

UNIVERSITY OF EDUCATION, WINNEBA

**PROBLEMS ASSOCIATED WITH THE USE OF RELATIVE PRONOUNS, A CASE
STUDY OF STUDENTS OF ADANWOMASE SENIOR HIGH SCHOOL 1**



FELICITY ASANTEWAA ANKOMAH

2018

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STUDY OF SHS 1 STUDENTS OF ADANWOMASE SENIOR HIGH SCHOOL**

FELICITY ASANTEWAA ANKOMAH

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**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS, FACULTY
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WINNEBA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND
LANGUAGE DEGREE**

SEPTEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, Felicity Asantewaa Ankomah declare that except for quotations and references made to other people's works which have been duly cited and acknowledged, this research work is the result of my own work and that it has not been submitted either in part or whole for any other degree.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME: DR. KWAKU OFORI

SIGNATURE:

DATE:

ACKNOWLEDGMENT

I wish to acknowledge the Almighty God who has blessed me with knowledge, wisdom and strength to come out with this work. My heartfelt gratitude to Dr. Kwaku Ofori, my supervisor whose efficient and effective supervision, suggestions, encouragement, and support have led to this wonderful piece. I also wish to express my sincere thanks to all lecturers in the Department of Applied Linguistics for their contribution to the success of my course. Again, the tremendous efforts of my family members cannot be overemphasized. I also wish to thank Mr. Alexander Manu and Pastor David Sarfo-Adu for their support and prayers towards the success of this research work.



DEDICATION

This work is dedicated to my husband, Paul Asante for his tremendous love, support and inspiration throughout my course. His goodwill and prayers gave me encouragement to accomplish this study.



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ABSTRACT

This is a qualitative study that investigated the problems associated with the use of relative pronouns among SHS 1B students of Adanwomase Senior High School. The instruments used for data collection were questionnaire, observation and test. The researcher conducted a pre-test which enabled her to ascertain the level of the problem. Analysis of data from the study revealed that the use of inappropriate teaching techniques by English teachers, inadequate teaching and learning materials, failure of teachers to make the teaching and learning of grammar student-centered, and lack of qualified English teachers among others contributed immensely to the students' poor performance in the use of relative pronouns and English in general. Some suggestions were then made to various stakeholders to ensure effective teaching and learning of the English Language in the Senior High Schools.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Language is universal and for that matter every community uses language to communicate and interact with one another. It is very essential in our humanity and important as well as an effective tool for socialization. As individuals or members of a social group, our ability to function effectively and efficiently in almost all spheres of life depends fundamentally on our language skills. For a community to undermine its language is a threat because without language people cannot interact or communicate.

The process of language learning and its acquisition has been with mankind from time immemorial. Ghana as a stratified multilingual country adopts English language as lingua franca for inter and intra communication. It is used by the media, and as a medium of instruction in schools and in the performance of other official purposes. Since the world has become a global village, and English Language happens to be one of the languages used extensively, users must use it appropriately to meet the international standard for effective communication.

Quirk (1988), in a lecture delivered at the JALT (Japanese Association of Language Teachers) conference attested that the world needs an international language and that English is currently the best.

It is upon this assertion that many scholars have appealed to stakeholders, educational bodies, and the public to take a second look at the linguistic rules that govern language.

Nevertheless, one can produce effective, correct and appropriate language by applying the grammatical rules to suit the language use. The linguistic or grammatical rules serve as a ‘monitor’ to both composition and comprehension as to how the language should be used for effective communication. Much attention has been given to the grammatical rules, yet students find it difficult to apply them as far as language use is concerned.

This study takes place in Adanwomase, a village in the Kwabre East District in the Ashanti Region. Closer to Adanwomase are Bonwire and Antoa which are in the same District. As a kente weaving community, most parents who have their wards in this school are kente weavers and farmers. Asante Twi is the widely spoken language and that serves as the first language of the indigenes. Parents of students in this environ are peasant farmers and weavers. These parents usually employ the services of their wards on their farms and in the weaving of kente as helps. This is a challenge to both teachers and students as continuous absenteeism affects students learning in the school. Parents are not much bothered for as much as they are able to communicate in Ghanaian language (Twi) with their children.

In addition, the researcher realized that Adanwomase as a community cannot boast of a community library which could also facilitate student’s interaction with the use of English Language.

In the school, the day students outnumber the boarders. Most of the day students are hostellers outside the school or stay away from the school compound.

The school’s library cannot contain more than thirty students at a sitting and for that fact students patronage is very low. The library lacks so many things and the books there are few and

outmoded. Due to this, many students are not able to visit the library to read extensively. There are seventeen (17) English teachers at the language Department. Out of the seventeen (17) teachers, six (6) of them majored in Ghanaian Language (Twi), and the rest majored in English Language.

It is in the light of these challenges that the researcher is interested in choosing Adanwomase SHS one as a case study.

According to Gary (1987), Relative pronouns are connecting words. A relative pronoun begins a subordinate clause and connects it to another idea of the same sentence. For example:

“This is the boy” “he stole the book”. The above expression can be joined by a relative pronoun “who” to read as. “This is the boy **who** stole the book”

In relation to the above examples, we can say that students are familiar with “who, which, whose, and whom” as interrogative pronouns that they always use to ask question. As a result anytime they come across the term relative pronouns which are to be used as subject, object and possessive forms in clauses, they become confused and uncertain as to what they mean or how they differ in contextual meaning.

Students of second language experience similar difficulty even with much simpler texts. They may even encounter concepts that are simply not represented by words in their first language.

The challenge therefore is to identify the hindrance on the use of relative pronouns in senior high school and what can be done to improve the situation.

1.1 Statement of the problem

In my observation, the researcher realized that most students have some difficulties in constructing meaningful sentences with relative pronouns. They were conversant with the use of ‘wh’ words as interrogatives but not as relative pronouns. This is seen in their class exercises test, and utterances. For example, *which book are you talking about?* Here, ‘*which*’ has been used as interrogative. The same ‘*which*’ can be used as a relative pronoun or a relative clause which joins two sentences together. For example, *the cat which was knocked down by a car is dead.*

A test conducted also revealed students inability to use relative pronouns appropriately, when they were asked to use the relative pronouns, who, whom, whose, that, and which, to form sentences. For instance; *Whose people are eating. Whom are they making noise.*

In another test, when students were required to join two sentences with a relative pronoun, they used the relative pronouns wrongly. For example; *she was the doctor which gave me drugs. This is the pen whom my father bought for me.*

These are students who are taught by teachers specialized in other subjects and not English. Most of the teachers who teach English in the school majored in Twi, taught without appropriate materials, and also rarely use the learner centered approach in their lessons, resulting in the students’ inability to use relative pronouns appropriately.

Per the aforementioned problem, the researcher was pressed to investigate the problems associated with the use of relative pronouns among students of Adanwomase SHS 1.

1.2 Purpose of the Study

The purpose of the study is to provide empirical data that will identify the various causes of students’ inability to understand the concept and the use of relative pronouns at the senior high

school level and the approaches that could be adopted to improve upon the situation so as to pave the way for smooth academic progress of those suffering from this weakness.

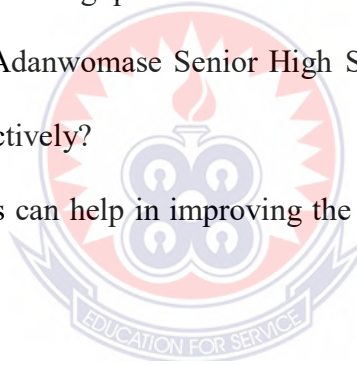
1.3 Objectives

1. The study is to identify the problems of Adanwomase senior high school F1 students with the use of relative pronouns.
2. Again, to investigate the extent to which the use of relative pronouns in stories, texts, and dialogues can help students improve their expressions in speech and writing.

1.4 Research Questions

The researcher is guided by the following questions.

1. Why are the students of Adanwomase Senior High School Form 1 students not able to use relative pronouns effectively?
2. What effective approaches can help in improving the performance of students in the use of relative pronouns?



1.5 Significance of the Study

Some educationists have complained about students' inability to use basic grammatical principles of English in schools and as a result they could not perform in examinations. However, the findings of the research would help teachers to adopt proper teaching methods and also plan their lessons well. It would help them determine the kind of attention and emphasis which ought to be given to the teaching of relative pronouns and their use. Also, the findings when implemented would help learners to understand and use relative pronouns in speaking and writing of the language. This would consequently help them to overcome some difficulties in using these items, thereby making them fluent in the language.

Quirk (1988, p 9) states that, “Filipinos, like Indians, Nigerians, Malaysians, are learning English not just to speak with their own country folk but to link themselves with the wider English-using community throughout the world”. This assertion is very true about the learning of English in Ghana. Finally, the findings of this research when implemented would help students not only to use relative pronoun appropriately but to perform better in examinations. It would also help syllabus designers, curriculum planners and other researchers in their various works.

1.6 Delimitation

The study covers Adanwomase Senior High School which is located in the Kwabre East District in the Ashanti region of Ghana. The study covers all form one students of the school.

Also, the researcher considered the functions, forms and uses of relative pronouns:

- i. As subject noun phrase in relative clause; **‘who’** and **‘that’** are used for human and **‘which’** and **‘that’** are used for non-human.
- ii. As object noun phrase- direct object and indirect object of the preposition: **whom** and **that** are used for human while **which, that** are used for non-human.
- iii. As possessive noun phrase- **‘whose’** is used for both human and non-human.

1.7 Limitations

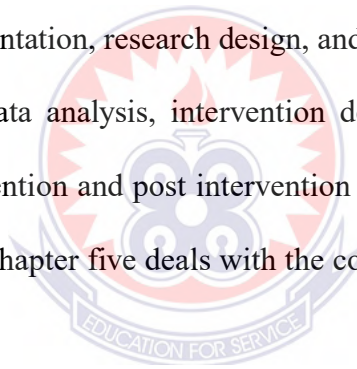
- It is wittingly said that, “good things do not come easy”. Based on this assertion then there is the possibility that, I may encounter certain problems when conducting the research. For example, it is obligatory for the researcher to inform the students (participants) before conducting the research, but this can affect the data that would be collected, making it unnatural. On the other hand, if I refuse to inform the participants then it would also be a breach of their right of privacy and dignity.

- The outcome of the research may be influenced by materials, time and students' interest in the research topic.
- The major challenge was the usual constraint of limited finances.

1.8 Organization of the Study

The chapter one deals with the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations, delimitations and organization of the study. The chapter two deals with the relevant related literature review while the chapter three also deals with the methodology which involves the description of the population, sample and sampling procedure, instrumentation, research design, and methods of data analysis.

The chapter four deals with data analysis, intervention design implementations that is, the intervention activities, pre-intervention and post intervention tests results and the analysis of the teacher's responses. Finally, the chapter five deals with the conclusion, summary of findings and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of related literature on relative pronouns. In this chapter, literature will be reviewed under the meaning of pronouns, types of pronoun, meaning of relative pronouns, the general concept of relative pronouns, and using relative pronouns,

Kirkpatrick (2007) stated that, spoken and written English are enormously different in structure and formality. Spoken discourse is often disjointed with sentences that would perhaps sound uncomfortable format yet it is easily understood. Even the most articulate people do not always speak using perfect, prescriptively ordered “grammatically correct” English. However, our written words need this structure and formality to convey meaning as accurately and unambiguously as spoken words can still sound wrong and give bad impression if formal rules are not followed. In order to speak and write effectively and confidently in English, one must know something about its structure.

Considering Kirkpatrick’s view about language structure, the researcher strongly believes that acquisition of knowledge in grammatical concept has a great bearing on the total development of the individual, and the society at large. In recent times, the effects of the structure of the language on nations in general and Ghana in particular is to feature prominently in today’s quest for knowledge and its effects cannot be overlooked. In this respect, the individual’s exposure to English language and grammatical concepts cannot be swept under the carpet. This has made it

necessary for speakers of the language to give special attention to the language structure not only in written form but spoken language as well.

2.1 Meaning of Pronoun

Ehrlich (2000) defines a pronoun as “a word or words used in place of a noun, a noun and its modifiers or another pronoun. The element replaced is called the antecedent of the pronoun. For example “Larry worked so well that his boss promoted him” (**him** is a pronoun with the antecedent **Larry**).

