterns and enjoy increased motivation levels in group or pair work activities rather than in a teacher-centred classroom (Richards, 2006).

Discussion is a very important skill by which teachers can help learners in speaking class. Gołębiowska (1987) asserts that in discussions, learners are presented with a problem and have to express their own opinions about it. Students also retain their personalities and views and their task is to come to an agreement considering an issue introduced by the teacher.

Learners need a lot of practice to learn to speak. Learners can also improve their speaking skills through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011). Learners should therefore be exposed to situations where they can use language in context (Gecaga, 1986). In this context, learners should be encouraged to express themselves orally, for example, in class discussions and be provided with opportunities for role-play, drama and debates. Gecaga (1986) goes on claiming that, if students are well exposed in their learning, minimal guidance is needed because they are able to gain more vocabulary and build in their use of language.

Mang'eni (2010) posits that, learning should take place by doing in order to produce the best results. Therefore, practical methods like group activities, inquiry, discovery

and discussions should be very much emphasized by educators. The author further contends that, learners should be encouraged to express themselves orally in class discussion and where possible and be provided with radios, televisions (TVs) and videos because they promote students' oral skills, aural skills and appeal to their senses. Moreover, the teacher of English too should continue perfecting their own spoken English so as to serve as a role model for students to emulate. Kaye and Rogers (1968) support this argument by claiming that group work when managed well can lead to increased prospects for learners to speak English. This small group setting provides favourable context for the learners to use language freely from the teacher's domination. In this respect, classroom teachers should only be facilitators and enablers but not providers of knowledge. Besides, repetition and imitation be employed in the learning of speaking skills (Mang'eni, 2010).

Margret (2010) conducted a study on linguistic strategies teachers of English use to teach language oral skills. The study findings revealed that teachers taught using various strategies for learners to develop their English oral proficiency skills like dialogue, group and pair discussions and storytelling. According to Gredler (1997), classroom and social contexts are very important for language learning to take place. As a result, teachers should help the learners to learn by themselves by exposing them to contexts rich in English input instead of expecting learners to acquire new vocabulary naturally in an L2 just as children when acquiring their first language (Krashen & Terrel, 1988). This implies that, for a learner to competently speak in English, first, this learner should understand the meaning of the new vocabulary learnt in the second language and then use these new words within a given context hence successful language acquisition and learning. The present study thus seeks to establish

if teachers employ teaching methods that could motivate students to communicate fluently in English and if not, suggest the necessary recommendations.

2.2.6 The use of Teaching and Learning Materials in Teaching Speaking Skills

Traditionally, the textbook has determined “the major part of the classroom teaching and the students’ out-of-class learning” (Rivers, 1981, p. 475). For a long time, teachers have gladly accepted the textbook as a reliable and convenient source to draw from when thinking about structure, content, and methodology in language teaching (McGrath, 2002, pp. 10–11). In many contexts, textbooks are still regarded as an efficient and cost-effective basis for language teaching and learning, providing teachers with rationales for classroom practice, content, and activities.

However, in today’s technologically advanced society, language resources have become part and parcel for effective classroom interaction to take place. Teaching and learning aids, thus ought to be varied over time to cater for varying teaching and learning contexts and learners’ needs. Research has shown, students who have exposure to variety of teaching materials like charts, tape recorder, radio, television programmes and pictures develop their speaking proficiency easily than those least exposed to teaching and learning aids. Onyejemezi (1998) learning becomes effective when learners are wholly involved in the instructional process through the use of variety of materials because they stimulate and motivate the teaching and learning process and provide learners with the opportunity to observe, touch, manipulate things and interact freely. Onyejemezi (1998) further adds that when instructional materials are properly used, in good supply, rich in variety and range, they emphasize the spoken message, capture students’ attention and enable them to freely interact in the physical and social environments.

For any instructional process to be accomplished, teaching and learning aids need to be adequate and properly utilized. According to Ibe-Bassey (1991), an instructional material serves as a tool of communication. He further adds that utilization of these materials in teaching is the function of the teacher who should plan for their presentation in order to make the material meaningful during lesson presentation. The author, however, regrets that the instructional materials in teaching are in most cases few in many schools and or sometimes totally lacking, thus rendering teachers' efforts unproductive (Ibe-Bassey, 1991). This brings us to the point of concern of the current study which was whether teaching and learning materials in teaching speaking skills are available and well utilized in schools for acquisition of speaking skills in English to be achieved.

2.3 Related Studies on Poor Speaking Skills

In this section, some studies relevant to poor speaking skills among students are reviewed. Tuan and Mai (2015) conducted a study in Vietnam to examine the factors affecting students' speaking performance. Their respondents were two hundred and three students and eleven teachers. Their findings were that students' speaking performance was affected by topical knowledge, listening ability, motivation to speak, confidence, teachers' feedback during speaking activities and the pressure to perform well.

Tanveer (2007) examined the factors caused by anxiety for learners in learning speaking ability and the impact of anxiety on target language communication. The results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The researcher emphasized that the high anxiety lowers the learners' speaking performance. Park and Lee (2005) investigated the

connection between second language learners' anxiety, self-confidence, and speaking performance. One hundred and thirty-two Korean learners participated in this research. The results obtained from this research showed that students' anxiety level had a negative relationship to their oral performance.

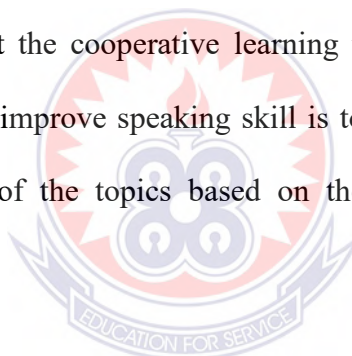
Lukitasari (2003) conducted a study in Indonesia on first semester students of Muhammadiyah University of Malang focusing on the students' strategies in overcoming speaking problems in speaking class. The results of her study revealed that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study further revealed that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

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 English language learners.

Dincer and Yesilyurt (2013) carried out a study towards teachers' beliefs on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. The researchers indicated that learners have

different opinions about the significance of speaking skills in English language and this difference is related with the learners' motivational orientations and their competent or incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their speaking skills was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks.

Urrutia and Vega (2010) demonstrated that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills. Prieto (2007) performed a study about the cooperative learning tasks. The findings of her study showed that one way to improve speaking skill is to interact with others, learn from others, and the choice of the topics based on the learners' interests in order to encourage them.

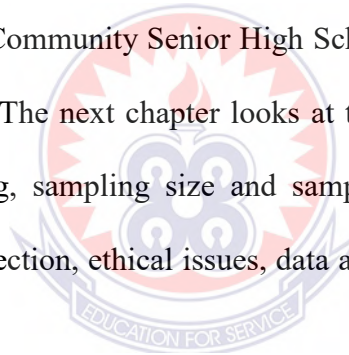


Bozorgian (2012) investigated the relationship between listening skill and the other language skills. The results revealed that there is a close correlation between listening comprehension and language proficiency. That is, the higher the listening score, the better the speaking score. Mekonge (2017) conducted a study in Kenya to examine factors affecting students' acquisition of speaking skills in English. The respondents were 137 students and 9 teachers from 5 public secondary schools in Turkana East District of Kenya. The study revealed that mother tongue influence affected students' English speaking skills due to lack of practice and enough exposure to English language through models and a variety of instructional resources. This made some students speak in vernacular especially when there was no close supervision by

teachers. Use of vernacular was also attributed to the fact that the surrounding environment where the schools under study were composed of indigenous population (Turkana) which promoted the use of mother tongue.

2.4. Conclusion

From the literature review, it is clear that speaking in English is a very important skill in people's life as it is the means by which communication takes place and that speaking skills in English is greatly affected by different factors. Therefore, a lot of emphasis needs to be put to ensure higher levels of proficiency are achieved among the learners in terms of communicative ability. It is however, important to note that no research has been conducted to investigate poor English Language speaking among students in Adodewora Community Senior High School. Therefore, this study will be a response to this need. The next chapter looks at the research design, research site, population and sampling, sampling size and sampling Technique, source of data, instruments for data collection, ethical issues, data analysis and presentation, validity, and reliability.



