

KWAME NKRUMAH UNIVERSITY OF SCIENCE & TECHNOLOGY
COLLEGE OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

**INVESTIGATING ENGLISH LANGUAGE DEFICIENCIES IN TRAINING
COLLEGES IN GHANA - THE CASE OF WESLEY COLLEGE, KUMASI.**

By

Victoria Nana Poku

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN
PARTIAL FUFILMENT OF REQUIREMENT FOR THE AWARD OF MASTERS
IN PHILOSOPHY**

MAY, 2008

DECLARATION

I hereby declare that this submission is my work towards the M.Phil in English, and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgment has been made in the text.

VICTORIA NANA POKU

.....

Candidate

.....

Signature

.....

Date

DR. (MRS) F. DADSON

.....

Supervisor

.....

Signature

.....

Date

F.E.KOFIGAH

.....

Head of Department

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my lovely daughter Princessa Maame Abena Boatema Frimpong.

ACKNOWLEDGEMENT

The successful completion of this study would not have been accomplished without the guidance, cooperation and support of a few people. Though it is impossible for me to pay them back commensurably, I would like to register my appreciation for their contribution to this piece of work.

I am grateful to the Almighty God for his strength and protection over my family and also for bringing me this far.

My profound gratitude also goes to my supervisor, Dr. Mrs. F. Dadson for having taken some time off her busy schedule to supervise my work. Dr, I am so grateful to you. May God continue to shower on you his favour and unflinching support to battle the challenges of life successfully. You are indeed my role model. God richly bless you.

A special note of appreciation goes to the Principal and the members of staff at Wesley College, Chief Examiner in English Language and other eminent people from the Ghana Education Service for supporting and providing me with the relevant information for this work.

Finally, I wish to thank all my lecturers at the Department of Languages/ English, friends and especially my family for having shared their knowledge and experience with me in the spirit of sincerity and conviviality. I will always be grateful to you all.

However, I am entirely responsible for errors of fact or reasoning in this work.

ABSTRACT

The performance of students in English in the majority of our educational institutions in Ghana continues to suffer deterioration. Much as we tend to blame the students involved, we ought to be aware that if the source of the problem comes from the teachers as resource persons themselves, then we are not addressing the root cause of the problem of language deficiencies in our schools. By targeting the problem of English from the perspective of the teacher training colleges, we shall be tackling the problem of English from the root.

The work focuses on investigating the sources or determinants of English language deficiencies by evaluating the English language skills/competences of teacher trainees using the Chief Examiners' report; assessing the perception of the teacher trainees on their English language course programme in terms of the mode of delivery, pedagogy and learning environment; reviewing the English language entry grades of teacher trainees; reviewing the qualifications of tutors in teacher training institutions; reviewing the structure of English language courses in the training colleges; examining the general teaching-learning environment as well as learning materials at Wesley College which serve as a case study; and finally examining the criteria for assessing teacher trainees in their training institutions.

Data Collection is mainly from primary sources and a few from secondary sources. With the primary data, questionnaires, face to face interviews and observation were used to solicit information. A sample size of as many as five hundred teacher trainees (500) out of a population size of one thousand, one hundred and eighty- one (1181) at Wesley College were administered questionnaire. Results from the questionnaire were collated by the use of Statistical Package for Social Scientist (SPSS).

As per the data and subsequent analyses, certain critical recommendations are made including the need to address the entry requirements; attending to the shortcomings of basic knowledge transferred from the senior secondary schools; improving motivation in the teaching profession; providing resources in the form of teaching aids and materials to assist tutors bring teacher trainees to the desired level; ensuring that tutors who teach

these would-be teachers are not just qualified on paper but are actually abreast with new knowledge and research findings that are hitherto the preserve of only examiners in English; addressing the problem of unavailability of reading lists and recommended textbooks by ensuring accessibility to e-library; and running periodic workshops, seminars and in service training with modern techniques in the teaching of English language as a second language to update knowledge and skills.

Finally, cognizance should be taken of the fact that in this study, Wesley College was chosen to represent all the teacher training colleges in Ghana. However, since there are a lot of teacher training colleges scattered in all the regions in Ghana, it is possible that some regions may have some peculiar problems which Wesley College conditions could not address. It is recommended therefore that future research be made on other teacher training colleges to identify possible differences in problems for more appropriate tailor-made solutions to them.