Gary (2001) also defines pronouns as words that take the place of nouns. Gary explained by saying that they are generally used when it would not make sense to repeat a noun over and over again. A pronoun is a word that takes place of noun or group of words acting as a noun. In most languages of European origin, some nouns are replaced in stories and passage in similar ways.

A pronoun is a part of speech that can function as a subject or an object (direct, indirect, object of the preposition (in a text/speech, and can serve as a good way to help avoid unnecessary repetition of nouns.

Kirkpatrick (2013) defines pronoun as “a word that takes the place of a noun or noun phrase in a sentence.” Example: I bought an apple and ate *it*.

The researcher believes that it would be very boring and ungrammatical to repeat a particular name a number of times in the same sentence. In view of this, we need a word that can replace the noun that has already been mentioned in the sentence and that word is pronoun. Therefore, pronouns are words used to replace nouns. Examples: I, you, he, she, we, they etc.

However, students of Adanwonmase Senior High School often experience some problems in using English pronouns correctly. Instead of substituting pronouns for other nouns they keep on repeating the nouns over and over again, as illustrated in the following example:

Incorrect

Afi went to the riverside to fetch water. On her way Afi met a hunter. Afi became frightened. Afi started to run back home. The hunter called Afi to stop but Afi would not. The hunter ran after Afi until the hunter and Afi reached where Afi lived.

Correct

Afi went to the riverside to fetch water. On her way she met a hunter. She became frightened. She started to run back home. The hunter called her to stop but she would not. The hunter ran after her until both of them reached where she lived.

2.1.1 Kinds of pronouns

There are nine main categories of pronouns. They are personal pronoun, reflexive pronoun, emphatic pronoun, demonstrative pronoun, indefinite pronoun, interrogative pronoun, distributive pronoun and possessive pronoun. Murthy (1998) adds relative compound pronoun to the types of pronouns stated above. However, this research is going to discuss the nine most common used ones.

1. Personal Pronouns

Annan (2014) explains personal pronouns as pronouns that change form to express person, number, gender and case. Murthy (1998) also describes personal pronouns as pronouns used for three persons as stated below:

First person used for the person speaking. Examples: I, we.

Second person used for the person spoken to. Examples: you

Third person used for the person spoken of. Examples he, she, it, they

There are many variations of personal pronouns. Like nouns personal pronouns may be singular or plural as illustrated below.

SINGULAR

FIRST PERSON	SECOND PERSON	THIRD PERSON
I, me, my, mine	you, your, yours	he, she, it

PLURAL

We, us, our, ours	your, yours you	they, them
-------------------	-----------------	------------

According to Murthy (2012), other pronoun kinds are as discussed below:

2. Reflexive Pronouns

These pronouns are formed by adding – self or – selves to personal pronouns. They are used as the subject of a verb or preposition and refer back to a noun or pronoun that has been mentioned earlier in the sentence. Murthy (2012) describes reflexive pronouns as pronouns used with self or selves to reflect the actions of the subject on itself.

Examples are: *myself, yourself, yourselves, ourselves, himself, itself, and themselves.*

- I saw *myself* in the mirror.
- We hurt *ourselves*.
- He blamed *himself* for the day.

3. Emphatic pronouns

A pronoun used for the sake of emphasis.

Examples are myself, himself, yourself, herself, yourselves, itself, ourselves, and themselves.

- I *myself* showed you the way.
- You *yourself* can explain it to me.

- We *ourselves* talked to the president.

4. Demonstrative Pronouns

Demonstrative pronouns are used to point out the person or thing we talk about. *This* and *these* point to people or things that are near in space or time. *That* or *those* points to people or things that are farther away in space or time.

Examples are this, that, these, those.

- *This* is my friend's house.
- *These* are my teachers' books.
- *That* is the path to the cocoa farm.
- *Those* were great achievements.

4. Distributive Pronouns

Distributive pronoun is used to talk about each and every person separately. Examples are each, every, everybody, everyone, everything, either, neither, none any.

- *Each* of us has a book
- *Everybody* in the house was hungry
- *Either* of my two sisters is beautiful.

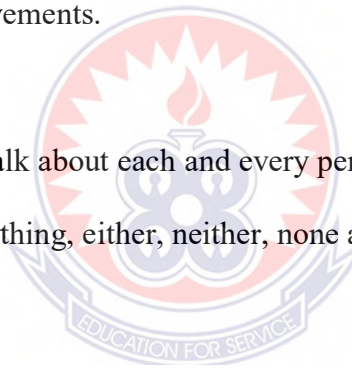
5. Reciprocal Pronouns.

Reciprocal pronouns talk about mutual relationship. They are used for actions or feelings that are reciprocated. examples are each other, one another.

Each other is used to talk about two persons.

- The two brothers loved each other.

One another is used to talk about more than two persons or things.



- They cheated one another.

6. Relative Pronouns

Relative pronouns introduce a subordinate clause and relate it to a word in the sentence.

Examples are *who, whose, which, that, whom*.

- She is the only person *whom* I could trust.
- That is the man *whose* daughter was kidnapped.

7. Possessive Pronouns

Possessive pronouns are used to express possession or ownership. Possessive pronouns are used before nouns while possessive adjectives are used after nouns.

Examples are *mine, his, theirs, ours, yours, her, its*.

Possessive Adjectives

This is *my* book

This is *our* book



Possessive pronouns

This book is *mine*

This garden is *ours*

8. Interrogative pronouns

These are pronouns used to make a question. Examples are *who, whose, which, whom, what*.

- *Who* was the first president of Ghana?
- *Whom* do you want to marry?
- *Whose* hand writing is this?
- *Which* is the longest river in Ghana?

9. Indefinite Pronoun

Indefinite pronoun is used to talk about a person indefinitely. They do not refer to a specific person or thing.

Examples are one, anybody, none, someone, somebody, everybody, anyone, both, all, another, anything, nothing, few, both, everyone, some, many, several, everything, other, any, no other.

- *One* has to be careful about one's health.
- *None* of my parents is educated.
- *Nobody* help me.

The researcher believes that students' inability to identify the types of pronoun and their differences with respect to their usages has led to their inability to use the relative pronouns correctly. The words used as the relative pronouns often have other functions in English. For example, the English word "*which*" is a relative pronoun and also an interrogative pronoun, while "*that*" is a relative pronoun and demonstrative pronoun. It is this technicality that arises with use of the forms of the relative pronouns, sometimes appearing as a demonstratives and interrogatives, that the researcher envisaged could be confusing to SHS one students of Adanwomase Senior High School.

2.1.3 The Meaning of Relative Pronouns

According to Celce-Murcia and Larsen-Freeman (1999), a relative pronoun is a type of complex post nominal adjective modifier that is used in both written and spoken English.

Kirkpatrick (2013) explains that relative pronouns are pronouns that introduce a relative clause.

The relative refers back to a noun or noun phrase in the main clause, called the antecedent. The following is a list of relative pronouns: *whom who, whose, which, and that*.

Examples below were given by Kirkpatrick:

1. There's the man *who* stole the car
2. She was the only person *whom* I could trust.

3. That's the man *whose* artwork just won a prize.
4. This is the last house *which* he built.
5. The dress *that* I would like is too expensive

Murthy (1998) also explains relative pronouns as pronouns used to combine or relate sentences or clauses together.

Examples: *who, which, whom, whose, that*.

1. Who: it is used as a subject for persons.

- The man *who* cheated you is my brother.

2. Whom: it is used for persons as an object.

- The girl *whom* you wanted to marry is a teacher in convert school.

3. Whose: it is used for the persons in possessive case.

- The girl *whose* father died in an accident wanted to assist me.

4. Which: it is used for things both as subject and object.

- The speech *which* I heard at the meeting influenced me much.

5. That: it is used for persons and things.

- The book *that* you gave me is not interesting.
- This is the girl *that* I talked about.

According to the researcher, relative pronouns are words which are used in relation to a noun and modifies (give more information about the same noun). Also relative pronouns are those pronouns that join relative clauses together.

2.1.3.1 The General Concept about Relative Pronoun

According Ehrlich (2000), relative pronouns refer to people and objects.

He opines that relative pronouns are used in three cases:

Subjective	possessive	objective
Who	whose	whom
That	of that	that
Which	of which, whose	which, whom

Who refers to people; *that* to people or objects; *which* to animals, objects, or collective nouns.

The following sentences illustrate the uses of *who*, *that*, and *which* in all their cases:

Subjective case

- A woman *who* wants to succeed in business must dedicate herself to that end.
- The boat *that* won the race had an outstanding crew.
- *Which* of the contrast was witnessed by notary public?

Possessive case

- *Whose* automobile gave out first?
- I have had enough *of that*.
- The problem *of which* you spoke has a simple solution.
- The board of trustees, *whose* unanimous approval is needed, failed to act in time.

Objective case.

- The minor literary figures to *whom* you refer surely merit no further study.
- You cannot object to *that*!
- The journal to *which* he contributes makes no claims about his professional integrity.
- American authors to *whom* respect is due include Hemingway, Fitzgerald, and Faulkner.

According to Prentice (2001) “pronouns are words that take the place of nouns. They are generally used when it would not make sense to repeat a noun over and over again. For example, *that* you are writing about Aunt Jenny. If you were using only nouns. You might write the following sentences:

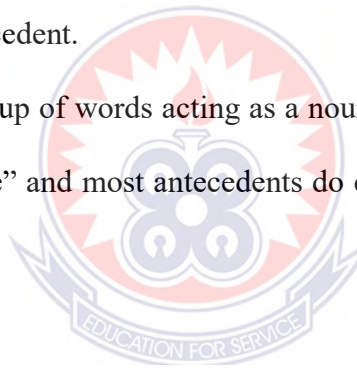
With Nouns: *Aunt Jenny was late because Aunt Jenny had waited for Aunt Jenny’s computer technician.*

With Pronouns: Aunt Jenny was late because she had waited for her computer technician

2.2 Recognizing Antecedent of Pronouns

Pronoun is closely related to the noun it replaces. The noun that the pronoun replaces has a special name. It is called the antecedent.

An antecedent is the noun (or group of words acting as a noun) for which a pronoun stands. The Latin prefix *ante* – means “before” and most antecedents do come before the pronouns that take their place.



2.3 Using Relative Pronouns

Relative pronouns are connecting words. A relative pronoun begins a subordinate clause and connects it to another idea of the same sentence. There are five relative pronouns (*that*, *which*, *who*, *whom*, *whose*)

Examples of relative pronouns connecting subordinate clauses to independent clauses.

Independent clauses

1. Here is the book
2. Dino bought our old house
3. She is a singer

subordinate clauses

- that* Betty lost
- which* needs many repairs
- who* has unusual range

4. Is this the man *whom* you saw earlier today?
5. She is the one *whose* house has a fire alarm.

The researcher is of the view that a relative pronoun marks a relative clause; it has the same referent in the main clause of a sentence that the relative clause modifies. An example is the English word “*that*” in the sentence.

“This is the car *that* Tom bought,”

Here, the relative pronoun *that* marks the relative clause “*that Tom bought*,” which modifies the noun *car* in the main sentence. *That* refers to car in the main clause and links to imagined sentences. “*This is a car*” and “*Tom bought the car*”, where car is the same in both sentences.

Not all instances of the word ‘*that*’ are relative pronouns.

In providing a link between a subordinate clause and main clause, a relative pronoun is similar in function to a subordinating conjunction. Unlike a conjunction, however, a relative pronoun does not simply mark the subordinate (relative) clause, but also plays the role of a noun within that clause.

For example, in the relative clause “*that Tom bought*”, given above, the pronoun “*that*” functions as the object of the verb “*bought*”. Compare this with “*Tom bought a car after he returned from United Kingdom*”, where the conjunction “*after*” marks the subordinate clause, after he returned from United Kingdom, but does not play the role of any noun within that clause.

The researcher agrees with Gibson (1986) who hold the view that relative pronouns are sometimes used wrongly. They explained that, *who*, *whom*, refer only to persons (singular or plural), *Who* (the nominative) must be used only for the subject of a verb, *Whom* (the objective) must always be used for the object of a verb or preposition.