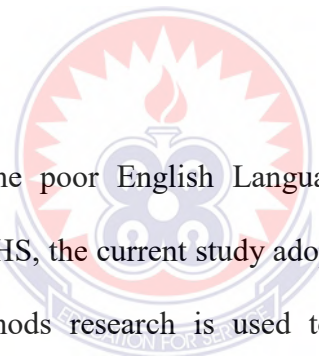
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of the study was to investigate the poor English Language speaking among students of Adobewora Community SHS. Therefore, this chapter describes how the study was conducted. It defines the choice of study approach and design that was used in undertaking the study. It covered issues such as research design, research site, target population, sample size and sampling technique, instruments for data collection, ethical issues, data collection procedure, data analysis and presentation, validity, reliability, and summary of chapter.

3.1 Research Approach



In order to investigate the poor English Language speaking among students of Adobewora Community SHS, the current study adopted a mixed method approach for the research. Mixed methods research is used to refer to a research study that integrates one or more qualitative and quantitative techniques for data collection and analysis (Creswell, 2003; Borkon, 2000). The mixed methods is useful in terms of triangulation where more than one research methods are used as well as complementary where the weakness of one research method is complemented by the strength of another (Denzin & Lincoln, 2000). Moreover, using more than one method can reduce some of the biases that might occur when only one method is used. Consequently, the findings would be more representative of participants' views.

According to Bryman (2008), it is beneficial to integrate the quantitative and qualitative methods in a single study. The author suggests that one should avoid

narrow ontological and epistemological views in methods of data gathering and analysis in a study for the sake of obtaining a more dependable finding. The rationale for employing the mixed method in the present study was to complement the quantitative data with the qualitative data of the respondents for in-depth understanding of the poor English Language speaking skills among the students in the study area. According to Bryman (2008), “By combining the two methodologies in a single study, the researcher’s claim for validity of his/her conclusions is enhanced; they can be shown to provide mutual confirmation” (p.131). More so, the researcher believes that a combination of both the qualitative and quantitative design avoids the shortcomings of using a single design by augmenting survey questionnaire with an interview and observation components to enhance the validity of the findings.

3.2 Research Design

According to Burns and Grove (2011), a research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. In the views of Kombo and Tromp (2006), a research design is the glue that holds all the elements in the research design as the scheme, outline or plan that is used to generate answers to the research problems. From these definitions, it is inferred that a research design is the outline that guides a researcher on the process of collecting, analysing, and interpreting data that are gathered in a study. In essence, a research design is the guiding plan for a research study in which the methods and procedures for the collection and analysis, and interpretation of information is specified. Therefore, a research design is the researcher’s overall strategy for answering research questions or testing research hypotheses.

In this research, the sequential explanatory mixed method design was used. This design requires the collection and analysis of quantitative (numeric) data in the first phase, and collection of qualitative data in the second phase to explain the quantitative results (Creswell, 2012). The rationale for the adoption of this research design is to use the quantitative data and their analysis provide some level of understanding of the research problem while the qualitative (text) data are collected and analysed second in sequence to help explain or elaborate on the quantitative results obtained in the first phase (Creswell, 2012). This helps to explore respondents' views in more depth. The researcher employed this design to give the opportunity to collect and analyse quantitative data first, and then collect and analyse qualitative data.

The choice of the sequential explanatory mixed design helped to achieve triangulation. Triangulation is the practice of employing several approaches and tools within the same research design (Sarantakos, 2005). Triangulation essentially means combining two or more views, approaches or methods in an investigation in order to get a more accurate picture of the phenomena. In this study, the use of the sequential explanatory mixed design afford the researcher to triangulate data by combining data drawn from different sources and at different times (Flick, 2008).

Despite these strengths of the sequential explanatory mixed design, the design has weaknesses. According to Andrew and Halcomb (2009), the sequential explanatory design requires sufficient time and resources for the collection and analysis of one data set before commencing the second data collection. Being aware of these challenges, the researcher considered the duration of the study, and it was assuring that the time was adequate for the study to be completed without delay.

3.3 Research Site

The study was conducted in Adobewora Community Senior High School. The school was selected for the study because of the poor speaking of English Language by the students and the poor performance in English Language in the West Africa Senior Secondary Certificate Examinations (WASSCE) results in the school. The school is situated within the village of Adobewora, located in the Atwima Mponua District of the Ashanti Region of Ghana. The main economic activities of the people are mainly farming and community-based mining popularly known as “Galamsey”. Children in this area start school late when they are too old to master the four basic language skills; listening, speaking, reading and writing. This is evidenced in students’ pronunciation when expressing themselves especially in classroom discussions and interactions despite going through the English language syllabus which emphasizes the teaching of speaking skills. Lastly, Adobewora Community SHS was an area of interest and concern as compared to other schools in the country. The choice of this setting is in line with Singleton (1993), who contends that, the ideal setting for any study is one that is directly related to the researcher’s interests.

3.4 Target Population

Population is described as the elements, objects or people of interest from which the individual participants for the measurement is taken (Cooper, 1998). It could also be defined as a group of individuals or people with the same characteristics and whom the researcher is interested (Kusi, 2012). The target population consisted of two hundred and sixteen (216) form three students and four teachers of English.

3.5. Sample size and Sampling Technique

Sample is a small proportion of the population selected for the study. It is the subject of the whole that is used to represent the entire population. Magnusson and Bergman (1999) opine that a sample is a group or sub-group selected from a large group and it is meant to be representative of the population. In this study, the researcher sampled eighty (80) participants which consisted of seventy-six students and four teachers of English. The sample distribution is shown on the table 3.1.

Table 3. 1 Sample Distribution

Class	Population	Sample Population
Arts 3		17
Home Economics		25
Visual Arts		34
Teachers		4
Total		80

Source: Field Survey (2020)

In order to obtain a sample for the study, stratified random sampling technique was first used in order to achieve desired representation from the various sub-groups in the population. It was also used to ensure that the existing sub-groups in the population were more or less reproduced in the sample (Mugenda & Mugenda, 1999). Four final year (Form 3) classes were used for the study. Out of these, three were used for the study while one was used to conduct a pilot study. Out of the four General Arts classes, one class was selected randomly (Arts 3); Home Economics and Visual Arts classes were selected purposively being the classes with only girls and only boys except two girls in the class respectively. The selected sample formed a representative sample of Adobewora Community Senior High School. In addition, all form three teachers of English were selected for the study since their number was only four (4).

3.6. Instruments for Data Collection

The researcher employed the use of questionnaires, and interviews as the main instruments to collect data for the study. However, observation by the researcher also played a significant role in collecting the data. Both structured and semi-structured questionnaires were administered to students, and unstructured interview was administered to teachers of English. Both Questionnaires interview guides were used to gather important information on the factors which affect poor English Language speaking ability, information on methods of teaching speaking skills, and the use of teaching and learning materials (TLMs) in teaching speaking skills. The instruments were first piloted in one Form three (3A1) class and one teacher of English to ensure validity and reliability of the instruments. Ambiguities in some of the questions and wrong ordering were corrected, and irrelevant questions were also removed.

3.6.1 Questionnaire

Mark (2001) viewed questionnaire as simply lists of pre-written questions and sometimes also includes scales. He stresses that; researchers typically include a variety of closed questions; rating scales; and „forced choice“ items in questionnaire. Another view is that a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Galfon, 1999). Questionnaire are mostly used to elicit written responses or data that cannot be observed such as attitudes, motivation and self-concepts (Selinger & Shohamy, 1989). Among other merits, a questionnaire is less expensive, can be administered in large numbers at the same time and elicits sensitive information where anonymity is assured. It also presents uniform and accurate data.