TABLE OF CONTENTS

Declaration	Page i
Acknowledgement	ii
Dedications	iii
Abstract	iv
INTRODUCTION	1
Background	1
Statement of intention	4
Objectives of the study	5
Justification of the study	6
Significant of the study	7
Type of study	7
Organisation of work	8
Literature Review	8
Language- attempt at definition	8
Theories on multilingualism	10
The mother tongue (L1) versus the foreign language (L2)	11
English language teaching and learning	17
Methodology	22
Population and Sample	22
Sample size	23
Data Collection Instrument	23
Questionnaire	24
Observation	25
Method of Data Analysis/Statistical Procedure	25
CHAPTER ONE	27
1.1 The Ghana Education Service	27
1.2 Teacher Education Division	28
1.3 Profile on Wesley College- Case Study	32
1.4 The teaching of English in the training colleges	33
1.5 Entry grades of teacher trainees	39
1.6 Qualifications of tutors	40
1.7 The structure of the English language courses	40
1.8 The general teaching – learning environment	40
1.9 Conclusion	41
CHAPTER TWO- DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS	42
2.1 Results Breakdown	42
2.2 Minutes from meeting at WESCO	44
2.3 Background of Respondents to Questionnaire	45
2.4 Delivery of Project Output	46
2.5 Reliability Analysis	46
2.5.1 Mode of delivery	46
2.5.2 Pedagogy	49

2.5.3 Learning Environment	51
2.5.4 Final Comments on Questionnaire Responses	55
2.5.5. Analysis of Association between Mode of Delivery, Pedagogy, and Learning Environment	56
2.6 Entry grades of teacher trainees	60
2.7 Qualifications of tutors	61
2.8 The structure of the English language courses	63
2.9 The general teaching – learning environment	65
2.10 The criteria for assessing teacher trainees	66
2.11 Evaluation of the English language skills/competences of teacher trainees.	67
2.11.1 The Composition paper	68
2.11.2 The Comprehension paper	69
2.11.3 The Speech and Communication paper	70
2.11.4 The Grammar section	71
2.11.5 The Literature in English paper	72
2.12 Comments on the Examination Analysis	73
2.13 Assessment of the perception of teacher trainees	75
CHAPTER THREE- SUMMARY OF FINDINGS AND RECOMMENDATIONS	77
3.1 Summary of findings and conclusions	78
3.1.1 Mode of delivery, Pedagogy and the Learning environment	78
3.1.2 Entry grades of teacher trainees	79
3.1.3 Qualifications of tutors	79
3.1.4 The structure of the English language courses	80
3.1.5 The general teaching – learning environment	80
3.1.6 The criteria for assessing teacher trainees	80
3.1.7 Evaluation of the English language skills/competences of teacher trainees.	81
3.1.8. Assessment of the perception of teacher trainees.	81
CONCLUSION	82
Recommendations for students and tutors in the teacher training colleges	82
Recommendations for GES	85
References	88
Appendix A- Questionnaire for Teacher Trainees	91
Appendix B- Questionnaire for Tutors	93
Appendix C- Teacher Training Colleges in Ghana	96
Appendix D The structure of the English language course	98
Appendix E- The mode of assessment for Diploma students	110
Appendix F- Admission Requirements into Teacher Training Colleges	112
Appendix G- Sample Exams Question march, 2005- end of first semester	114
Appendix H- Sample Exams Question July, 2005- end of second semester	116
Appendix I- Sample of a Candidate's essay in the final exams	117

INTRODUCTION

Background to the Study

English is a language with great reach and influence; it is taught all over the world under many different circumstances. According to Kelly (2004) and Graddol (1997), modern English is sometimes described as the global lingua franca. It is the dominant international language in mass communication, science, business, aviation, entertainment and diplomacy. The influence of the British Empire is the primary reason for the initial spread of the language far beyond the British Isles. Following World War II, the growing economic and cultural influence of the United States has significantly accelerated the spread of the language. Kelly (2004) and Graddol (1997) assert that on an average school day, approximately one billion people learn English in one form or another. English is one of the six official languages of the United Nations. Millions of people all over the world speak English since a working knowledge of English is required in certain fields, professions, and occupations. English today is probably the third most widely spoken language by native speakers, after Mandarin Chinese and Spanish. However, Mair (1991) acknowledges that when combining native and non-native speakers, it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese Languages, depending on whether or not distinctions in the latter are classified as "languages" or "dialects." Estimates that include second language speakers vary greatly from 470 million to over a billion depending on how literacy or mastery is defined. The Newsweek International, March 7 edition (2007) affirms that non-native speakers now outnumber native speakers by a ratio of 3 to 1.