Example; *Is there anyone whom we can trust?*

It is wrong to say: *Is there anyone who we can trust?*

Whose, that can refer to persons, animals or things, singular or plural, *which* is used to refer to animals or things (singular or plural) but not to persons. Its possessive form is either *whose* or *of which*. *What* is seldom used as a relative pronoun though is common as an interrogative. It is sometimes wrongly used instead of *that*, e.g.

This is the book *what* I lost (wrong)

This is the book *that* I lost (correct)

Again, they purported that sometimes a relative pronoun is omitted and has to be ‘understood.

Examples:

1. That’s a girl, I taught last year.
2. The shop, I went to was shut.

Gibson (1986) outlined some challenges interrogative pronouns pose to speakers of English. He opines that *who?* *whom?*, *whose?*, and *What?*, ask questions. They refer to persons, animals and things just as when used as relative pronouns. Examples:

1. The teacher *who* gave me the money is here. (relative pronoun)

Who is your friend? (Interrogative pronoun)

2. This is the man *whom* I met in the church (relative pronoun)

Whom did you speak with? (Interrogative pronoun)

The researcher shares the same thought with Greenbaum (1996) which states that, wh- relative pronouns display distinction in gender and case. The gender contrast is between personal *who* or *whom* and non- personal *which*:

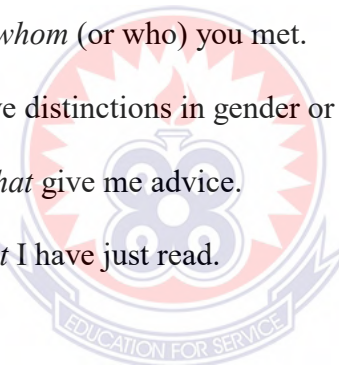
- i. The friends *who* give me advice.
- ii. The book *which* I have just read.

It is however noted by the researcher that, relative pronoun *who* is subjective while *whom* is objective, though *who* tends to be restricted to formal style:

- i. The teacher *who* taught me English.
- ii. The teacher *whom* (or *who*) you met.

Also, relative pronoun does not have distinctions in gender or case:

- a. The friends *that* give me advice.
- b. The book *that* I have just read.



2.4 The Structure of the Relative Pronoun

Wiredu (1994, p 47) states that, the relative clause is introduced by a relative pronoun; “who, whose, whom, which, that.” He goes on to say the following:

- That these clauses provide additional information about the nouns they are attached to.

He says “it is because the noun answers the question” who, whose, which.” And for that reason, some people refer to the relative clause as an adjectival clause. This is so because like adjective; the relative pronouns qualify their nominal antecedents.

Generally, the choice of the relative pronoun is determined by the type of noun the clause is modifying. For example:

1. The man *who* lost the game is my father.
2. The bird *which* we saw was a crow.

In these examples, “who” is used for a human noun (the man) and “which”, used for a non-human noun (the animal).

The restrictive clause type: This provides the information needed to make the antecedent noun meaningful. It is used because the noun modifier can be identified only through information supplied by the relative pronoun.

- Example: 1. I will kill the boy *who* stole my money
2. The television *which* I sold is electronic.

In all these examples, “who” is used for human and “which”, is used for non-human nouns.

The non-restrictive clause type: Such a clause does not specify or add any necessary information to the noun it modifies. It does not define the noun which is already definite. This clause merely adds information which is semantically similar to that supplied by the co-ordinate clause.

Therefore, as in the sentence, Ghanaians are rather short *which I find surprising*, the non-restrictive clause “which I find surprising” does not contain any essential information. That is why this type of clause is said to be non-defining.

Furthermore, finite relative clauses are introduced by a relative pronoun or adverb called a relativiser. English uses several relativisers, such as *who*, *whom*, *whose*, *that*, *which* and the Zero \emptyset . The relativiser refers to the head of the nominal group, which is termed antecedent. For example “*people*” as in “*the people who were laughing*” is an antecedent.

The relativiser *who* is not omitted when it functions as a subject in a relative clause. For example, “I think the player *who* scored the goal is still playing.”

2.5 The Relative Clause Types According to Order of Difficulty and Frequency.

Celce-Murcia and Larsen-Freeman (1999) define a relative clause as a type of complex post-nominal adjective modifier that is used in both written and spoken English. They further explain that a relative clause gives meaning to encode complex attributive structures that are less wordy of two independent clauses. Here, a relative clause is formed based on the relationship of more than one sentence, where the relationship is the result of one clause within another higher-order clause.

Below are some examples of embedded (non-restricted) type of the relative clause:

1. These fans (who were attending the party) had to wait for three hours (Celce-Murcia & Larsen-Freeman, (1999).

2. The book had arrived. You ordered it last month.

(The book “which/that” you ordered last month had arrived) – Quirk Greenbaum, Leech (1985).

Further, a relative or adjective clause is a subordinate clause that modifies a noun or pronoun (noun phrase) that precedes it in the main clause. The noun phrase is referred to as the antecedent (Dart, 1982) or head noun (Murcia and Larsen – Freeman, 1999). An adjective clause is introduced or marked by a relative pronoun which can function as the subject, direct object, object of a preposition or possessive determiner of an adjective clause and has co-reference to the antecedent (Quirk et al, 1985).

Celce-Murcia and Larsen-Freeman (1999, p 571) call the relative pronoun substitution or relativization.

Also, relative pronouns are critical to the formation and usage of relative clauses.

Quirk et al (1985) define relative pronoun as having a double role. Referring to the antecedent which determines the gender selection (who/which) and also functioning as part of an element in a relative clause which determines the case from those items that have case distinction (E.g. who/whom).

Quirk et al (1985, p 365) also divides relative pronouns into two.

1. The “wh” pronouns – *who, whose, whom and which*:

These series contrast between people (who) and things (which). They also contrast case depending on their function in clauses; subject “who”, object and object of a preposition “whom” and possessive “whose”.

2. “That” and the “ZeroØ” (deletion or omission of the relative pronoun): This means that, the relative pronoun which is used can be removed and the clause could still be correct. For example:

- a. I would like to see the house (which / that) you bought.

Celce-Murcia and Larsen-Freeman (1999) present four common types of relative clause structures that relate the function of the head noun (antecedent) in the main clause.

- Subject – subject (SS) relatives – The boy (who won the lottery) is my brother.
- Object – Subject (OS) relatives – I know the girl (who won the lottery).
- Subject – Object (SO) relatives – The chief (who was enstooled) is my father.
- Object – Object (OO) relatives – I need the book (that you mentioned).

Celce-Murcia and Larsen-Freeman (1999, p 557-558) also present Kuno’s Theory (pp 577 – 578) that subject/subject and subject/object relative clause structures are more difficult for students to

master. These relative clauses interrupt the main clause. OS and OO relative clause types are easier for students to understand since the relative clauses follow the entire main clause.

Murcia and Freeman (1999) again state that, the OS and OO sentence types appear more frequent in English language; they appear to be easier to master by students. Teachers of English should introduce these sentence types when they teach adjective clauses. Examples OS sentence types should be presented first, followed by OO then SS and SO.

2.6 Challenges for Students

For people learning English as a second or foreign language, pronouns can be difficult because they are expressed differently in their native languages. The pronoun does not exist in many languages, reflexive verbs are formed differently, and some languages only have one relative pronoun. Mastering English pronoun takes a lot of time and practice.

The relative pronoun “*who*” is nominative/subjective while “*whom*” is objective. Also Murcia and Freeman (1999) cite Shanter’s analysis of the works of Keenan and Comire and present the following or challenges for English as a second language and English as a first language who are studying relative clause.

1. The physical positioning of the relative clause with respect to the noun being modified. In most European languages, Farsi and Arabic, the relative clause follows the head noun or nouns being modified.
2. The second challenge deals with how relative clauses are marked. English uses a relative pronoun to indicate a relative clause which will follow it. Even though other types of markers are used between the head noun and the relative clause.

3. The third challenges deals with the presence or not of a pronominal reflexive. In English, the relative pronoun is a direct substitute for the noun phrase or antecedent.

As most of the challenges stated above are related to the relative pronouns, the researcher deems it fit to review the challenges to equip her in every angle when teaching the class. This will also be of help to the other researchers and teachers teaching those mentioned language items.

2.7 Teaching Approaches and Strategies.

Murcia and Hille (1985, p 210) described four phases to teaching any grammar point.

1. Presentations: This is where the teacher introduces the grammar structure inductively or deductively via variety of techniques and resources.
2. Focused practice: Here, the students learn to form the structures in groups, pairs or individually.
3. Communicative practice: some of the students could be called to write their sentences on the board and read them as well.
4. Teacher and/ or peer feedback and correction.
5. Summary and extension.

2.8 Motivation as a Teaching Strategy

Motivation is one of the strategies used for effective learning. Elliot and Kwatocwill (2000) explains that motivation is an internal state that arouses us to action, pushes us in particular direction and keeps us engaged in certain activities. They clarified that a healthy inter-personal relationship may be developed when there is understanding and respect for pupils as individuals.

According to Bierhler and Snowan (1986), motivation is a broad topic in general psychology which covers the arousal, selection, direction and the continuation of all types of behaviours. In

relation to learning however, motivation may be conceived as that which initiates and sustains involvement in the act or process of learning.

To a large extent, motivation determines the direction and efficiency of learning. It explains the ‘how’ and ‘why’ of learning and has the capacity to offset fatigue and even some lack of ability for learning.

Durogaiye (1983) highlights the characteristics of motivation for performance, thus as *Energies*: the things that sensitize and activate the organism towards stimulation.

Reinforcement of behaviour: that is effective in the attainment of goals. Direction of organism behaviour towards certain goals.

In motivating students for learning, the teacher must be aware of the various motivational types and when and how to use them effectively.

The two types are:

1. *Intrinsic Motivation*: This is an inner stimulus in man, such as hunger for food, thirst for knowledge and curiosity for information. The inner stimulus directs the individual to aspects of his environment which will help him reduce or satisfy that hunger for food, thirst for knowledge and curiosity for information.
2. *Extrinsic Motivation*: It is the kind of learning connected with artificial connections with such incentive as reward, praise or self motivation as part of the learning process but imposed by the teacher.

2.9 Strategies for Motivating Students

The strategies for motivating students include the following:

1. *Arouse the Students’ Curiosity*

The teacher can motivate learners by arousing their curiosity before starting a lesson with something like novel, reinforce learners' effort through praise and encouragement especially for the average and slow learners, as well as the introverts, since they lack confidence in themselves.

2. Encouraging students

Again, give encouraging comments on test and exercises; provide prompt feedback by informing learners of their performance in task soon after an assignment. Give learners the opportunity to participate actively in the class through role play, dramatization, create room for individual differences, organize educational visits like excursions, fieldtrip, etc. occasionally to arouse students' interest.

3. Use concrete and appropriate teaching materials.

Make lesson concrete and real by using appropriate and adequate teaching aids to bring the lesson to the level of your students for easy understanding.

Teaching relative pronouns could sometimes be considered as uninteresting. The researcher is quite aware of this, therefore she will make use of motivational strategies to work in this piece so that not only the researcher, but other readers of this material would also use these strategies to help determine the interest of learners in the teaching and learning of the relative pronouns.

Stimulus-response learning (also known as trial and error learning', 'operant learning 'instrumental learning', 'instrumental conditioning' and 'need reduction) is a motivational teaching strategy that can be used in the classroom. The stimulus-organism-response model of learning attempts to explain how a learner comes to behave as he does when presented with a stimulus situation. The general argument is that a stimulus is more likely to elicit a response if

similar response have, in the past, been beneficial to the learner and have been rewarded or reinforced. Examples of reinforcement are approval, praise, encouraging words and gestures, and material rewards (Walklin, 1991).

The teacher can motivate learners by arousing their curiosity before starting a topic. A problem or a conflict situation can be posed. Again learners' attention can be aroused by starting the lesson with a novel. Lessons should not be started same way all the time. Also, the teacher can reinforce learner's effort through praise and encouragement especially, for the average and slow learners as well as the introverts since they lack confidence in themselves. Furthermore, give encouraging comments on tests and exercises apart from the grades and marks; provide prompt feedback by informing learners regularly of their performance in a task soon after an assignment. In addition, give learners the opportunity to participate actively in the lesson through role play and dramatization. Finally, make lessons concrete and real by using appropriate and adequate teaching aids.