The questionnaire was chosen as one of the data collections instruments for this research because of the advantages mentioned above.

The questionnaire is structured into four (4) sections; A-D and features twenty-two items. The first section, A focuses on 2 items to solicit responses on gender and age of respondents. The responses obtained under this section were used to analyse and discussed under Demographic Characteristics of Respondents. The preceding section B focuses on seven (7) items to elicit responses on factors causing students' poor English language speaking skills. This section contributed in establishing the factors causing poor English speaking skills among students of ADOSS. The results were analysed and discussed under research question one. Section C focuses on six (6) question items to elicit respondents' views on method of teaching speaking skills. This section contributed in establishing the teaching methods used in teaching speaking skills in ADOSS. Section D focuses on seven (7) question items to look at teaching and learning materials used in teaching speaking skills. The results of section C and D were analysed and discussed under research question two. The four Likert-type scale ranged from "Strongly agree" (SA), "Agree" (A), "Strongly Disagree" (SD) to "Disagree" (D) was used. According to Ary, Jacobs, & Razavieh (2002), the Likert scale is one of the most widely used techniques to measure for descriptive survey studies.

3.6.2 Interview

Another instrument used by the researcher to collect data for this study is interview. Unstructured interview guide was used to collect data from teachers of English on poor English language speaking among students of Adobewora Community SHS. Kusi (2012) contend that unstructured interview can unearth detailed and relevant as

well as sensitive information through probing, because of the flexibility and freedom involved in its use. The responses from both teachers' interviews were recorded and transcribed into text for analysis.

3.6.3 Observation

Finally, the researcher also used unstructured observation to collect data for the study. Fianu (2002) contend that observation is a method which uses vision as its main means of collecting data from respondents. The instrument gives the researcher the opportunity to interact with participants in their natural settings, see things for themselves and determine the data to collect on them (Kusi, 2012). Data gathered from the observation were inculcated in the analysis and discussion of findings of the study.

3.7. Ethical Issues

The researcher sought permission from the headmaster of the school before conducting the study. He met the respondents and explained the objectives and the purpose of the study to them. He also assured them that the data provided by them was to be kept confidential to safeguard their privacy. The researcher also ensured that conclusions made based on the findings drawn from the data collected was not going to be used for any other purpose other than for the intended research purposes only.

3.8. Data Collection Protocols

The researcher prepared a total of one hundred (100) questionnaires to collect the data. An introductory letter from the Department of Applied Linguistics of the University of Education, Winneba was presented to the headmaster of Adobewora Community SHS. The headmaster granted the researcher the permission to conduct

this study. The researcher booked appointment with the headmaster and the staff involved. The researcher briefed the respondents on the purpose of the study together with issues of confidentiality and scheduled appointments with the respondents. On the day of administration of instruments, the researchers met the potential participants at their various classrooms and explained the rationale and the procedures of the study to them. They were duly informed that their participation was voluntary and they were free to abstain or even withdraw from the study if they felt uneasy. Upon receiving their consent, the researcher administered the questionnaire to the respondents to collect data. Direct delivery and retrieval system were used. This enabled the researcher to recover all the instruments from respondents. They filled and submitted all their questionnaires indicating a returning rate of 100%. However, eighty (80) questionnaires were used in data analysis, making room for late submission, missing questionnaires, unfilled questionnaires and discarded ones due to missing data.

3.9. Data Analysis and Presentation

This sub-section is devoted to the analysis of data gathered from the questionnaires administered to the research participants. The data received from the respondents were analysed with the help of statistical software program Statistical Package for the Social Sciences (SPSS, v20). Descriptive statistics were used in the analysis and the results were presented using frequency tables and percentages.

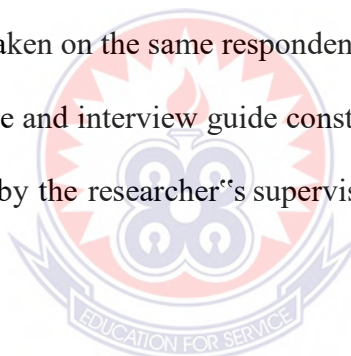
3.10 Validity

Mugenda and Mugenda (1999) define validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The study was interested in content validity. Content validity was used to assess whether the content of the questionnaires measured what they were supposed to measure. The

guidance of the researcher's supervisor was of great help concerning how relevant the content in the instruments was with regard to the objectives of the study. Lastly, piloting and testing the instruments helped limit the discrepancies that could have arose in the actual study. The researcher's supervisor's opinions and feedback from piloting in the form of recommendations to the researcher were all incorporated in the final instruments for validation.

3.11 Reliability

Reliability is defined as the measure of the degree to which a research instrument yields consistent results on data after repeated trials. Van Dalen (1966) describes a reliable research instrument as that which consistently yields the same results over repeated measurements taken on the same respondents under the same conditions. The items on the questionnaire and interview guide constructed and used by the researcher were carefully analyzed by the researcher's supervisor to ensure reliability, based on the number of items.



3.12 Conclusion

This chapter has presented the methodology employed by the researcher to undertake the study. These include the research design, research site, target population, sample size and sampling technique, instruments for data collection, ethical issues, data analysis and presentation, validity, and reliability. The next chapter deals with presentation of data and the discussion of the research findings.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

The aim of the study was to investigate poor English language speaking among students of Adobewora Community SHS. This chapter is dedicated to data analysis, findings of the research, and discussion. This study was conducted using questionnaires for both students and teachers of English with a total sample population of eighty (80). The results are presented on the basis of the research questions in tables and simple percentages. The following research questions guided the study;

1. What are the main factors causing students' poor English Speaking ability at Adobewora Community SHS?
2. What teaching methods, as well as teaching and learning materials should teachers use in teaching speaking skills in Adobewora Community SHS?

4.1 Demographic Characteristics of Respondents

The biographical data for this study included the gender, and age data gathered from a sample size of eighty (80) research participants. On gender, out of the 80 respondents who were sampled for the study; majority of 45 respondents representing 56.3% were males, while the remaining 35 representing 43.7% were females. The result depicts that both males and females were represented in the study even though it was males dominated.

On age, the data shows that 57 respondents representing 73.8% were within the age of 15 – 20; 17 of them representing 21.25% were within 21 – 30 years; while 4 of them representing 5% were also within 31 – 40 years. This shows that majority of the

respondents were within the age range of 15 – 20.

On qualification of teachers who took part in the study, all respondents had Bachelor's Degree. On rank of the respondents in the teaching profession, all respondents were in the rank of Principal Superintendent. Two respondents had been teaching English between 1 – 5 years while two had also been teaching English between 6 – 10 years.

4.2 Analysis of Data from Students and Teachers

Research Question 1

What are the main factors causing students' poor English Speaking ability at Adobewora Community SHS?

Research question one sought to identify the factors causing students' poor English Speaking ability at Adobewora Community SHS. Consistent with the aforementioned, it was imperative to gather participants' views on the factors causing students' poor English Speaking ability. The measurement scale adopted was a four-point Likert-scale questionnaire {Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)}. The results from the data analysis are presented in the Table 4.1.