According to the U.S. Census Bureau which is recorded in the Statistical Abstract of the United States (2003) and in the Statistics New Zealand (2006), it was revealed that the countries with the highest populations of native English speakers are, in descending order, United States (215 million), United Kingdom (58 million), Canada (17.7 million),

Australia (15 million), Ireland (3.8 million), South Africa (3.7 million), and New Zealand (3.0-3.7 million). Countries such as Jamaica, Nigeria and Singapore also have millions of native speakers of dialect continuums ranging from an English-based Creole to a more standard version of English. According to Statistics New Zealand, 2006 census, no figure is given for the number of native speakers, but it would be somewhere between the number of people who spoke English only (3,008,058) and the total number of English speakers (3,673,623), if one ignores the 197,187 people who did not provide a usable answer.

Of those nations where English is spoken as a second language, India has the most of such speakers ('Indian English'); and Crystal (1987) claims that combining native and non-native speakers, India now has more people who speak or understand English than any other country in the world. Yong (1995) also confirms that following India is the People's Republic of China.

English is also the primary language in Anguilla, Antigua and Barbuda, Australia (Australian English), the Bahamas, Barbados, Bermuda, Belize, the British Indian Ocean Territory, the British Virgin Islands, Canada (Canadian English), the Cayman Islands, Dominica, the Falkland Islands, Gibraltar, Grenada, Guernsey (Guernsey English), Guyana, Ireland (Hiberno-English), Isle of Man (Manx English), Jamaica (Jamaican English), Jersey, Montserrat, Nauru, New Zealand (New Zealand English), Pitcairn Islands, Saint Helena, Saint Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Singapore, South Georgia and the South Sandwich Islands, Trinidad and Tobago, the Turks and Caicos Islands, the United Kingdom, the U.S. Virgin Islands, and the United States (various forms of American English).

In many other countries, where English is not the most spoken language, it is an official language; these countries include Botswana, Cameroon, Fiji, the Federated States of Micronesia, Ghana, Gambia, Hong Kong, India, Kiribati, Lesotho, Liberia, Kenya, Madagascar, Malta, the Marshall Islands, Namibia, Nigeria, Pakistan, Papua New Guinea, the Philippines, Puerto Rico, Rwanda, the Solomon Islands, Samoa, Sierra Leone, Singapore, Sri Lanka, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. It is also one of the 11 official languages that are given equal status in South Africa ("South

African English"). English is also an important language in several former colonies or current dependent territories of the United Kingdom and the United States, such as in Hong Kong and Mauritius.

Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences. In 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

In Ghana, more than 100 languages and dialects are spoken. In view of these linguistic and associated cultural differences, and, as a result of the country's colonial past, English has been adopted as Ghana's official language. It is used for all government affairs, large-scale business transactions, educational instruction, and on national radio and television broadcasts.

According to U.S. Library of Congress, in the mid-1980s, the Ministry of Education of Ghana encouraged teachers to use local languages for instruction during the first six years of formal education. These changes, however, have not lessened the importance of English in Ghanaian society.

The principal written Ghanaian languages are the Akan dialects of Asante - Twi, Akwapim- Twi, and Fante. Other written languages are Nzema, Ewe, Dagbane, Ga, and Kasena (a Grushi language). Most publications in the country, however, are written in English.

The Teaching of English in Ghana

The field of second (or foreign) language teaching has undergone many fluctuations and dramatic shifts over the years. Kuhn (1970) asserts that as opposed to physics or chemistry, where progress is more or less steady until a major discovery causes a radical theoretical revision, language teaching is a field where fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture. In Ghana, the Ghana Education Service (GES) was established as part of the Public

Service of Ghana in 1974 by NRCD 247, and subsequently amended by NRCD 252, 357 and SMCD 63. It was charged with the responsibility of implementing pre-tertiary education policies of government. It therefore established the Teacher Education Division to provide a comprehensive Teacher Education Programme through Pre-service and In-service training that would produce competent, committed and dedicated teachers to improve the quality of teaching and learning at the Basic Education level.