2.10 Games and Active Learning Method

Learning and enjoyment are not mutually exclusive (Petty, 2004). During my school days, learning was regarded as serious and difficult process; if laughter over burst from a classroom, passing teachers would peer in with anger and suspicion (Petty, 2004). Games can produce intense involvement and a quality of concentration no other teaching method can match. What is more, the increase in interest and motivation produced by a short session of game- playing can produce positive feelings towards the subject "and the teacher" which last for a week. According to Tamakloe, Madame and Atta (2005), games can be adopted for any subject.

2.11 Uses of appropriate Instructional Material

One of the most important instructional decisions that a teacher must take is the selection of instructional resources. This will provide relevant experiences to support students learning and align with the teacher's teaching style. The responsibility of the teacher, thus, is to create and innovate in selecting and using material that will motivate students. The chosen materials must suit a variety of learning style and be usable with the context of the learning environment. The learning outcomes should influence and determine the selection of instructional materials.

According to Erinosh (2008), the following considerations are important in the selection of instructional materials:

1. The materials must be adaptable and productive within the learning context of students.
2. The materials must be appropriate to the characteristics (i.e. ability, age, learning style, and preferences), special needs and interests of the majority of students.

According to Farrant (1994), infrastructure and resources are aids to learning rather than aids to teaching; they are students' aid. Instructional materials are described as aids to learning rather than aids to teaching. This is because all kinds of instructional materials have these merits; make learning easier, make learning more of children and less teacher activity, creates interest and as a result sustains participation and attention in learners and promotes discipline with less effort in the quest by the teacher to use instructional materials. Therefore to aid learning, he must be careful enough in choosing the right type of instructional materials and the purpose it is going to serve. It is upon these facts that the researcher chose and planned the appropriate teaching/ learning aid to help her in her lesson delivery when she taught her lessons.

Farrant (1994) puts instructional materials into three different categories. These are:

a) *Primary instructional materials:*

These include a collection of actual relics. That is living plants and animals in their natural habitat. These include artifact or tools used by indigenous people in the community.

b) *Secondary instructional materials:*

These include films, slides, chart, diagrams, wall maps, chalkboard drawings, textbooks, journals, magazine, word cards and funnel graphs.

c. *Tertiary Instructional Materials*

These include films, slides, pictures, chats, diagrams, wall maps, chalkboard, drawings, textbooks, journals, magazines, word-cards, and funnel graphs.

These instructional materials help the teacher and the students to get in touch with the changes and ideas in the stated field of study. For instance, pictures of people and things were used when teaching the language items ‘*who, whom, which and that.*’ In this case, students remembered and understood better that “*who, whom, that and whose* “can be used to differentiate or talk about a group of people.

It is realized that when lessons are delivered with the appropriate aids, it ensures a smooth and systematic transmission of knowledge, skills, values and attitudes from teachers to students.

The relevance of instructional materials is numerous. When the teacher selects materials, she is convinced that such materials will contribute significantly to the attainment of the objective of the lesson. If they are not relevant for the students’ learning, they should be avoided completely.

The aim of their use is to help to classify and illustrate concepts, thus making abstract ideas a bit more concrete.

2.12 Activity as a Method of Teaching.

Wood (1995) defines teaching style as the manner in which a teacher effectively and efficiently interacts within the classroom environment to bring about quality learning of a subject matter among students. He defines three teaching styles as:

1. The Disciplined Centered Style: which focuses more on subject matter than what the teacher does. The main focus is to reach content as prescribed by the syllabus or textbook, regardless of whether it meets the real needs of students or not.
2. The Teacher Centered Style, which places the teacher as the main focus. The teacher acts as the authoritative expert. He is the main source of knowledge and the focal point of all activities. In such a learning environment, students are only passive learners.
3. The Students Centered Style: This allows for a dynamic classroom environment. This style is most effective for teaching “the process than the product.” The focus is on the student, their cognitive abilities and interests. The teacher’s concern is how to make the students take an active part in the learning by making them to conduct their own investigations, develop their ideas, share ideas with others through discussions or collaborative work.

McKeachie (1994) contends that all these styles can stimulate learning when used appropriately, although the student centered style, leads to better retentive memory, better problem solving, better application of knowledge and better motivation for learning. Student centered style is what is known as “activity method of teaching in modern approaches for teaching and learning”.

As quoted in Enrinosh (2008), the activity method is described as “a marriage between teacher – centered and child – centered approaches of teaching and learning”. In other words, the activity method involves students in the learning process. Learning by doing appears to be the best way students learn and thus lessons involving this method usually include certain teacher activities like explanation, demonstration, distribution of learning materials and giving of instruction.

Dominating the lesson however, are students’ activities like answering of questions orally or writing, discussing pictures or charts, drawing, collaborative learning, modeling, co-operative learning, searching for information on the internet, case study, debate, use of learning aids like assignment cards and cassette recordings, experimenting, projects and stimulation.

The effectiveness of activity method over the other method is that, it places the learner at the centre of the teaching and learning process. The interest and intellectual level of attainment of students are considered when the lesson is being delivered. At the senior high school level, students cannot sit for long periods, listening to long-talk of the teacher. They need short time interval for various activities. The students come to perform activities since it is their nature. The method therefore fits into their natural setting.

The main uses of activity method include developing skills in reading, drawing, manipulating, recording and measuring, and discovering new knowledge through investigation, exploration, experimentation and evaluation of results. The researcher would therefore ensure that the lessons on relative pronouns that she teaches are activity- based.

The researcher will use the activity-based method to involve students in various groups like flexible grouping, whole class, small group and individual instruction when teaching relative

pronouns because they are language items which students must learn from the teacher at practice 1 stage, and students in turn practice the item among them for fluency and accuracy. This will help slow learners to learn with others from different experiences. This shapes the students' social skills and develops a sense of confidence in their own abilities.

2.13 Formal and Informal Style

ESL – EFL (English as a second language/ English as a Foreign language) students will need to learn the formal prescriptive rules for academic writing and the informal and more common descriptive rules (Written and spoken) to understand native speakers as well as speak in a normal non styled way. In every formal style “*whom*” is used in object and object of preposition. “*Who*” and “*that*” are more common in the informal style (written or spoken). Very often when the relative pronoun is an object of a verb or preposition, it may be omitted. Dart (1985) refers to the clause as a marked adjective clause.

The review of the formal and informal styles will help the researcher to teach the relative pronoun in formal and informal forms to students. For instance, informally, we say, “*Edna who he met yesterday is back.*”

And formally, we say, “*Edna whom he met yesterday is back.*”

Also the researcher, being aware of how to use the relative pronouns will assist the students to realize that the relative pronouns “*who* or *that*” are used when the subject is a person, “*that* or *which*” are used when the subject is a thing, “*that*” or “*which*” or “no relative pronoun” are used when the object is a thing, “*who*” “*that*” or “*zeroØ*” relative pronoun are used when the object is a person, “*which*”, “*that*” or “*zeroØ*” relative pronouns are used when the abstract nouns are used as subject.

To the existing challenges students are facing with grammar, teachers of language should emphasize the effective use of methods and strategies during language lessons. It has been observed that the problem of poor performance of students has been the concern of many scholars and educationists in the country. Despite all excellent attempts made by Ghana Education Service, educationists and the general public to solve these problems, the researcher believes that teachers should adopt and vary their strategies and approaches in teaching in a quest to minimize the problems in English language of which relative pronouns cannot be left out.

In addition to the other methods of teaching grammar, teachers can use the approaches described above to teach relative pronouns effectively, and to help improve student's performance in English language.

The researcher believes that, "a good picture is worth a thousand words". Without illustrations, the teacher will have to depend on crude translations and relevant examples, which will confuse the students the more. Photographs are true records of things and will be accepted as such by the viewers (Walkin, 1991). The teacher's own voice also constitutes a useful instructional aural aid which the teacher can exploit to make his or her lesson more reinforcing and expensive. It is difficult to convey new ideas and unfamiliar information by words alone. We hear words but often have little or no understanding of the ideas and concepts behind them. For words to have meaning they must be related either to personal experiences or to know 'concrete' objects (Walkin, 1991).

To be successful in the classroom, aids must supplement the teacher's work and should be flexible in their application. The learning resources centre may well be jammed full of the latest multi-media teaching aids, but this will be of little use to a teacher who lacks the know-how that they require or who does not have the time to set them up in the instructional situation. In short the teacher must be fully conversant with the operation and application of the aids to achieve the following importance.

Aids serve to open up more channels for the communication of information and create a variety of sensory impressions. When using aids the teacher does not have to rely solely upon his talking and the students listening for the transmission of knowledge. Aids enhance process of perception and retention and consequently improve the efficiency of learning.

Boredom is an enemy that the teacher is constantly fighting. It is extremely difficult to maintain attention for periods of longer than about fifteen minutes without involving the students in active participation. Aids serve to brighten up a presentation and help to maintain attention, while in many cases they substitute for the real thing, which may be unavailable for too large to bring into the classroom.

A good aid helps to overcome the limitations of word-only communication. It should appeal to as many senses as possible at one time. Some advantages of using aids are that challenges within the limits of a learner's ability; supplement description and help to promote retention and memory; stimulate imagination; consolidate what has been learned; saved teaching time (Walkin, 1991).

To solve the persistent difficulties, students are facing with grammar, teachers of language should emphasize the current and effective use of methods and activities during the language lessons. It would be observed that the problem of poor performance of students has been the concern of many scholars.

Despite these excellent attempts made by the authors to solve the problems, researchers would like to adopt role play methods of teaching and illustrating to improve the teaching of relative pronouns based on personal experience and suggestions from people on the field.

In addition to other methods of teaching grammar, teachers can use the approaches described above to teach relative pronouns effectively.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the methodology and research design that was adopted to carry out the research. It also discusses the sources of data, population and sampling, sampling size of the study and the factors that informed the researcher's choice of the sample population. It also talked about the procedures that was used to collect data for the study, research site, data collection protocol as well as data analysis and presentation.

3.1 Research Design

This study investigates the problems associated with the use of relative pronouns at Adanwomase Senior High School form one. Kothari (2004) describes research design as a plan, a roadmap and a blueprint strategy of investigation conceived so as to obtain answers to research questions. In addition, Owu-Ewie (2012) confirms that research design provides the most valid and accurate answers possible to the research questions stated.

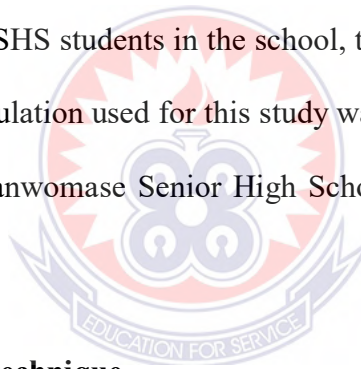
This research is qualitative in nature and it produces more in-depth, comprehensive information. It uses subjective information and participant observation to describe the context or natural setting of the variables under consideration as well as interactions of the different variables in the context. Again, it tries to find a wide understanding of the entire situation. Based on the purpose of this study, purposive sampling technique was used to select the elements.

This technique was chosen, because the SHS 1 class was the class assigned to the researcher and also due to the fact that students in the class had peculiar problem with relative pronoun. The

technique produces a good amount of responses from wide range of opinion. It also gives a meaningful and accurate picture of event on the basis of the data gathered at a point in time.

3.2 Population

According to Best and Kahn (2006), Population is a group of individuals that have one or more characteristics in common and of interest to the researcher. For Creswell (2013), it refers to the group of interest to the researcher; that is the group to which one would like the results of the study to be generalized. In this research, the current population of Adanwomase Senior High School is one thousand, seven hundred and twenty-four (1724). Nine hundred and seventy (970) out of this population are girls whilst seven hundred and fifty-four (754) are boys. Due to time and cost involved in studying all SHS students in the school, the researcher selected Senior High School 1 students. The target population used for this study was Form 1B2 and teachers from the Department of Languages in Adanwomase Senior High School in the Kwabre East District of Ashanti Region.



3.3 Sampling and sampling technique

Tuckman (1999) defines a sample as a small population of the population that is selected for observation and analysis. He continues to say that sampling is the act, process, or the technique of selecting a suitable sample, or representative part of a population for the purpose of determining parameters or characteristics of the whole population. This guided the researcher to use the purposive sampling technique to select the participants for the study.