Table 4. 1 Factors Causing Poor English Language Speaking

Factors causing Poor Speaking of English	Frequency and (Percentages %)				Total
	SA	A	SD	D	
Lack of appropriate vocabulary	39 (51.3)	18 (23.7)	9 (11.8)	10 (13.2)	76 (100)
Lack of motivation	34 (44.7)	29 (38.1)	5 (6.6)	8 (10.5)	76 (100)
Anxiety	32 (42.1)	27 (35.5)	9 (11.8)	8 (10.5)	76 (100)
Lack of Self-Confidence	36 (47.4)	32 (42.1)	3 (3.9)	5 (6.6)	76 (100)
Shyness	35 (46.1)	32 (42.1)	4 (3.9)	5 (7.9)	76 (100)
Mother Tongue	39 (51.3)	26 (34.2)	4 (5.3)	7 (9.2)	76 (100)
Peer Influence	32 (42.1)	29 (38.1)	5 (6.6)	10 (13.2)	76 (100)

Source: Filed Survey (2020)

Table 4.1 presents the viewpoints of students on the factors causing students' poor English Speaking ability in Adobewora Community SHS. On lack of appropriate vocabulary, 39 students representing 51.3% strongly agreed, 18 students representing 23.7% agreed, while 9 students representing 11.8% strongly disagreed and 10 students representing 13.3% also disagreed. This shows that lack of appropriate vocabulary is one of the factors of poor speaking skills among students of Adobewora Community SHS.

On lack of motivation, 34 students representing 44.7% strongly agreed, 29 students representing 38.1% agreed, while 5 students representing 6.6% strongly disagreed and 8 students representing 10.5% also disagreed. The result shows that lack of motivation is one of the factors that cause poor speaking skills among the student of Adobewora Community SHS. On anxiety, 32 students representing 42.1% strongly agreed, 27 students representing 35.5% agreed, while 9 students representing 11.8% strongly disagreed and 8 students representing 10.5% also disagreed. Again, the result shows that students' anxiety level affect their ability to speak second language.

On lack of confidence, 37 students representing 47.4% strongly agreed, 32 students representing 42.1% agreed, while 3 students representing 3.9% strongly disagreed and 5 students representing 6.6% also disagreed. These figures show that lack of confidence the major cause of poor speaking among students of Adobewora Community SHS. On shyness, 35 students representing 46.1% strongly agreed, 32 students representing 32.1% agreed, while 4 respondents representing 3.9% strongly disagreed and 5 respondents representing 7.9% also disagreed. The result shows that shyness is the next major cause of poor speaking skills among students of Adobewora Community SHS.

On mother tongue influence, 39 respondents representing 51.3% strongly agreed, 26 respondents representing 34.3% agreed, while 4 respondents representing 5.3% strongly disagreed and 7 respondents representing 9.2% also disagreed. From the results, mother tongue influence is the third major cause of poor speaking among the students of Adobewora Community SHS.

Finally, on peer influence, 32 respondents representing 42.1% strongly agreed, 29 respondents representing 38.1% agreed; while, 5 respondents representing 6.6% strongly disagreed and 10 respondents representing 13.2% also disagreed. The figures show that peer influence is also a cause of poor speaking students of Adobewora Community SHS. It can be observed from the analysis that majority of the students 68 representing 89.5% agreed that lack of confidence influence students' speaking ability of English Language. Shyness followed closely with 67 students representing 88.2% also agreed that shyness is a major factor that cause students poor speaking of English language. The findings agree with McIntyre's (2004) assertion that self-confidence significantly contributes to the learner's willingness to communicate in a second language. Thus, in order to be speak well in a language, self-confidence is one of the major tools that would help remove any obstacles for effect communication. Nunan (1999) also points out that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of Teaching English as a Second Language.

From the table, mother tongue influence and lack of motivation also featured prominently as being major factors causing poor speaking with 65 representing 85.5% and 63 representing 82.8% respectively. This is in tandem with a research by

Oyinloye (2002) who noted that learners normally become deep in their mother tongues before attending school where they are compelled to learn English because of the roles it would play in their lives. Hence, most of these learners find it more convenient to use their mother tongue more often than the English language even in the school environment. The resultant effect of this is that some students become deficient in oral communication when it comes to the issue of speech work in English Language (Oyinloye, 2002).

Furthermore, 61 respondents representing 80.2% agreed that peer influence was a factor that causes poor speaking. while, 57 respondents representing 77.6%, and 57 respondents representing 75.0 also agreed that anxiety and lack of appropriate vocabularies were factors also factors causing poor speaking skills among learners. From the analysis, it could be concluded that all the factors identified above were factors causing poor speaking among students of Adobewora Community SHS. The findings are consistent with other research findings in poor speaking.

Urrutia and Vega (2010) in a study found out that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills. Park and Lee (2005) investigated the connection between second language learners' anxiety, self-confidence, and speaking performance. The results obtained from this research showed that students' anxiety level had a negative relationship to their oral performance. Mekonge (2017) conducted a study to examine factors affecting students' acquisition of speaking skills in English. The study revealed that mother tongue influence was a major factor that affected students' English speaking skills in Kenya.

Moreover, the results confirm Krashen's (1982) affective filter theory. Krashen argues that the learner's emotional state can be compared to a filter that can be regulated to freely allow or deter input necessary for acquisition to take place. That is to say, input must be achieved in low-anxiety context because acquirers with a low affective filter receive more input and interact with confidence. The author further postulates that this filter is "affective" because there are some variables which regulate its strength. These variables include motivation, self-confidence, and anxiety that act as "mental blocks" to prevent input from reaching acquisition level. Krashen further argues that humans have innate ability that enables them to use what they have learnt about the rules of a language in self-correcting their language output. Variables such as motivation, self-confidence, anxiety, mother tongue, and peer influence can greatly affect acquisition as they depend on the present condition of the student.

Findings from the interview revealed that majority of the teachers were of the view that mother tongue influence and lack of confidence are the major causes followed by other factors such as lack motivation, shyness, and lack of appropriate vocabularies.

Some excerpts of the interview are transcribed below:

Teacher 1: *Well, I think it's the influence of L1 (mother tongue) because of the environment they live in. Some also feel shy to speak. In fact, they don't even show any confidence or effort to make attempt and be corrected. You know, they want to avoid mistakes. It's a worry!*

Teacher 3: *Hmm! The problem is that eer! They don't even have the vocabulary to speak with. We've been encouraging them to read more story books but ...Hm!. We've even introduced what we call "reading clinic" just to encourage them to read as well as foster group work among them, but still. In all these, I think our*

major problem is the influence of the mother tongue, Twi, as well as lack of confidence on their part.

The findings confirm the views of the students who revealed that the major cause was lack of confidence and mother tongue influence, followed by such factors as shyness, lack of appropriate vocabularies, lack of motivation among others.

Mother tongue as a factor causing poor speaking skills in English was also found to be a factor in Malaysian students (Cao, 2011). In a related study in done in Kenya by Muriungi and Mbui (2013) found that mother tongue hindered students from acquiring English language. The authors in the study emphasized that in order to acquire a second language successfully, the environment should be enabling in order to lessen difficulties that could hinder achievement of reasonable competence in the language.

Kaniu (2003) argues that if learners are allowed to use mother tongue in most of their interaction activities, then their opportunities to practice the use of English becomes limited. Apparently, it is clear from teachers' responses that English language was in strong competition with the mother especially, Twi language. Lack of confidence as another finding in this study agrees with findings from a study done in Malaysia that students lacked self-confidence when speaking in English (Souriyavongsa, Rany, Abidin & Mei, 2013). This implied that students were anxious when speaking in English with the fear of being corrected and embarrassed in public because of their mother tongue accent in English.

Research question 2**What teaching methods, as well as teaching and learning materials should teachers use in teaching speaking skills in Adobewora Community SHS?**

Research question two sought to examine teaching methods, as well as teaching and learning materials teachers use in teaching speaking skills in Adobewora Community SHS. Consistent with the aforementioned, it was imperative to gather participants' views on teaching methods used in teaching speaking skills. Once again, the measurement scale adopted was a four-point Likert-scale questionnaire {Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D)} The results from the data analysis are presented in the table 4.2.