Teachers, particularly trained teachers, form a vital link in the teaching and spread of Standard English in the country. Their inability to speak and write Standard English properly has far reaching consequences on the quality of formal education in the country. Delors *et al* (1994) in World Education Report (1996: 48) argue that:

When a child's or adult's first teacher is poorly trained
and poorly motivated, the very foundations on which all
subsequent learning will be built will be unsound...
Thus, improving the quality and motivation of
teachers must be a priority in all countries.

Thus Delors *et al* (1996) affirm that learning can improve only if the teacher is well trained to teach well. The importance of the quality of teaching, and therefore the need for well-trained teachers, cannot be overemphasized.

STATEMENT OF INTENTION

There has been a steady decline in English language performance by students in the majority of our educational institutions and many people have testified to that. For instance an article in the Daily Graphic issued on Monday, September 25, 2006, written by one Africanus Owusu- Ansah reported that the Ghana Association of Teachers of English (GATE) has attributed the decline in the standard of education to students' poor understanding of the English language. The association said that since English was the medium of instruction in schools, the success or failure of the educational system depended, to a large extent, on the effective teaching, learning and the use of English as a language. In another report in the Daily Graphic of September 4, 2006 by Benjamin

Glover, he also affirmed that Mr Matthew M. Doh, the then National Secretary of GATE, who was speaking at the 9th Annual National Conference of the association, lamented the fact that a good number of students leave school unable to communicate fluently in English, write anything intelligible in English and are totally handicapped when it comes to using English for any purpose.

Furthermore, Chief Examiners' reports have often said woeful things about students' performance. Admittedly, much concern has been expressed by research work on the problems of English language in Ghanaian schools. Surprisingly, however, attention usually tends to be focused on problems faced by students at the Primary, Junior High School, Senior High School and sometimes at the University level, perhaps inadvertently neglecting the Teacher Training Colleges, which I believe, matter most. This study contributes to the literature of research into problems of English language in the country by targeting the teacher trainees, from the respective training colleges, who eventually come out as resource persons in the teaching of the English language at the basic level of our educational structure.

General objective

The main objective of the work is to investigate the problems faced in the teaching and learning of English language at the training colleges in Ghana. Since the products of these training colleges are the teachers of English at the Basic and Junior High School Level, sorting out their problems will hopefully address one of the root causes of English language deficiencies in the Basic and Junior High Schools.

Specific objective

The specific objectives of this work are:

1. To evaluate the English language skills/competences of teacher trainees using the Chief Examiners' report;
2. To assess the perception of the teacher trainees on their English language course programme in terms of:
 - a. Mode of delivery

- b. Pedagogy
 - c. Learning environment.
3. To review the English language entry grades of teacher trainees;
 4. To review the qualifications of tutors in teacher training institutions;
 5. To review the structure of English language courses in the training colleges;
 6. To examine the general teaching-learning environment as well as learning materials at Wesley College which serves as a case study;
 7. To examine the criteria for assessing teacher trainees in their training institutions;
 8. To make recommendations that will enhance effective teaching and learning of English in teacher training colleges in Ghana.

Justification for the study

The ability to communicate effectively is important in any academic endeavor, but it is particularly important in teaching, the main objective of which is to train future leaders.

First of all, we are in a global village and English has become an international language all over the world. We as Ghanaians are to some extent, more disadvantaged and we are already battling it out because English is studied in Ghana as a second language compared to the British who have it as a first language. If the teachers of English also compound the problem by not teaching well as resource persons, then we as learners (pupils or students) suffer severe impediments of language transfer. By targeting the problem of English at the teacher training colleges, we shall be tackling the problem of English at the root.

More importantly, this research work is justifiable because English is an important spring-board for the learning of other subjects and so it needs to be taught well and learnt well.

Furthermore, past records show that majority of teacher trainees either fail or perform poorly in the English Language course. It is these teacher trainees who eventually come out as teachers in various institutions. The researcher believes that in targeting the

problems faced by these teacher trainees, most of the English language problems faced by students all over Ghana would become a story of the past.