Forty (40) students (made up of 24 females and 16 males), and three (17) professional English Language teachers were selected for this research using the purposive sampling technique. In

relation to this, the researcher used the purposive sampling technique which shows that SHS one class was purposely chosen among the various classes in the school. Though the problems relating to the use of the relative pronoun affects all students of various classes in the school, the analysis would better be treated in the form one class, so that the challenges involved in teaching a large class size are skipped in order not to render the research worthless.

Purposive sampling is a sampling method in which elements are chosen based on the purpose of the study. The sample is selected because they possess the information the researcher needs for the study (Owu-Ewie, 2012). In this study, the purposive sampling technique was used to select forty students and 17 teachers.

These teachers were selected because they have been teaching the subject for quite a long time and are familiar with some challenges of the students. Through conversations, teachers who held first degrees and had taught for at least three years were focused. Students' ages were between 13 and 19 years. In sampling, a portion that represents the whole population is selected (Polit, Beck and Hungler, 2001). The researcher selected the class because it involves students of different intellectual abilities and therefore serves as a better representative of the entire students. The researcher also considered time and money in selecting this sample rather than trying to study the entire population.

3.4 The Research Site

This research was carried out at Adanwomase Senior High School. The school is located in the Kwabre East District in the Ashanti Region. It is about seventeen miles away from the regional capital Kumasi. Adanwomase is on a branch road from the main Kumasi Asante Mampong road. From Asonomaso junction to Adanwomase Township is about three miles. The school is the first

building to see on your right hand side before entering the Adanwomase Township. The school was established by the community. It was by then called Orthodox Secondary and Commercial Institute and it was founded in 1972 by Adanwomase community. The current headmaster of the school is Mr. Joseph Obi. The school started with a population of thirty – two (32). Seventeen (17) of them were in the commercial department and fifteen (15) were from the secondary department.

The school started with twenty (25) staff members, six (6) teaching staff and nineteen (19) non-teaching staff. The community handed over the school into the public education system in 1977, the community handled the school for 5 years before turning into the public education system. After the school becoming the public system, the government of Ghana and the Parents Teachers Association (P. T. A) have done a lot to improve the development of the school. Now, the school can boast of so many infrastructural development such as six unit block class room, two new dormitories, one for the boys and another for the girls, a science resources centre, two storey class room blocks undertaken by the P. T.A and an administration block constructed by the member of parliament for Kwabre East district and many more others.

The setback of the school is its library, which cannot contain more than 40 students at a sitting and for that fact teachers and students patronage is very low. The library lack so many things and the books there are few and outmoded and that makes a research in the school more difficult for teachers and students. Due to lack of science laboratory, the science students are always bused to a sister school for practical work. In spite of the challenges identified, the academic performance of the students has improved massively.

The total population of the school stands at one thousand seven hundred and twenty four (1724), ninety eight (98) teaching staff and thirty eight (38) non-teaching staff. About seventeen percent of the students' population is day students while the remaining 30 percent are boarders. The school offers many courses including General Arts, Business and Science programmes for Junior High School graduates. This site was selected for the following reasons; (a) it is one of the best schools in the Kwabre East District in the area of cultural performance and sport activities. (b) The researcher has taught in the school for seven years and is familiar with teachers and students at large. (c) The researcher resides close to the school community and so means of transport will not be a problem.

3.5 Data Collection Strategies

The researcher used different instruments in the data collection. The research instruments used for this study were observation, questionnaire and test. The choice of these instruments was informed by the fact that observation, questionnaire and test provide tools for researchers to study complex phenomena within their context.

3.6 Observation

Observation is the primary technique of collecting data on nonverbal behaviour (OwuEwie, 2012). This method of collecting data was used, because it provided direct access in the phenomena under consideration. The researcher wanted to get first-hand experience with informants. Instead of relying on some kind of self – report, such as asking people what they would do in a certain situation, the researcher actually observed and took note of their behaviour in that situation. The researcher used the observation technique to gather information about how

relative pronoun lessons were handled in the school. The observation took place in the third and fourth week of the first term, during the 2017/2018 academic year.

The researcher first observed the students during their break time conversations. She further went to the classroom for observation during grammar (relative pronouns) lessons. This, she did with the permission of the teacher, as both teacher and students were informed of the purpose of the research beforehand. The needed information from the observation strategy were to see how relative pronoun lessons were introduced, what activities were done and how the lessons were concluded and evaluated. Through the observation technique, the researcher was able to understand the ambiance of the class. Though this tool was time consuming, it gave the researcher a lot of insight into her study.

3.6.1 Questionnaire

Wisker (2004) asserts that questionnaire often seem a logical and easy option as a way of collecting information from people. In research, the main purpose of the questionnaire is to solicit information from respondents based on their perception and approaches to the study of literature.

In this research, the purpose of the questionnaire was to find out students' and teachers' opinion about the teaching of relative pronouns. Sets of questionnaire were designed to solicit information and source opinion on the teaching and learning of coordinating conjunctions and help resolve the problems students face.

The response to the questionnaire helped the researcher to collect large amount of qualitative data that were analyzed. The questionnaires were distributed to the teachers and taken the next day after they finished with their responses. For the students, I gave the questionnaires to them

and made sure they answered them on that same day before taking them. I also took the opportunity to interact with some of the students to solicit additional information.

3.6.2 Tests

Macmillan and Schumacher (1989), consider “test” as the use of test scores as data. Test includes the participants’ response to either written or oral questions to measure knowledge, ability, aptitude, or some other trait. A diagnostic test was used. According to Tamakloe (2005), test is used to identify strengths and deficiencies of students.

The instruments consisted of test items based on the Senior High School English Language Teaching syllabus 1-3. The researcher tested the students on relative pronouns to ascertain the existence of the problem as shown in appendix c.

3.7 Data Collection Protocol

In order to get access and approval for the research work, the researcher discussed with the headmaster of Adanwomase SHS her intention to conduct the study in the school. A letter was officially written to the Kwabre East District Director of education to ask for permission to conduct the research in the school. When the permission was granted, another letter was officially written to the headmaster of the school to be permitted for the study by explaining the aim, purpose and scope of the research before she started fruitful discussions with the teachers as to when they would be available and how the research would be conducted.

3.8 Intervention Process

Intervention is a set of strategies planned and implemented to solve a specific problem or improve an educational practice. It involves a step by step procedure which is constantly mentioned over periods of time by a variety of mechanisms. To enable the students of Adanwomase Senior High School form one acquire enough knowledge on the correct usage of relative pronouns, the researcher planned and presented pre-intervention, intervention and post-intervention activities.

3.8.1 Pre-intervention

This aspect talks about the procedure that the researcher adopted in trying to define or diagnose the perceived problem before the actual intervention to be carried out in the research work. The researcher looked at the students' class exercises and tests in English grammar and compositions and realised that the students had low marks. After the search for the stated areas, the researcher conducted a pre-test to find out whether the students are able to use relative pronouns in sentences, on the 11th October, 2017.

3.8.2 Pre-intervention test results

After administering the pre-test, the researcher realized that some of the students' level of performance was very low as shown in appendix C. Some were unable to construct meaningful sentences using relative pronouns. Most of them confused the positions of '*who, whom, that, which and whose*' when asked to use them in their own sentences. Also, students were unable to complete given sentences with the appropriate relative pronouns.

3.8.3 Intervention and implementation

In this section, the researcher describes series of concrete measures, approaches and strategies put in place to help Adanwomase Senior High School form one students use relative pronouns correctly.

The researcher used ten weeks to help students overcome or minimize the challenge they face in using relative pronouns. The intervention lessons were organized between 4:00 pm and 5:00 pm on Wednesdays and Fridays after the normal classes. The activities for the intervention have been presented below in a weekly basis.

3.9 Intervention design

The researcher used relevant instructional materials such as manufactured and drawn pictures, improvised charts and word and sentence cards during her teaching to make the lesson meaningful to learners.

Also, the researcher used the eclectic method which involves the use of divergent teaching strategies and approaches such as the communicative approach, structural approach, interactive, teacher – students’ communication, student centered or task-based approaches, demonstrations, teacher- led grouping, student -led grouping, flexible grouping and so on in teaching the relative pronoun in a clause for better results.

Further, the researcher motivated students to whip-up their interest in the subject or aspect (grammar) by giving prompt feedback after conducting class exercises and answering questions. She constantly used praise words such as ‘very good’, ‘excellent’, ‘good’, clap for him or her, during the lessons.

Further still, she improved the assessment procedure by giving class exercises and home work at the end of every lesson and provided feedback by constantly marking students' work to alert them about the gains they are making in their learning.

Week One and Two

The relative pronouns for consideration by the researcher in this research are: *who*, *whom*, *whose*, *which*, *that* and the *zero relative*.

The researcher bearing his objectives in mind decided to treat “who”, “whom” and “that” with the students in the first two weeks.

With the use of the communicative approach and relevant resources such as word cards and sentence cards, the researcher introduced the lesson. The objective here was to make students interact most with the structure being taught. With the help of various teaching and learning aids, the researcher taught the lesson with structural approach.

The researcher reviewed students' previous knowledge on pronouns in general. She wrote a lot of words on the board and asked students to identify the pronouns in them. Among the listed pronouns by students, the researcher selected the stated three relative pronouns “who,” “whom” and “that”

She guided students to form sentences with the said items using sentence cards. For example:

Tom is a boy who learns fast

The teacher whom we saw at the market is here.

This is the book that I lost

Through discussions and explanations, the researcher guided the students to define relative pronouns. This she did by helping students also to differentiate the relative pronoun from other forms of pronouns through the construction of sentences. With sentence cards, the researcher explained to students that a relative pronoun joins two parts of a sentence, standing in one part for a noun or pronoun mentioned in other part, and referring to that noun or pronoun, which is called its antecedent. It can also be defined as a pronoun that introduces a relative clause. It is called a relative pronoun because it relates to the word that it modifies, called the antecedent.

For example:

“This is the prefect who wrote the letter”

In the above example “*who*”

- *relates to “the prefect” who wrote the letter.*
- *introduces the relative clause “who wrote the letter.*

Further , the researcher explained to students that relative pronouns are the same as qualifiers /post modifiers/referents/modifiers, that is why the sentence in which they are used are specified as relative clauses or adjectival clauses.

Through further discussion, she introduced the terms such as subject, object, direct object and indirect object with reference to functional roles played by relative pronouns in structure.

The researcher guided students to form sentences with “who”, “whom” and “that” to reflect each of the terms. The researcher set the pace. For example:

- “Who” as subject of the verb in relative clause.

He saw the teacher who won the prize.

- “Who” used as an object of the verb.

Emmanuel is the only student who the organizers gave the award.

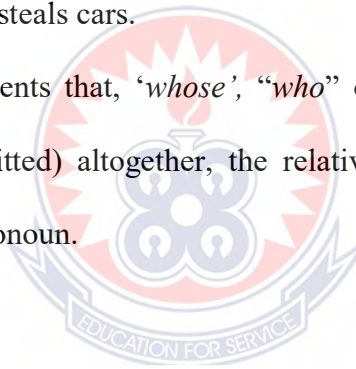
- “Whom” used as object of a verb.
- *The boy whom I spoke to has arrived*

“Whom” is only used as object in the case of a + human “antecedent”

In another instance, the researcher explained to students that when the relative pronoun functions as the subject of the verb in relative clause, “who” or “that” is used. For example:

- I saw the car that knocked him.
- We sacked the driver who steals cars.

She further demonstrated to students that, ‘whose’, “who” or “whom” are used or where the relative pronoun is left out (omitted) altogether, the relative pronoun is sometimes referred technically to as a zero relative pronoun.



For example:

Do you know the boy [that/ who (m)] they spoke to.

To omit all the relative pronouns physically and get a zero relative clause, the sentence will read.

Do you know the boy “they spoke to?”

With the use of pictures, drawings, real object and thorough motivation, she helped students to construct sentences using relative pronouns – *who*, *that*, *whom*. The researcher encouraged students to practice the studied structure while she went round to monitor them.

Thereafter, a class exercise was conducted to verify the effectiveness of the intervention.