Table 4. 2 Method of Teaching Speaking Skills

The following methods are used in teaching Speaking skills in this school	Frequency and Percentages (%)				Total
	SA	A	SD	D	
Role Play	5 (6.6)	15 (19.7)	46 (60.5)	10 (13.2)	76 (100)
Group Discussion	21 (27.6)	15 (19.7)	10 (13.2)	30 (39.5)	76 (100)
Dialogue	13 (17.1)	16 (21.1)	29 (38.2)	18 (23.6)	76 (100)
Class Debate	11 (14.5)	23 (30.3)	9 (11.8)	33 (43.4)	76 (100)
Story-telling	13 (17.1)	21 (27.6)	26 (34.2)	16 (21.1)	76 (100)

Source: Filed Survey (2020)

Table 4.2 presents the viewpoints of students on the method of teaching used in teaching speaking skills in Adobewora Community SHS. On the use of role-play in teaching speaking skills, 5 respondents representing 6.6 % strongly agreed, 15 respondents representing 19.7% agreed; while 46 representing 60.5% strongly disagreed, and 10 respondents representing 13.2% disagreed. The result show that majority of the respondents disagreed that role play was used in teaching speaking

skills in the school. On group discussion, 21 respondents representing 27.6% strongly agreed, 15 respondents representing 19.7% agreed; while 10 respondents representing 13.2% strongly disagreed, and 30 respondents representing 39.5% disagreed. The results show that majority of the students are not engaged in group discussion therefore, affecting their ability to communicate among their peers. On dialogue, 13 respondents representing 17.1% strongly agreed, 16 respondents representing 21.1% agreed; while 29 respondents representing 38.2% strongly disagreed, and 18 respondents representing 23.6% also disagreed. The results indicate that dialogue as a method teaching speaking skills is very minimal in the school. On debate, 11 respondents representing 14.5% strongly agreed, 23 respondents representing 30.3% agreed; while 9 respondents representing 11.8% strongly disagreed, and 33 respondents representing 43.4% also disagreed. The results show that majority of 41 respondents representing 73.7% disagreed that classroom debate was being used in teaching speaking skills. On story-telling, 13 respondents representing 17.1% strongly agreed, 21 respondents representing 27.6% agreed; while 26 respondents representing 34.2% strongly disagreed, and 16 respondents representing 21.1% disagreed. The results show that a majority of 42 respondents representing 55.3% disagreed that story-telling was being used in teaching speaking skills.

The result suggest that students are not exposed to modern teaching methods such as Communicative Language Teaching (CLT), which is embedded in it all the methods examined above and it enhances the students' ability to communicate in the target language. However, the results contradict with the observation made by the researcher as some teachers were seen applying some elements of CLT such as dialogue, and class debate.

In CLT, classes are learner-centred, that is, students are active learners, and the teacher plays many roles in the classroom in order to develop the students' speaking skills (Al Sobhi & Preece, 2018). They add that the teacher is not only information provider, but also a facilitator, an organiser and a guide. Richards (2006) asserted that CLT has several unique features, such as making genuine communication the target of learning English as well as giving students opportunities to reflect upon their experiences and what they know.

Richards (2006) revealed that there are many advantages to involving students in pair and group work activities. One of the advantages is that students learn the target language through listening to other members in group activities. Students learn more vocabulary items and grammatical patterns and enjoy increased motivation levels in group or pair work activities rather than in a teacher-centred classroom (Richards, 2006). Gołębiowska (1987) also asserts that in discussions, learners are presented with a problem and have to express their own opinions about it. Students also retain their personalities and views and their task is to come to an agreement considering an issue introduced by the teacher. Mang'eni (2010) posits that, learning should take place by doing in order to produce the best results. Therefore, practical methods like group activities, inquiry, discovery and discussions should be very much emphasized by educators.

Teachers' response to the interview on the question of what teaching methods they employ in the teaching of speaking skills, majority of them observed that communicative language teaching with its elements such as group discussion, debate, role-play, among others is the most appropriate but due to time constraints they are unable to practice it to the letter. Some of the views expressed are as follows:

Teacher 4: *To be honest with you, the most appropriate method is the communicative approach and that is what I use. You know this method is learner-centred! My only problem is that the time per period is not enough and beside that we are expected to cover so many things before they sit for the WASSCE. You agree with me that this would put unnecessary pressure on us.*

Teacher 3: *Ok, I use group discussion, dialogue and story-telling; I even create debate among them so that they can argue their views on a subject matter. But you see the problem is that, anytime you do something like this, only a few students participate. You find the rest quietly sitting down, no matter how hard you push. Look, someone will raise the hand and say: “Sir, ma me nka Twi” to wit “Sir, let me speak Twi” (L1).*

Teacher 2: *Method of teaching! I wish I am able to implement communicative language teaching to the letter. This method entails all activities that get the students to become active participants in the learning process. However, in this school if you want to implement it as it supposed to, they would even go and tell the headmaster that you don't teach them anything. It's just because they can't cope with it. It's not easy ooo, my brother.*

Teacher 1: *I like giving them topic to work on by way of project work, then they will do presentation when they are done. I also use dialogue, discussion, in short, I make my class learner-centred.*

When the researcher asked teachers why they preferred communicative language teaching; group discussions, role play, dialogue, debates and storytelling, the response was that the method enabled the learners to share information through conversation amongst themselves. This made all students to participate actively. In addition, it enabled the low achievers to learn from their fellow students, especially the academically-gifted. Moreover, teachers added that debates, role play and dialogue

enabled learners to use English language in context. Further enquiries as to why teachers do not use the method always in their teaching, they indicated that with the communicative approach they cannot complete the syllabus on time. Another justification for this was that, most of the learners found it difficult to ask or answer questions or participate in class, thus leaving the teacher to be in control of the learning process. Teachers' responses indicated that they were aware of the methods used to teach speaking skills in English. Gredler (1997) observed that classroom and social contexts are very important for language learning to take place. As a result, teachers should help the learners to learn by themselves by exposing them to contexts rich in English input instead of expecting learners to acquire new vocabulary naturally in a second language just as children when acquiring their first language (Krashen & Terrel, 1988). This implies that, for a learner to competently speak in English, first, this learner should understand the meaning of the new vocabulary learnt in the second language and then use these new words within a given context hence successful language acquisition and learning.

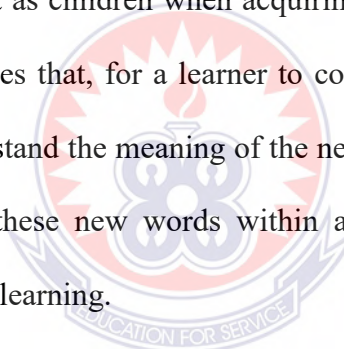


Table 4. 3 Teaching and Learning Materials that are used in Teaching Speaking Skills in the school

Teaching and Learning Materials used in Teaching Speaking Skills	Frequency and Percentages (%)				
	SA	A	SD	D	Total
Textbooks	47 (61.8)	21 (27.6)	4 (5.3)	4 (5.3)	76 (100)
Radio	5 (6.6)	7 (9.2)	52 (68.4)	12 (15.8)	76 (100)
Computer	18 (23.7)	16 (21.1)	32 (42.1)	10 (13.2)	76 (100)
Audio recorders	19 (25.0)	14 (18.5)	30 (39.5)	13 (17.1)	76 (100)
Wall Chart	22 (28.9)	18 (23.7)	24 (31.6)	12 (15.8)	76 (100)
Television (TV)	11 (14.5)	16 (21.1)	25 (32.9)	24 (31.6)	76 (100)
Language Laboratory	2 (2.6)	4 (5.3)	47 (61.8)	23 (30.3)	76 (100)

Source: Field Survey (2020)

Table 4.3 presents the viewpoints of students on the teaching and learning materials that are used in teaching Speaking skills in Adobewora Community SHS. When respondents were asked if textbooks are being used for teaching speaking skills, 47 respondents representing 61.8% strongly agreed, 21 respondents representing 27.6% agreed; while respondents who strongly disagreed and those who disagreed were 4 respondents representing 5.3% each. The results show that textbooks are used as a teaching aid in teaching speaking skills in the school.