Finally, there are many teacher training colleges in Ghana. However, Wesley College has been chosen as a case study because it is one of the biggest teacher training colleges in Ghana. In fact, it is among the few pioneer training colleges in this country. The location of Wesley College makes it possible for tutors and students from the various regions to find themselves there. Therefore at Wesley College, the whole of Ghana is represented. Wesley College is situated at Kumasi, which happens to be at the center (heart) of Ghana.

Significance of the study

In the end, this work should contribute towards the diagnoses of the causes of English language deficiency in training colleges, and make recommendations aimed at solving the problem. There is therefore the need for the researcher to account for the poor performance of students in English at the training college so that these trained teachers can also impact positively on the English Language of the pupils at the basic level. This way, a good foundation would be laid for further education.

This is of great significance to the nation because, in the end, competent teachers who are well grounded in the English language will be produced to teach at our basic schools.

Type of study

The study is not an experimental one. It is a case study of Wesley College (Wesco) which is a representation of all the training colleges in Ghana.

In carrying out this research, combinations of various methods that provide the necessary information for the achievement of the set objectives have been used. Data has been acquired, analyzed, and findings presented. Both primary and secondary data have been used. With the primary data, observation and face to face interviews were conducted to solicit information. Questionnaires were also designed and administered to randomly selected teacher trainees and tutors. The secondary data which include review of existing literature, newspaper reviews, articles, journals, seminar reports, library research, text

books, minutes from meetings at Wesley College, Chief Examiners' report, data on English language entry grades of teacher trainees and relevant materials from the Internet on the subject matter have been used extensively to support arguments.

The data collected has been analyzed using the Statistical Package for Social Science (SPSS), and appropriate statistical tools used to interpret and present data.

Organisation of Work

The researcher introduces the study by touching on the following essential parts: statement of intention, methodology and literature review. The rest of the study is organised into three chapters. Chapter one deals with the problem under study. Here there is a detailed discussion of the study of English in the colleges, with Wesley College as the case study. Chapter two focuses on the presentation of research, analysis of the data and discussions of results. Chapter three then summarises the major findings of the research work. Finally, conclusions and appropriate recommendations aimed at improving the quality of English language delivery in our schools are made.

LITERATURE REVIEW

A lot of research works have touched on critical issues of the subject matter. In this chapter, a theoretical and empirical review of the related literature will be presented.

The review is presented under the following sub-headings;

- i. Language – attempts at definition
- ii. Theories on multilingualism
- iii. The Mother Tongue (L1) versus the foreign language (L2).
- iv. English language teaching and learning.

Language – attempts at definition

The Encyclopedia Britannica Almanac (2002) defines language as "a systematic conventional spoken or written symbol by means of which beings, as members of a social

group and participating in its culture, communicate." In other words, language is spoken and written and it follows some systematic principles, which have been accepted and used by members of any given society.

Bloomfield (1994) finds it difficult to define language. He, however, says "language is the same no matter what system of writing may be used to present it, for sounds are used to speak it." This definition nevertheless implies that any recorded symbol can be interpreted by word of mouth.

Bennet (1993) also states that "language is a code to the extent that it is a symbolization of the phenomena of existence and imagination. It is more than a code because it is capable of changing to meet new circumstances and to express variation of individual's personality." That is, language is not static. It changes to stand the test of time.

Sapir (1986) has something similar to Bennet. According to him, "language is a purely human and non- instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance, auditory and they are produced by so- called organs of speech." In other words, human activities such as emotions, gestures, signs and symbols, not forgetting vocal sounds and writing, also constitute language.

Hall (1983) says that "Language is a temple in which is enshrined the soul of the people who speak it." In other words, the language of a people must be held in high esteem, as it is the pivot and the most significant thing of life.

Wardhaugh (1992) also says, "Language is what the members of a particular society speak." He thus limits it only to the spoken aspect.

Myers (2002) writes, "Language is conceived as something that was evolved for use in the furtherance of the daily communion with other people of which life consists." He asserts that we learn language through contact with other people and we make a great mistake if we regard language as something that can be divorced from the situation in which it is used and the purpose for which it is used in that situation.

From all these definitions, it is evident that language is important in every society. Apart from the fact that it is used in communication and thus enhances understanding, it is also a vehicle for the transmission of the culture of the people who speak it. Language also has both oral and written aspects. In each case, conventions and rules do exist to guide users of the language to be able to make themselves comprehensible to other users. Failure to use these conventions correctly makes effective communication impossible and this is why English language should be learnt, spoken and written with the appropriate conventions in Ghana.