Week Three and Four

The researcher used **task-based approach** to enhance effective teaching and learning of relative pronouns? (Which, whose, whom)

The researcher revised the previous lesson with students based on their previous knowledge. This she did by letting students identify relative pronouns in given sentences as in the following:

1. I know the woman whose husband was arrested.
2. Jesus is the kind of Master who never fail.
3. I have seen the man whom we spoke about.

The researcher then asked students to construct sentences using “*who*”, *whom* “and “*whose*”

After that, she introduced “*which*” and “*that*”. The researcher helped students to form sentences with *which* and *that*”. Further, the researcher threw light on the use of “*which*” and *that*” and omission with objects not subjects, to the students.

Examples are:

1. The bench [that, which, Ø] I stood on had broken.
2. The toy (that, which, Ø) she brought is missing.

The researcher explained to students that in the above examples (*that* and *which*) are subordinating conjunctions because they are immediately followed by the nominal element (*I*) and (*she*) that functions as subjects. In that case, the subordinating conjunction could be dropped.

The researcher further explained that, in the situation where the subordinating conjunction is dropped, it could be accepted in informal speech, but not in formal speech.

Examples:

1. The bench (that) I stood on had broken – formal

2. The bench I stood on had broken – informal

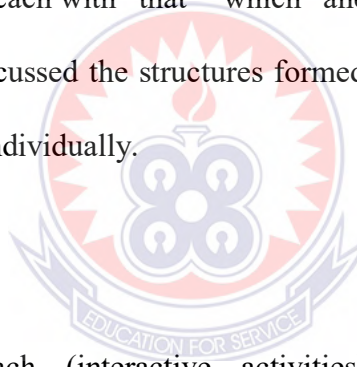
In another situation, she taught them the use of “*whose*” as a possessive pronoun and how it is always followed by a noun. The possessive pronoun “*whose*” function as a determiner to the noun that succeeds it.

For example;

1. She is the singer *whose* car got lost.
2. That is the sheep *whose* colour is white.

At this stage, the researcher put students into groups of fives to practice the structures learnt and to form twelve sentences each with “that” “which” and “whose”.

Thereafter, the researcher discussed the structures formed by each group with the class and gave them assignment to do individually.



Week Five and Six

The communicative approach (interactive activities) was used to help improve understanding, attitude and skills of students in learning relative pronoun? (Restrictive/defining relative pronoun).

The researcher reminded the students about the use of “who” whom, that, which, and whose’ learnt in the previous lessons.

She also asked students to give sentences involving relative pronouns.

For example:

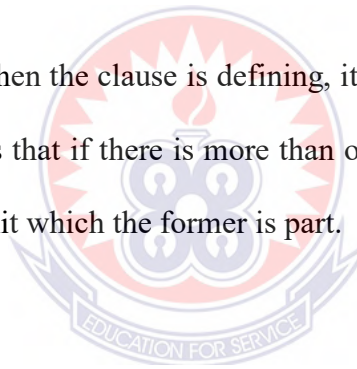
1. The poem (*which/that*) you discussed was not taught.

2. Cynthia married Ernest *who* was a teacher.
3. The woman *whom* we met at the church is my aunt.

Based on students' examples, the researcher introduced the relative pronouns in defining clauses. She explained to students that in English, the choice of the relative pronoun depends on the type of clause it is used in. There are two types of clauses, distinguished: defining (Restrictive) and non- defining (nonrestrictive) relative clauses.

The researcher explained to students that in both clauses, the relative pronoun can function either as subject, object or possessive. The researcher displayed a well labeled teaching and learning material, substitution table, flash and sentence cards and assisted students to form the defining relative clause.

She made them realize that when the clause is defining, it attempts to isolate a smaller group from a bigger group. It means that if there is more than one group, then, we are considering one unit as against a bigger unit which the former is part.



For example:

- a. When the subject is human, use (*who/that*)
The boys who make much noise in class are absent.
- b. When the subject is a thing – use (*that, which*)
I have visited the factory that manufactures soaps.
- c. When the object is human, use (*who/that/whom*)
 - i. *Joyce is the woman who he visited - informal*
 - ii. *Joyce is the woman that he visited- informal*
 - iii. *Joyce is the woman whom he visited – formal*

e). Sentences to show belongingness – use (whose)

- i. *Asamoah is the boy whose father came here.*
- ii. *I love the teacher whose student won the debate.*

The researcher also demonstrated the students to understand that *whose* is not used to refer to a thing, rather, *which* is used.

Example:

Emmanuel uses a bag, the size of which I have never seen.

Further, she let students in turns used the various relative pronouns showed to form their own sentences on cards. The researcher motivated the students to use the relative pronouns discussed among them while she went round and supervised.

Furthermore, the researcher made them aware that a relative pronoun is a pronoun that marks a relative clause within a larger sentence. It is called so because it relates to the word that it modifies and it is not specific. Also, it links two clauses into a single complex clause. It is similar in function to a subordinating conjunction. Unlike a conjunction, it stands in place of a noun or pronoun.

Further still, she guided the students to know that there are various ways of supplying more information about a noun in English. Frequently, we use adjectives for example, “melodious songs”, “exciting students”, “fantastic game” etc.

So are relative clauses, they are another common way of supplying more specific information about a noun referring to a person, thing or group.

In addition, the researcher explained to students that the relative clause she discussed so far with them is often referred to as defining relative clause, for they supply information which is needed in order to identify a particular person, or thing. In other words, they define exactly who or what we are referring to. The researcher once again gave some examples of defining relative clauses.

- I. The woman who invited you to the dinner is my aunt.
- II. The girl whom you wanted to marry is a teacher in my school.

Thereafter, students did individual and group assignments.

Week Seven and Eight

The researcher revised with students on the defining relative clause. Students gave examples of defining relative clauses. Based on the students' examples, the researcher introduced the non - defining relative clauses.

The researcher wrote simple sentences and used commas to differentiate them from the defining clause for the students to read and identify the pronoun and the commas. The researcher robbed off the commas and asked students to re-produce the commas.

Examples:

1. My father, who is a doctor in America, wanted to come back to Ghana.
2. Mother Theresa, who is reported as a great social worker, received a noble prize for her service.

The researcher explained further that, a non-restrictive/ non defining clause only adds extra information to its antecedent. It does not select it from a larger group.

At the free practice stage, the researcher allowed students to practice the structure in speech and writing in groups of six. Some examples of the non restrictive relative clauses are:

1. The rain, which started at eight O'clock, has stopped.

2. When the subject is human, use (who)

My sister, who travelled to London, has arrived.

3. When the subject is non-human, use (which)

The television, which he bought, is fake.

4. When the object is human use (who – informal /whom-formal)

George Bush, who we elected president, is coward – informal

George Bush, whom we elected president, is coward –formal

5. When the object is non-human use (which)

The car, which mummy bought, has been stolen.

6. When something belongs to somebody (possessive) use (whose)

Emmanuel, whose pen got lost, was here this morning.

The researcher used the teaching and learning materials and treated the whole structure once again with students. She guided students to know that the non-defining relative clause is usually separated by commas to give additional information about a person or a thing (nominal antecedent). This information is not necessary to identify who or what we are talking about, that is, it does not define, but adds information.

Further, the researcher explained the variety of uses of non- defining clauses in written English to students.

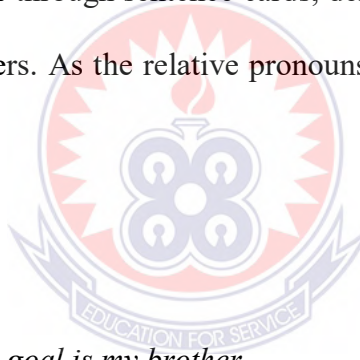
The researcher, further still, discussed the form of the non-defining relative clauses with students and thereafter gave them assignments which they did and had them submitted for marking.

Week Nine and Ten

The researcher used the eclectic method, teacher or peer feedback and correction to help improve students understanding on relative pronouns (Defining/Non Defining)].

The researcher used the last week left for revision. She went over the whole intervention lessons with students. The researcher guided the students to define relative pronouns. She also guided students to differentiate the relative pronouns. She made it clear to students that such pronouns are the same as qualifiers/modifiers that is why the clause in which they are used are considered as relative or adjective clauses.

In another instance, the researcher through sentence cards, demonstrated to students that relative pronouns are also called relativisers. As the relative pronouns refer back to the noun head, they are called referents.



For example:

- a. *The player who scored the goal is my brother.*
- b. *The boy that he saw is my junior.*

In the two sentences above “*who*” and ‘*that*’ are all examples of referents because they refer back to their respective noun heads. Thus ‘*who*’ refers to ‘the player and’ *that*’ refers to the ‘the boy’.

With this explanation, the researcher demonstrated the use of the restrictive clause again. She first taught the ones which are frequently appearing in students’ speech and which appear to be easy for students to master as their second language.

Thus, the “OS” – ‘Object – subject relations’. Example:

The teacher likes the students who perform well.

“OO” – means a clause in which the relatives functions as ‘object –object’

For example:

Kofi drank the wine (that you brought).

The researcher and students constructed clauses, took feedbacks and made corrections.



CHAPTER FOUR

RESULTS, FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the results obtained from the analysis of the data collected. The data collected were analyzed, interpreted and commented upon by the researcher. The findings were further discussed and related to the views discussed in the literature review. The data were analyzed in response to the research questions posed in chapter one of this thesis. The participants' responses to questionnaire and findings of the tests have been analyzed in their various sections.

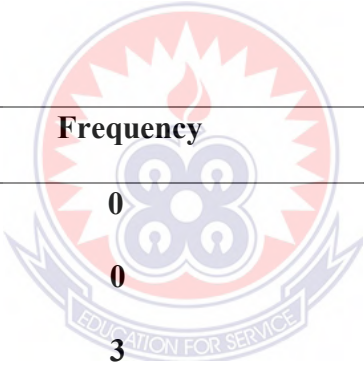
4.1 Analysis of teachers' questionnaire

Table 1: Teachers' Academic Qualification.

Qualification	Frequency	Percentage(%)
Diploma	0	0
Degree	12	70.59
Post Graduate Certificate	0	0
Post Graduate Diploma	0	0
Masters Degree	5	29.41
H. N. D	0	0
Total	17	100

From table 1, seventeen teachers representing hundred percent (100%) were selected to answer the questionnaires, and twelve respondents representing 70.59% were first degree holders. First Degree is one of the academic qualifications accepted at the Senior High School levels for teachers. Out of the eighteen teachers, six teachers representing 29.41% had also attained their Masters Degree. It is clear that no teacher is below the first degree level which is a prerequisite for employment in the S.H.S. Hence, students shouldn't have had problems with the use of relative pronouns. However, workshops and refresher courses, when organized for teachers at least twice every year will enable them acquire enough content knowledge on the subject to be able to teach it well.

Table 2: Rank of the teachers



Rank	Frequency	Percentage(%)
Senior Superintendent II	0	0
Senior Superintendent I	0	0
Principal Superintendent I	3	17.65
Assistant Director II	11	64.70
Assistant Director I	3	17.65
Director	0	0
Deputy Director	0	0
Total	17	100

The number of teachers with the highest rank, Assistant Director I, was three which represents 17.65%. 11 Assistant Director II teachers representing 64.70% and three principal superintendents, representing 17.65%. None of the teachers was in the other ranks.

Table 3: Teacher's Teaching Experience.

Years	Frequency	Percentage(%)
1 years	2	11.76
3 years	10	58.82
10 years	5	29.41
20 or more years	0	0
Total	17	100

The number of years the teachers who responded had been teaching ranged between (1) and twenty (20) years or more. Two of the teachers representing 11.76%. had been teaching for one year. Ten teachers representing 58.82% had been teaching for three (3) years. The remaining five teachers representing 27.8 % had also been teaching for (10) years. None of the teachers had taught for twenty years or more. Professional competence is the application of the concept to working life, particularly in highly complex and demanding professions, in which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation (Epstein & Hundert, 2002). Obviously, teachers who have taught the same subject for several years are expected to exhibit a great deal of competence in their field. This was different at Adaowmasi SHS. Most of them even though have aspired to the rank of Assistant Director, still failed in their quest to teach grammar appropriately, leading to the students' inability to use the

relative pronouns as it should. This problem is attributed to the failure to organize orientation/in-service training frequently for the teachers.