As to whether radio was being used for teaching, 5 respondents representing 6.6% strongly agreed, 7 respondents representing 9.2% agreed; while 52 respondents representing 68.4% strongly disagreed, and 12 respondents representing 15.8%

disagreed. This shows that radio was not being used as a teaching aid in teaching speaking skills in Adobewora Community SHS. On whether computers are used in teaching speaking skills, 18 respondents representing 23.7% strongly agreed, 16 respondents representing 21.1% agreed; while 32 respondents representing 42.1% strongly disagreed and 10 respondents representing 13.2% also disagreed. The results completely show that computers were not being used in teaching speaking skills. The researcher's observation reveals that though there was computer laboratory in the school, the computers were not being used for any teaching activity apart from ICT as a subject.

On audio recorders, 19 respondents representing 25.0% strongly agreed, 14 respondents representing 18.5% agreed; while 30 respondents representing 39.5% strongly disagreed, and 13 respondents representing 17.1% also disagreed. The result reveal that audio recorders were not being used for teaching speaking skills in the school. Observation by the researcher also confirmed that. On wall charts, 22 respondents representing 28.9% strongly agreed, 18 respondents representing 23.7% agreed; while 24 respondents representing 31.6% strongly agreed, and 12 respondents representing 15.8% disagreed. The results show that though majority of respondents (40) agreed that wall charts were being used for teaching speaking, the whopping 36 respondents disagreed. Observation by the researcher revealed that wall charts were not adequate in supply, and classes did not have some at all.

On television (TV), 11 respondents representing 14.5% strongly agreed, 16 respondents representing 21.1% agreed; while 25 respondents representing 32.9% strongly disagreed, and 24 respondents representing 31.6% also disagreed. The results revealed that television was not being used for teaching speaking skills. Observation

by the researcher also indicated that the school had a television, but it was being used only for entertainment purposes. Students did not have access to listening to news on it since news time on TV coincide with prep hours. On language laboratory, 22 respondents representing 2.6% strongly agreed, 4 respondents representing 5.3% agreed; while 47 respondents representing 61.8% strongly disagreed, and 23 respondents representing 30.3% also disagreed. The results show that there was not language laboratory in the school. The results further confirm the researcher's observation which shows that the only available materials were the textbooks, and an Audio player which being used to teach oral English test for WASSCE.

Different studies have argued that students who have an exposure to varieties of these instructional materials like charts, tape recorders, radio, television programmes and pictures develop their speaking proficiency easily than those not exposed to these materials (Cohen, 1996). This is true because these resources provoke their senses as well providing good English models that students imitate. Instructional materials in teaching are functional and serve a useful purpose in the teaching and learning situation. These resources, therefore, should be changeable over a period of time in the teaching and learning process and the environment where they are used too. Instructional materials help in stimulating and motivating learning as this makes students to learn best by doing. Therefore, for educational objectives to be achieved these resources should be made available in the classroom. Onyejemezi (1998) stresses that when instructional materials are properly used, in good supply, rich in variety and range, they emphasize the spoken message, capture students' attention and enable them to freely interact in the physical and social environments.

Ibe-Bassey (1991), also emphasise that an instructional material serves as a tool of communication. He further adds that utilization of these materials in teaching is the function of the teacher who should plan for their presentation in order to make the material meaningful during lesson presentation. The author, however, regrets that the instructional materials in teaching are in most cases few in many schools and or sometimes totally lacking, thus rendering teachers' efforts unproductive; as in the case of the current study.

During the interview, teachers were unanimous in their responses to the use of teaching and learning materials, that they do not have access to materials that will effectively help them to teach speaking skill apart from textbook, wall charts and an audio public address system that they use for teaching oral English for WASSCE paper 3. For instance, teacher 3 said; *My brother, don't worry yourself, the only thing we use from your list are textbooks, wall charts, and an audio PA system for teaching them the techniques in answering the oral English paper. We wish we had them, but they are not available.*

These findings reflect the responses of the students that textbooks are available in good supply, and to some extent wall charts are also used in teaching speaking skills. It therefore, indicates much as the students have their linguistic challenges in the language, teachers' hands are tired as they do not have the appropriate instructional materials to assist the students.

4.3 Conclusion

In this chapter, the researcher has provided a descriptive and interpretive analysis of the data collected from students and teachers of English on the poor English language speaking skills of students in Adobewora Community SHS. The analysis was done based on the research questions. Research question one sought to find out the factors causing poor speaking skills among students of Adobewora community SHS; while research question two also sought answers on the method of teaching, and the teaching and learning materials used in teaching speaking skills. Summary of findings, conclusions and recommendations are discussed in chapter five.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study sought to investigate poor English language speaking among students of Adobewora Community SHS in the Atwima Mponua District of the Ashanti Region. The objectives of the study were to identify the causes of poor English language speaking among the students; and to examine teaching methods as well as teaching and learning materials used in teaching speaking skills in the school. In order to kick start the investigation, literature was reviewed from other scholars on similar studies. The theoretical framework adopted for the study was Krashen's (1982) theory of language acquisition and learning. Major concepts discussed in the study were Lack of Motivation in speaking English, Anxiety in speaking English, Lack of Self Confidence in speaking English, Influence of Mother Tongue, Method of Teaching speaking skills, and Teaching and Learning Materials used in teaching speaking skills. The researcher adopted both Qualitative and Quantitative (QUAL + QUAN) approach with descriptive survey as the research design. A total sample of eighty (80) participants were sampled for the study comprising of seventy-six (76) students and four (4) teachers of English. The instruments used for data collection were questionnaire, interview and observation. The data gathered from questionnaires were analysed using descriptive statistics and the results were presented using frequency tables and percentages; while the data gathered from interviews and observations were analysed qualitatively. Consequently, the preceding sub-sections of the study present the summary of findings, conclusions, recommendations and implications for further studies.

5.1 Summary Findings

The following are the key findings that emerged from the study:

1. The study found that Lack of Confidence, Shyness, Mother tongue influence, Lack of Motivation, Peer Influence, Anxiety, and lack of appropriate vocabularies were the main factors causing students' poor English language speaking ability. Again, lack of practice and enough exposure to English language through models and a variety of Teaching and Learning Materials which could be motivating factors were also found to be factors causing poor speaking among students of ADOSS. This made some students speak in vernacular (L1) especially when there was no close supervision by teachers. Use of vernacular was also attributed to the fact that the surrounding environment where the school is set is composed of indigenous population (Akan) which promoted the use of mother tongue (Twi) as noted during data collection period.
2. The study found that teachers use some elements of communicative language teaching approach; such as dialogue, and group discussion, in their teaching. However, they contend that they are unable to implement the method fully due to time constraints and the rush to complete the syllable. As a result, they mix their teaching with the lecture method to enable them cover enough content on time as prescribed in the English language syllabus. It was also used in situations where students failed to participate in the teaching and learning process due to lack of interest. The study also found that role play was not used completely by any teacher as the one-hour time allocated for English lesson was not enough for teachers to give students opportunities to participate.
3. The study found that English textbooks, and wall charts were readily available for classroom use in teaching speaking skills. Language laboratories provide students

with opportunities to practice how to speak English because of the immediate correction and feedback given for improvement of speaking skills. In this study language laboratory was found completely lacking in the school while radio and television though available in the school, were not being used for teaching. The television for instance, was being used during entertainment hours. The computer laboratory was only accessible to students only when they have ICT as a subject. Mobile phones were not being used for teaching because it was not allowed for students to use them in school. Newspapers though necessary for teaching speaking skills in English, were completely not found in the English departments in the school. Limited exposure to variety of instructional resources was found to hamper the acquisition of speaking skills in English by students in Adobewora Community SHS.

5.2 Conclusions

From the key findings, it is concluded that:

1. Fluency in English is very beneficial to an individual both at personal, professional and international levels. However, factors such as lack of self-confidence, lack of motivation, shyness, mother tongue influence, anxiety, peer influence, and lack of appropriate vocabulary greatly affect acquisition and proficiency skills in English.
2. Teachers can have knowledge of pedagogical skills for teaching speaking but when the classroom setting, timetable, and time allocation for teaching English are not favourable, the use of the appropriate method cannot achieve the desired result.

3. Lack of appropriate teaching and learning materials such as television, computers, recorded speeches, radio, etc for teaching speaking skills greatly affect the proficiency level of students.

5.3 Recommendations

The key findings of the study pave way for the following recommendations to be made.

1. Students should be exposed to contexts where they can develop self confidence in themselves, for example, being encouraged to participate in debates and impromptu speeches. Also, any slight improvement made by students in terms of proficiency should be appreciated by teachers and parents in order to further improve on this skill. The services of the guidance and counselling coordinator in the school should be accessed to help students build their confidence. Students should also be encouraged to speak English after school. Also, the school's language policy should be strict enough to deter students from speaking vernacular.
2. Apart from dialogue, and debates teachers should incorporate full use of communicative language teaching and ensure the practice of other learner-centred strategies like discussions, storytelling, and role play. These strategies help in boosting students' confidence and minimize mother tongue use. School authorities should extend the time allocation for the teaching of English language to enable teachers teach effectively.
3. The School administration should liaise with teachers to know the instructional materials needed for teaching English language through placement of requisitions. The teachers should also conduct regular checks on the instructional materials to

ensure they are well kept and ready for classroom use any time when needed. They should also ensure their suitability at various levels of learning.

5.4 Suggestions for Further Studies

1. A study should be done to establish how the use of teaching and learning materials can help improve speaking skills in English among secondary school students.
2. Another study should be carried out to establish how the local environment influences the acquisition of English speaking proficiency.
3. A study could also be conducted to establish the effects of poor speaking skills on each of the four basic language skills, as well as grammar and vocabulary.
4. A similar study should be done in schools in an urban set up to establish if the factors that affected poor speaking skills in English in this study are similar.



REFERENCES

- Amissah, P. A. K., Oppong F. S., & Same-Tagoe, J. (2009). *Psychology of human development and learning*. Emmpong Press.
- Andrew, S., & Halcomb, E. J. (2009) Mixed methods research is an effective method of enquiry for community health nursing. *Contemporary Nurse*, 23, 145–153.
- Balemir, H. S. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety* (Unpublished master's thesis). Bilkent University Ankara.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. Continuum.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skills. *British journal of arts and social sciences*, 2(1), 34-50.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia social and behavioral sciences*, 2(2010), 1305–1309.
- Borg, W.R., & Gall, M. D. (1989). *Educational research. An introduction (5th ed.)*. White Plains, Longman.
- Bozorgian, H. (2012). The Relationship between listening and other language skills in international English language testing system. *Theory and Practice in Language Studies*, 2(4), 657-663.
- Bueno, A., Madrid, D., & McLaren, N. (2006). *TEFL in secondary education*. Editorial Universidad de Granada.
- Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Addison Wesley Longman, Inc.
- Bryman, A. (2008). *Social research methods*. Oxford University Press Inc.
- Burns, N., & Grove, S. K. (2011). *The Practice of Nursing Conduct and Critique* (5th Ed). Elsevier Saunders.
- Cao, Y. (2011). Comparison of two models of foreign language classroom anxiety scale. *Philippine ESL journal*, Vol.7. Retrieved from www.macrothink.org/
- Carter, R., & Nunan, D. (2002). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
- Cohen, A. (1996). Developing the ability to perform speech acts. *Studies in second language acquisition*, 18(2).
- Cooper, D.R. (1998). *Business research methods* (6th ed.). McGraw-Hill.

- Creswell, J. W. (2003). *Educational research: planning, conducting, and evaluating quantitative research* (3rd Ed.). SAGE Publications, Inc.
- Creswell, J. W. (2012). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, SAGE Publications, Inc.
- Davies, P., & Pearse, E. (2000). *Success in English teaching*. Oxford University Press.
- Denzin, N. K., & Lincoln, Y. S. (2002). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications, Inc.
- Dincer, A., & Yesilyurt, S. (2013). Pre-service English teachers' beliefs on speaking skills based on motivational orientations. *English language teaching*, 6(7), 88-95.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, L. Erlbaum. 31(03).
- Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at Mts Jaalhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(20), 127-134.
- Flick, U. (2008). *Episodic interviewing: Qualitative Researching with Text, Image and Sound*. Sage.
- Gardner, R. C. & MacIntyre, P.D. (1993). A students' contribution to second language learning: part ii, affective factors. *Language Learning*. 26, 1-11.
- Gass, S. M., & Selinker, L. (2001). *Second language acquisition: An introductory course* (2nd ed.). Mahwah, Erlbaum.
- Gay, L. (1992). *Educational research: Competencies for analysis and applications* (4th ed.). Macmillan.
- Gecaga, C.M. (1986). *A study of the factors that influence performance in English language at the Kenya Certificate of Education in selected secondary schools in Kiambu District*. Unpublished Master of Education Thesis, Kenyatta University.
- Gorman, P. (2004). *Motivation and emotion*. Routledge.
- Gołębiowska, A. (1987). *Let's talk: A book for teachers*. Wydawnictwo Szkolnej Pedagogiczne.

- Gredler, M.E. (1997). *Learning and instruction: Theory in practice* (4th Ed.). Upper Saddle River.
- Harmer, J. (2007). *How to teach English*. Pearson education.
- Harmer, J. (2000). *The practice of English language teaching*. Pearson Longman.
- Harmer, J. (2007). *The practice of English language teaching*. Longman.
- He, S. X., & Chen, A. J. Y. (2010), How to Improve Spoken English. [Online] Available: <http://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English>.
- Hornby, A. S. (2010). *Oxford advanced learner's dictionary*. Oxford University Press.
- Ibe-Basse, G. S. (1991). The Selection and use of instructional materials. Implications for teachers' effectiveness. *J. Educ. Media & Techno.* 3(1). Retrieved from [www.sciencewebpublishing.net/jerr/archive/2013/December/pdf/Nsa et al.pdf](http://www.sciencewebpublishing.net/jerr/archive/2013/December/pdf/Nsa%20et%20al.pdf)
- Iqbal, J. (2012). *Four language skills*. Retrieved from <http://writing.colostate.edu/guides/teaching/es>
- Jordan, A. Carlile, O., & Stack, A. (2008). *Approaches to learning: A guide for teachers*. England: Open University Press.
- Kaniu, G. (2003). *Patterns of language use and their effects on the acquisition of English oral communication skills. A case study of secondary school students in Kandara Division of Maragwa District*. Unpublished MA, Thesis. Egerton University.
- Karatas, H., Alci, B., Bademcioglu, M., & Ergin, A. (2016). An Investigation into University students' foreign language speaking anxiety. *Procedia –Social behavioral sciences*, 232, 382-388.
- Kaye, B., & Rodgers, I. (1968). *Group work in secondary schools*. Oxford University Press.
- Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and thesis writing: An introduction*. Pauline Publications Africa.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. White Plains, Longman.
- Krashen, S.D., & Terrel, T.D. (1988). *The natural approach: Language acquisition in the classroom*. Prentice Hall International.