Table 4: Area of Specialization

Subject	Frequency	Percentage(%)
English	10	58.82
Twi	5	29.41
French	2	11.76
Total	17	100

Table 4 shows that ten teachers representing 58.82% who teach English specialized in English language. Five of the teachers representing 29.41% specialized in Twi but are teaching English Language. Two teachers representing 11.76% also specialized in French but teach English. As indicated, most of the teachers have specialized in English language. One could have expected an overwhelming output from such teachers, yet, their students had a problem with relative pronoun usage. This problem is due to the teachers' failure to use the appropriate teaching techniques in their lessons. The communicative language teaching approach, if adopted, might make a difference in their teaching for a good student performance.

Table 5: Performance of Students in the English language?

Responses	Frequency	Percentage(%)
Good	0	0
Fair	6	35.29
Poor	11	64.70
Very Poor	0	0
Total	17	100

Table 5 indicates that none (0) of the teachers responded that the performance of the students in the English language was good. Six of them representing 35.29% commented that the students' performance in the English Language was fair whilst ten 10 of the teachers representing 64.70% said the performance was poor. Again, none of the teachers said the students' performance was very poor. This indicated that the general performance of the students in the English language was not encouraging. This stems from the fact that English teachers of Adanwomase SHS, though, had the best qualification, lack teaching competence which could have enabled them to use varied teaching methods to suit their learners' abilities and level of understanding. Hence, their failure to use relative pronouns appropriately.

Table 6: Do you Teach Grammar?

Responses	Frequency	Percentage(100%)
Yes	17	100
No	0	0
Total	17	100

From the above table, all the teachers teach grammar, in spite of the challenges they face as they indicated in the response. It is also noticed that some have not specialized in English languages, rather Ghanaian Language and French. One needs to have mastered in a particular area to be able to handle it properly (Epstein & Hundert, 2002). In this study, teachers who are not specialized in English language handled it resulting in students' difficulty in using relative pronouns. This goes a long way to affect their performance in grammar.

Table 7: Have you noticed that your students have challenges with the use of English Relative pronouns?

Responses	Frequency	Percentage(100%)
Yes	17	100
No	0	0
Total	17	100

Once again, from table 7, all the teachers agreed that their students have challenges with the use of English relative pronouns. This was confirmed by the pre-test (at appendix C) results where most of the students could not identify relative pronouns as in the following sentences.

1. This is the man *whose* killed my dog.
2. The man *that* I told you about is dead.
3. She is the lady *who* car is missing.

In these sentences, it is realised that students used the wrong forms of pronouns. The relative pronoun, *who* was replaced with the possessive pronoun, *whose* as in sentence 1. In sentence 2, the relative pronoun, *whom*, was replaced with *that*. Again, in sentence 3, the student used the relative pronoun *who* instead of the possessive form *whose* to indicate ownership. The students committed such errors due ignorance of rule restrictions. It is a general fact that students are not motivated and encouraged to study grammar right from the primary level hence they had little knowledge in the use of relative pronouns. The students' difficulty to use relative pronouns is also attributed to lack of vocabulary, and poor reading habits. Reading, which could aid subconscious acquisition of vocabulary, syntax and spelling (Krashen, 2004) was absent among the students. It is clear that the students had a problem with relative pronoun usage and this is evident in their utterances.

Table 8: Teaching Methods used in Grammar

Teaching Method	Frequency	percentage(100%)
Lecture	13	76.47
Eclectic	0	0
Communicative Language Teaching (CLT)	0	0
Task – Based Language Teaching (TBLT)	0	0
Any other	4	23.53
Total	17	100

The table above reveals that the lecture method is widely used by majority of the teachers. Thirteen teachers, representing 76.47% use the lecture method whilst the remaining four teachers, representing 23.53% said they use any other method. None of the teachers uses the Communicative Language Teaching (CLT) and the Task-Based Language Teaching (TBLT) methods. This contributes to the poor performance of students representing (76.47%) after grammar lessons as shown in table 9. This table reveals that the teachers were not using the new approaches which is the communicative language teaching (CLT) and the task-based teaching method so learners were not actively involved in the lesson.

Table 9: Effects of Teaching Methods on Students

Effect	Frequency	percentage(%)
Excellent performance	0	0
Good	0	0
Fair	4	23.53
Poor	13	76.47
Total	17	100

Table 9 shows that only four (4) teachers, representing 23.53% responded that the students' performances were fair. Thirteen (13) teachers, representing 76.47% commented that students' performances were poor. None (0%) of the teachers' comments were either excellent or good. The use of the lecture method at the expense of the other methods is attributed to teachers' ignorance of the modern methods of teaching grammar. The findings show that, many of them have been teaching for more than ten (10) years without any in-service training to keep them

abreast with modern trends of teaching. This has contributed to the poor performance of the students representing (76.47%) after grammar lessons as stated earlier. The lecture method used by the teachers largely affected the students badly on the identification of relative pronouns in sentences since students are not given enough room to actively participate in the lesson, but is rather expected to just listen and copy what the teacher says.

Table 10: Do you use Teaching/Learning Materials?

Responses	Frequency	Percentage(%)
Yes	0	0
No	17	100
Total	17	100

Table (10) shows that none of the teachers uses TLMs in grammar lessons. The teachers failed to use appropriate teaching and learning materials to arouse students' interest in lessons. The use of TLMs would have eased some of the problems listed in table (13), and the performances of students would have been improved.

Table 11: Teachers' Problems in Teaching English Grammar.

Responses Problem	Agree		Disagree	
	Frequency	Percentage	Frequency	Percentage
Large class size	17	100	0	0
Lack of teaching/ Learning materials	17	100	0	0
Lack of textbooks	17	100	0	0

From the table above, all the teachers identified large class sizes, lack of teaching/learning materials and lack of textbooks as major hindrances in teaching English grammar. In an interview with teachers, some of them complained that they don't have materials for the students to use. Some also said that there no textbooks on grammar and the large class size makes it difficult for them to teach. The researcher suggests that teachers should be refreshed on the use of teaching learning materials as well as how to improvise some of these materials when they are not available. Teachers can devise simple write up or reading materials to replace the textbooks for both grammar and reading to enable pupils build enough vocabulary so that they are not found inadequate in the English classroom. Through reading, teachers could introduce learners to the use of relative pronouns.

Table 12: Causes of Students' Poor Performances in English Language

Responses Problem	Agree		Disagree	
	Frequency	percentage	Frequency	percentage
Poor foundation	12	70.59	5	29.41
The environment	17	100	0	0
Poor teaching methods	12	70.59	5	29.41

From table (12), all the teachers agreed that the environment plays a major role in the students' inability to perform well in English Language (grammar). Twelve teachers, representing 70.59%, also agreed that the poor teaching methods contribute to students' poor performance in English. Five teachers, representing 29.41% added that poor foundation negatively affects students' performance in English.

Through observations, the researcher realized that the environment (both the home and the school) is a contributing factor to student's poor performance in the use of relative pronouns because most of the students spoke Twi on the school compound and in their homes as well. This makes it difficult for them to construct sentences in the English language. The findings of a similar study done by Neda (2012) revealed that Malaysian ESL students have problems in writing tasks, especially in language use. Neda claims that the first language interference mostly contributed to errors in the students writings. In relation to this, the findings of the present study have revealed that learners of Adanwomase Senior High School have difficulties in the use of relative pronouns. This problem as said earlier, hinders the meaning of ideas in students'

sentences. Activities like dramatization and role play, if used frequently in teaching, will help students to communicate effectively in the target language.

Research Question 1

What factors have militated against the correct use of English relative pronouns among Adanwomanse Senior high School students?

Causes of students' inability to use relative pronouns correctly

From the analysis, several causes came up as hindrances to students' failure to use relative pronouns appropriately. One of them was lack of learner-centered activities in teaching grammar lessons. As noted in the literature, all modern strategies for language teaching are geared towards active involvement of the students in the teaching and learning process. To achieve this, teachers are expected to use a variety of teaching styles and teaching materials in their lessons. However, students are rather made more observers in grammar lessons of some teachers, instead of being actively involved or placed at the center of the learning situation. Those teachers were seen as the custodians of knowledge and their duties were to pass on such knowledge to the learners. The findings of the study showed that most of the teachers do not use activity-based lessons in their grammar lessons, though they are aware of the different methods of teaching grammar. Students, therefore, find it difficult to grasp concepts, for the activities that need to be carried out alongside the 'talking' are virtually absent in the teaching process (Atta, 2011).

Also, there was lack of supervision by teachers during grammar lessons. One of phases of Murcia and Hill's (1985) ways of teaching grammar suggest that there should be teacher or peer feedback and correction. The teacher is expected to go round and listen to students, help and direct them where they have difficulties. On the contrary, it was observed that teachers did not

have time to inspect students' work during the focused practice stage due to limited lesson period. Kolawole (1998) in a similar study found that the teaching of English Language is bedevilled with problems such as inadequate period of teaching as well as appropriate methods of teaching.

Another setback was that teachers did not use teaching and learning materials in their grammar lessons as indicated in table 11. This in effect, made the grammar lessons abstract. The findings of the study clearly showed that most of the English language teachers do not use appropriate teaching and learning materials in the teaching of English. It was revealed that the dominance of textbooks, dictionaries and the chalkboard in the teaching of English was rampant in the school. Modern media such as audio and video tapes, programmed texts, word cards, computers, magazines and newspapers are rarely used. As noted by Kolawole (1998), the teaching of English Language is such that teachers don't see the need to use resources, especially in grammar lessons. Most of the English teachers failed to use modern technology in the classroom to make learning student-centered. Teachers could have improvised some basic materials such as word cards and sentence cards but were expecting the school authorities to provide card boards for such materials. They also expected the government to provide gadgets like computers, speakers and projectors to assist their teaching, when they could have used their phones, somehow to aid effective learner-centered lesson delivery.

Again, the environment is a contributing factor to students' inability to use relative pronouns correctly. It was observed that most of the students spoke Twi, the dominating local language, both at school and at home. The contact time of students with English language is limited to the classroom. Very little or no English language is spoken outside the school contact hours. Nevertheless, even in the classroom, it was only during English lessons or when they had been

given assignments to work on at home. Outside the classroom, teachers communicate with learners and their own colleagues in the local language. This does not create enough room for learners to use the forms and structures learnt in class. All these factors prevent students from becoming competent or fluent in the English Language.

Another contributing factor against the correct use of relative pronouns is large class size. It was observed that the least number of students in the SHS 1B classes was eighty. The rooms were not also spacious for free movement. It was even difficult to group students for group work. It was realised that the challenges are not on relative pronouns alone, but on other aspects of grammar. This is because, the large class size makes it very difficult for the teachers to pay attention to individual differences. There is no room for one-to-one correspondence for teachers to identify the peculiar problem with each student. This happens even in other subjects. For this reason, teachers do not give students enough exercises to enable them practice what they have learnt. Consequently, during lessons, only few students are given the chance to practice orally, what is learnt, even in groups.

Last but not the least, overgeneralization of a known rule, over-teaching of one form to the detriment of another and avoidance strategies are obstacles to the correct use of relative pronouns. In the pre-test, most of the students thought the position of relative pronouns (e.g. which, that, who, whom, whose) are always used in asking questions as in the following sentences (appendix C).

1. *Who* are you?
2. *Whom* are they making noise?
3. *Which* of the following is correct?

In these sentences, the students used relative pronouns as interrogatives, when they were asked to use the various relative pronouns to construct simple sentences in the pretest. This error is attributed to incomplete learning of rules as well as overgeneralization of rules learned, which led to students' inability to appropriately use relative pronouns in sentence construction. This distorted the meaning that was expected to have been conveyed in their sentences. The above relative pronouns could have been used appropriately as in the following sentences:

1. The woman *who* came here yesterday is my mother.
2. The man *whom* I met at the door is my teacher.
3. The girl *whose* father died in an accident assisted me with my homework.

It could be realised that in the correct utterances, the words *who*, *whom* and *whose*, are being used to describe than in asking questions as in the first examples.

The findings show that the teaching approaches were not the best for students to grasp whatever concepts teachers gave them, therefore the researcher brought some intervention activities to help save the situation.

Research Question 2

How can the use of English relative pronouns in the writings of Adanwomase Senior High School students be improved?

Before the implementation of the interventions as in chapter three, the researcher conducted pretests on relative pronouns for the students to assess their degree of understanding and use of relative pronouns. In the test, the students were asked to construct sentences with the relative pronouns, *who*, *whom*, *whose*, *which* and *that* (appendix B). They were also asked to complete

simple sentences with appropriate relative pronouns (appendix B). Again, the tests were used to find out the effectiveness of the teaching approaches and strategies used by teachers. The tables below demonstrate the scores of student on the two tests conducted. Samples of students' tests are seen at appendix C.

Table 13: Pre – test scores of students

Marks (x)	Number of students (f)	Total (fx)
10	0	0
9	1	9
8	1	8
7	3	21
6	1	6
5	2	10
4	6	24
3	6	18
2	10	20
1	5	5
0	5	0
Total	40	121

$$\text{Mean Score} = \frac{\sum fx}{\sum f} = \frac{121}{40} = 3.025$$

Mean score = approximately 3

$$\text{Percentage passed} = \frac{8}{40} \times 100 = 20$$

Percentage passed = 20%

From table 13, a total of forty (40) students were tested and the average marks obtained was approximately 3 marks. The pass mark was 5, so the number of students who passed was 8 which represent 20%. This means that thirty-two students representing 80% failed.

After conducting the pre-test, the researcher recognized that the performances of some of the students were below average. Most of the students could not complete sentences with the appropriate relative pronouns as in *It was the best game **whom** I ever watched* (pretest 2, sentence 4- appendix C). Again, most students were unable to construct simple sentences with given relative pronouns. They rather used them as interrogatives as in ***which** of the following is correct?* (Pretest 2, sentence 4- appendix C). However, some students were able to complete sentences with the appropriate relative pronouns as well as construct sentences with the relative pronouns as they were required in the pretests 1 and 2 respectively.

In trying to improve the performance of students in the use of relative pronouns, the researcher used the eclectic method of teaching to help improve students understanding during the first and second week of the second term of 2017/2018 academic year. Here, the students were put into groups. They were then assisted through peer interaction and roleplay, to help them use relative pronouns appropriately, after which the researcher provided them with sentence cards involving incomplete sentences and were asked to complete them with the appropriate relative pronouns on word cards. A post-test (appendix D) was then organized for students to ascertain the effectiveness of the intervention. The post test results is indicated in table 14.

Table 14: Post – Test Results of students

Marks	Numbers of students(f)	Total (fx)
10	6	60
9	5	45
8	8	64
7	7	49
6	4	24
5	6	30
4	2	8
3	1	3
2	1	2
1	0	0
0	0	0
Total	40	285

$$\text{Mean score} = \frac{\sum fx}{\sum f} = \frac{285}{40} = 7.125$$

Mean score = approximately 7

$$\text{Percentage passed} = \frac{36}{40} \times 100 = 90$$

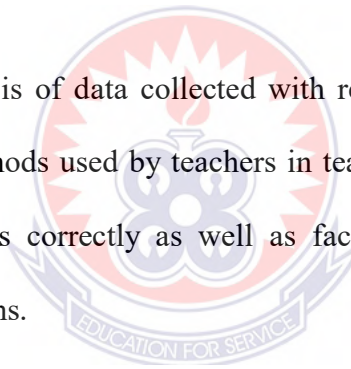
Percentage passed = approximately 90%

As shown in table 14, 36 out of the 40 student passed the test, for the pass mark was still 5. These numbers represent 90%. It means that only four (4) students representing 10% failed the test. The mean score of the pre-test (3 marks) was increased to approximately 7 marks in the post-test.

The massive improvement in students' performance is attributed to the use of the communicative language teaching approach that allowed students to use the relative pronouns through role play and peer interaction during the intervention. Some of the measures that promoted the effective use of relative pronouns among the students is traced to the use of appropriate teaching strategies such as role play, peer conversations, as well as discussion. The use of adequate teaching and learning resources such as word cards, sentence cards and stories also aided the improvement of students' performance. The researcher therefore suggests that the teaching of the various aspects of grammar should be student-centered and also be given equal attention by teachers.

Conclusion

This chapter looked at the analysis of data collected with regard to how students use relative pronouns in their utterances, methods used by teachers in teaching English, causes of students' inability to use relative pronouns correctly as well as factors that could improve students' appropriate use of relative pronouns.



CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter presents the summary of findings of the study. The purpose of the study was to identify the problems associated with the use of relative pronouns. This study is a qualitative research conducted at Adanwomase Senior High School in the Kwabre East District in the Ashanti Region of Ghana. Data was gathered from 40 students through pretest and posttest. It was revealed that students used relative pronouns wrongly. They used interrogative pronouns in place of relative pronouns.

5.1 Summary of findings

The primary aim of the research work was to improve the use of relative pronouns among senior high school students of Adanwomase Senior High School Business one class. In achieving the desired results, the researcher wrote to seek permission from the Kwabre East District Director of Education and the Headmaster of Adanwomase Senior High School. The participating teachers were informed of the decision, purpose and method of the researcher to embark on the project. Success of the teaching and learning process largely depends on a set of factors such as students' motivation, appropriate selection of the teaching approaches, method, tasks and materials that are mostly determined by student's psychological characteristics such as learning style and type of intelligence. As a qualitative research, the researcher mainly used observations and tests in his data collection. The scripts were marked and the scores were compiled and processed in tables for analysis.

The analysis of the pre-test and post-test showed that most of the students were unaware of the meaning and appropriate use of some relative pronouns under investigation. There were misinterpretations of some of the relative pronouns and that affected the intended meaning of their utterances. Learners were unable to connect clauses with the appropriate relative pronouns. Most of the students were not able to express themselves well in the English language, so they resulted to the use of their local language in conversations. The teachers hardly communicate among themselves in the English language. Some of them even speak to students in the local dialects. In spite of their long teaching experiences and higher professional/ academic qualification, the teaching strategies and methods they used in teaching relative pronouns as well as other aspects of grammar were not the best to yield positive results. Teachers barely motivated students in teaching. Notwithstanding the challenges the students had during the pre-test, it was realized that the mean score of the pre-test increased from 3marks to 7marks after the post-test. This indicated a massive improvement in students' performance. The percentage of the number of students who passed the pre-test also increased from 20% to 90%.

5.2 Conclusion

Most language teachers' usually fail to act as facilitators in the language classrooms. They make students mere observers and not active listeners. Most teachers, as noted when the researcher observed some lessons, introduce or teach grammar lessons by giving definitions and examples.

In this study, the researcher has highlighted the importance of reflecting upon the teacher's and students' role in the language classroom.

While teachers should be facilitators of experience and knowledge, students should be active constructors of their knowledge. This, according to the researcher, could be achieved through the use of activities like role plays, dialogue and peer interaction. In conclusion, the massive improvement in students' performance is attributed to the learner centered methods such as the task-based language teaching and communicative language teaching methods used by the researcher. The researcher used activities such as role play, peer interaction, conversation and discussion in the form of interventions to help solve the identified problems. The researcher then concludes that teachers' inability to use the learner centered approaches as stated above, is a major cause of students' poor performance in grammar lessons (relative pronouns).

5.3 Suggestions

On the basis of the findings stated above, the researcher suggests that:

- Teachers should carefully correct errors made by students to encourage them to use the target language in the school environment rather than punishing them anytime they commit errors.
- English language teachers should review their teaching method and be abreast of the modern methods of teaching, especially grammar.
- As noted by Harmer (2001), motivation is a key factor in the process of learning and teaching; it is some kind of internal drive which pushes someone to do things in order to achieve something. For this reasons, teachers are expected to motivate their students by using various kinds of motivation: extrinsic, intrinsic, integrative, instrumental, global, situational and task motivation. Parents too have roles to play in motivating students as

explained by Harmer. The major sources of motivation to learn a foreign language are the society we live in, attitude of parents, other siblings, peers, the teacher and the method used (Harmer, 2001, p 52).

- Teachers should give students enough exercises and prompt feedbacks to assess their progress.
- The Regional or District Educational Offices or the schools should organize regular in-service trainings for the teachers.
- Again, all the stakeholders (the government, the PTA, etc) should stock the school libraries with modern books to assist both students and teachers to broaden their knowledge. Also, the government should provide adequate teaching and learning materials, especially, those that are difficult to improvise.
- Finally, teachers should endeavor to create conducive environment in the school for students to use the English language.

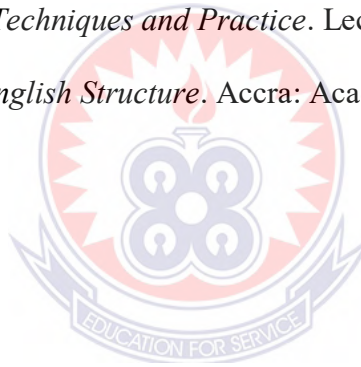
5.4 Recommendations for further studies

This study investigated the problems associated with the use of relative pronouns by SHS one students of Adanwomase Senior High School. Researchers may also look at other types of pronouns. Future research may also focus on the problems second language learners encounter in the use of other aspects of English grammar. The researcher also suggests that this study be extended to other schools in the Ashanti Region with an increase in the number of participants.

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Appendix A

Questionnaire for Teachers

Part “A” – Personal Data:

1. Sex: Male [] Female []
2. Age: 20-29 [] 30-39 []
40-49 years [] 50 + years []
3. Academic Qualification: Diploma [] H.N.D [] Degree [] Post
Graduate Certificate [] Post Graduate [] Diploma [] Masters []
Degree []
4. Rank: Senior Superintendent II []
Senior superintendent I []
Principal Superintendent [] Assistant Director I Deputy Director []
Director []
5. For how long have you been in the teaching service?
1 year [] 3 years [] 10 years []
20 or more years []
6. What is your area of specialization English [] Twi [] French []
7. What are the performances of students in the English language?
Good [] Fair [] Poor [] Very poor []
8. Do you teach Grammar?
Yes [] No []

9. Have you noticed that your students have challenges with the use of English relative pronouns?

Yes [] No []

10. What teaching methods do you use in teaching grammar? Lecture method []

Eclectic method [] communicative Learning Teaching []

Task-Based Learning [] Any Other []

11. Do you use Teaching/Learning Materials?

Yes [] No []

12. What are your problems in teaching Grammar?

Large class size Agree Disagree

[] []

Lack of teaching/ Learning Materials Agree Disagree

[] []

Lack of textbooks Agree Disagree

[] []

13. What are the causes of students poor performance in English Language?

Poor foundation Agree Disagree

[] []


The environment Agree Disagree

[] []

Poor teaching methods Agree Disagree

[] []

Appendix B
Sample of Test Items

- A. Construct two sentences each with the following relative pronouns: who, whom, whose, which and that.
- B. Choose the correct relative pronoun to fill the gap.
1. This is the man _____ killed my dog.
 - a) Which
 - b) That
 - c) Who
 - d) Whom
 - e) Whose
 2. The man _____ I told you about is dead.
 - a) That
 - b) which
 - c) Whom
 - d) whose
 - e) who
 3. she is the lay _____ car is missing.
 - a) Whom
 - b) Whose
 - c) Which
 - d) who
 - e) that
 4. it was the best game _____ I ever watched.
 - a) Whose
 - b) Who
 - c) Which
 - d) That
 - e) Whom
 5. I have heard all _____ you told me.
 - a) Who
 - b) That
 - c) Whose
 - d) Whom
 - e) Which
 6. This is the pen _____ my father bought for me.
 - a) Whose
 - b) Which
 - c) Whom
 - d) Who
 - e) That
- 
- The logo of the University of Education, Winneba, is a circular emblem. It features a central lamp with a flame, set against a background of a sunburst. Below the lamp is a banner with the motto 'EDUCATION FOR SERVICE'. The entire emblem is surrounded by a decorative border.

7. The woman _____ you met in the church is my mother.
- a) That
 - b) Whose
 - c) Who
 - d) Whom
 - e) Which
8. She was the doctor _____ gave me the drug.
- a) Who
 - b) Which
 - c) That
 - d) Whom
 - e) Whose
9. She was the woman _____ house was burnt at Mampong.
- a) Who
 - b) Whose
 - c) Whom
 - d) That
 - e) Which
10. This is the animal _____ bit the boy.
- a) Who
 - b) Whose
 - c) Which
 - d) That
 - e) whom