- Kubo, Michael, (2009). Extensive pair taping for college students in Japan: Action research in confidence and fluency building. *Accents Asia* [Online] Available: <http://accentsasia.org/3-1/kubo.pdf>
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Empong Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in Language teaching* (2nd ed.). Oxford University Press.
- Leong, L. & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International journal of research in English education*. Retrieved from www.ijreeonline.com. DOI:10.18869/acadpub.ijree.2.1.34
- Littlewood, W. (2007). *Communicative language teaching*. Cambridge University Press.
- Lukitasari, N. (2003). *Students' strategies in overcoming speaking problems in speaking class*. University of Muhammadiyah Malang.
- Mackay, W. F (1967). *Language teaching analysis*. Indiana University Press.
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System*, 39, 202-214. <https://doi.org/10.1016/j.system.2011.04.002>
- Magnusson, D. and Bergman, L. R. (1999). *Data quality in longitudinal*. New York: Cambridge University Press.
- Mang'eni, E. N. (2010). *Learners' verbal communication in English language during classroom interaction in Londiani Division, Kipkelion District*. Unpublished Master of Education Thesis, Kenyatta University.
- Margret, S. N. (2010). *Linguistic strategies in the teaching of English language oral skills in Kenyan secondary schools: A case of Kakamega University*. Unpublished MA Thesis, Kenyatta University.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh University Press.
- McIntyre, D. (2004). Point of view in drama: a socio-pragmatic analyses of Dennis Potter's *Brimstone and Treacle*. *Language and Literature*, 13(2), 139-160.
- Mugenda, O. M., & Mugenda, A.G. (1999). *Research methods: Qualitative and quantitative approaches* (Revised Edition). Act Press.
- Muriungi, P. K., & Mbui, K. M. (2013, February). The influence of mother-tongue maintenance on acquisition of English language skills among day secondary school students in Imenti South District, Kenya. *International Journal of Linguistics*, Vol. 5 No.1.

- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. ESL & applied linguistics professional series. Routledge Taylor & Francis Group.
- Nunan, D. (1999). *Second language teaching & learning*. USA. Heinle & Heinle Publisher.
- Nurilita, R. (2018). *Inhibiting factors affecting students' English speaking ability: A case study at PBI UIN AR-RANIRY*. Research Thesis: Ar-raniry State Islamic University.
- Onyejemezi, O. E. (1998). *Practical instructional materials*. Retrieved from www.google.com
- Oyinloye, G. O. (2002) *Language education and teaching methods*. Ado-Ekiti Nigeria: Green Line Publishers.
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia –Social and Behavioral Sciences*, 70, 654-665.
- Park, H., & Lee, A. R. (2005). *L2 Learners' anxiety, self-confidence, and oral performance*. Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics (pp. 107-208). Edinburgh University. Retrieved January, 4th, 2017 from <http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesook.pdf>.
- Prieto, (2007). Improving eleventh graders' oral production in English class through cooperative learning strategies, *PROFILE*, 8, 75-90. Bogotá, Colombia.
- Pritchard, R. D., & Ashwood, E. L. (2008). *Managing motivation: A manager's guide to diagnosis and improving motivation*. Routledge.
- Richards, J. C. (2006). *Communicative Language Teaching today* (1st ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Rivers, W. M. (1981). *Teaching foreign-language skills* (2nd ed.). Chicago University Press.
- Saltan, F. (2003). *EFL speaking anxiety: How do students and teachers perceive it?* (Unpublished master's thesis). METU, Ankara.
- Sarantakos, S. (2005). *Social research* (5th ed.). Houndmills, Basingstoke, Hampshire. Pauline Publications Africa.
- Selinger, D., & Shohamy, G. (1989). *Second language research methods*. Oxford University Press.

- Singleton, R. (1993). *Approaches to social research*. Oxford.
- Subaşı, G. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice? *Turkish online Journal of qualitative inquiry*, 1(2), 29-49.
- Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in a foreign language classroom in Kazakhstan, *Procedia-Social Behavioural Sciences*, 93, 1860.
- Kazakhstan. *Procedia –Social Behavioral Sciences* 93, 1860 1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>
- Souriyavongsa, T., Rany, S., Abidin, Z.J.M. & Mei, L.L.(2013). Factors affecting English language learning and acquisition. *Internet Journal of English Language Education*, Vol.1, No.1. From www.macrothink.org/ijele
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Dissertation, University of Glasgow.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at LE Thanh Hien High School. *Asian Journal of educational research*, 3(2), 8-23.
- Ur, P. (2000). *A course in language teaching: practice and theory*. Cambridge University Press.
- Urrutia León, W., & Vega Cely, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian Public School, *PROFILE*, 12(1), 11-31. Bogotá, Colombia.
- Van Dalen, D. B. (1966). *Understanding educational research*. McGraw-Hill Book Company.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37 (3), 308-328.
- Yi Htwe, Y. (2007). Shyness main obstacle to learning English. [Online] Available: <http://no371/n010.htm>

APPENDIX 1

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF APPLIED LINGUISTICS

M.ED. TEACHING ENGLISH AS A SECOND LANGUAGE

Questionnaire for Students

Questionnaire to Investigate Poor English Language Speaking among Students of

Adobewora Community SHS

Instruction: Kindly respond to the following questions as objectively as possible.

You are assured of high confidentiality.

Please, tick (✓) where applicable.

SECTION A

Demographic Characteristics

1. Gender: Male

Female

2. Age of Respondent

Below 15years

15-20 years

Above 20

SECTION B

4. Factors causing students' poor English language Speaking skills

Below are factors that affect students from becoming fluent speakers of English. Tick (✓) the appropriate response(s) based on the degree of influence using the scale given below:

Key: SA=Strongly Agree A=Agree SD= Strongly Disagree D= Disagree

Factors	SA	A	SD	D
Lack of appropriate vocabulary				
Lack of motivation				
Anxiety (fear)				
Lack of self confidence				
Shyness				
Mother tongue influence				
Peer influence				

Other(s)

SECTION C

5. Method of teaching speaking skills.

The following approaches/methods of teaching are used in teaching us in class speaking skills.

Tick (✓) the appropriate response(s) based on your degree of acceptance using the scale given below:

Key: SA=Strongly Agree A=Agree SD= Strongly Disagree D= Disagree

Teachers employ the following methods/approaches in teaching English language.

Method	SA	A	SD	D
Role Play				
Group Discussion				
Dialogue				
Class Debate				
Story-telling				
Lecture				

Other(s)

SECTION D**6. Teaching and Learning Materials used in Teaching Speaking Skills**

Below are statements requiring you to provide information on some of the teaching and learning materials used in teaching speaking skills in English. Tick (✓) the correct responses where possible.

The following TLMs are used in teaching and learning speaking skills in this school.

TLM	SA	A	SD	D
Textbooks				
Radio				
Computers				
Audio recorders				
Wall charts				
Television				
Language laboratory				

Any other comment

Thank You

APPENDIX 2

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF APPLIED LINGUISTICS

M.ED. TEACHING ENGLISH AS A SECOND LANGUAGE

Interview Guide to Investigate Poor English Language Speaking among Students of
Adobewora Community SHS

Interview Guide for Teachers of English

Instruction: Kindly respond to the following questions as objectively as possible.

You are assured of high confidentiality.

Please, tick (✓) where applicable.

SECTION A

Personal Data

1. Gender: Male

Female

2. Age of Respondent

20 – 30 years

31 – 40 years

41 – 50 years

Above 50 years

3 Academic Qualification

Bachelor's Degree

Master's Degree

4. Rank

Principal Superintendent

Assistant Director II

Assistant Director I

Deputy Director

Director

5. Number of years in teaching English (Experience):

1 – 5

6 – 10

11 – 15

16 – 20

Above 20



6. Do you teach English in form three?

Yes

No

Part 1: Factors causing poor speaking skills

1. How do you rate the speaking ability of your students?
2. What factors contribute to their poor speaking skills?

Part 2: Teaching methods

1. What method do you use in teaching speaking skills?
2. What method of teaching speaking skills is most appropriate for your students?

Part 3: Teaching and learning materials (TLMs)

1. Do have TLMs for teaching speaking skills in your school?
2. Which of them do you have in your school?
3. Do you use them in your teaching?

Part 4: Conclusion

What challenges do you have in teaching speaking skills?

What are final words about poor speaking in this school?

Thank you for your audience