Theories on multilingualism

Crystal (1993) argues that people brought up within a western society often think that the monolingualism that forms a routine part of their existence is the normal way of life for all but a few 'special' people. They are wrong. Multilingualism is the natural way of life for hundreds of millions all over the world. He further argues that a multilingual situation can develop for reasons which may be difficult to disentangle because of their obscure historical origins. Often the situation is of the people's own choosing; but it may also be forced upon them by other circumstances such as politics, religion, culture, education, economy and natural disaster. In Ghana, Nigeria, and many other African countries that have a single official language, as many as 90% of the population may be regularly using more than one language.

The concept of bilingualism has been explained or defined by scholars belonging to various schools of thought. However, it could be noted that there is one common feature running through all of them - the ability to use two languages.

According to Andoh-Kumi (1992), "a parallel usage of two languages" is known as bilingualism. He calls a person bilingual when he possesses at least one of the language skills even to a minimal degree in his second language; for example, a native speaker of Akan who can also read or speak a little English. He therefore asserts that bilingualism is a continuum which varies amongst individual along a whole variety of dimensions. In other words, there can be variations in an individual's degree of bilingualism from spelling to listening or from reading to writing.

Bloomfield (1994) looks at bilingualism as "active control of two languages." What this means is that a person only qualifies to be called bilingual if that person has a very firm control of two languages. In other words, he or she must be able to speak two languages perfectly.

Wardhaugh (1992) simply explains bilingualism as "the alternate use of two languages." According to him a bilingual is any person who has minimal competence in one of the four basic language skills in a language other than his or her own mother tongue (L1).

From the various definitions above, we can say that every educated Ghanaian is either a multilingual or a bilingual. This is significant to my research work because there has always been the belief that the indigenous language of any particular location has a significant effect on the development or otherwise of the English language in that area. For instance the tone and pronunciation of some English words are coloured with the pronunciation and tone attributes of the local dialects. "Old habits die hard", as the saying goes, so it is not surprising that a person who has never ended a word with a consonant in his life will find it difficult to pronounce correctly any words that end in consonants. Secondly, people tend to transfer the structure of the mother tongue to that of the English language.

The Mother Tongue (L1) versus the Foreign Language (L2)

Mother tongue can be defined as the first dialect or language spoken by a person in his earliest childhood while a foreign language is a language not spoken by the indigenous people of a certain place.

Andoh-Kumi (1997) emphasizes the fact that Ghana is a multi-lingual country with over forty (40) speech forms, which are mutually unintelligible. Hall (1983) also identifies forty-four (44) languages as indigenous to Ghana, while Kropp-Dakubu (1983) estimates it between forty-five (45) and fifty (50).

Hall (1983) places world languages in about twenty-three (23) major groupings or phyla and classifies all Ghanaian Languages under Congo-Kordofanian phylum. He subdivides the Congo-Kordofanian phylum into some eleven (11) families and indicates that apart

from two of the languages, which belong to the Mande family, the rest belongs to the Gur and Kwa families. Though Kropp-Dakubu (1988) pegs the number of Ghanaian Languages higher than Hall, she also asserts that only two of the languages belong to the Mande family and the rest belong to the Gur and to Kwa families.

According to Hall (1983), the Gur languages are located mainly in the northern half of the country, while the Kwa languages are principally spoken in the southern half of the country. The two pockets in Ghana, Ligbi and Bisa, are towards the eastern edge of the Mande language range. He gives the Gur languages as Frafra, Wali-Dagaare, Kamara, Birnoba, Konkomba, Safaiba, Buli, Komung, Nabt, Talni Kusaal, Kasem, Dagbani-Mampruli-Nanuni, Hanga-Kamara, Bissari, Sisaali, Chakali, Tampulma, Yogic, Mo, Nkuraeng, Nafaanra and Ntrubi-Chala.

The Kwa languages are Sehwi-Aowin-Nzema-Ahanta, Akan, Chakosi, Gonja (Gbanyito), Achode, Yeji-Nchumburu-Krachi-Nawuri, Nkonya, Cherepong - Lete, Awutu-efutu, Ga, Dangme (Ada-Shai Krobo), Ewe, Adele, Buem (Lelemi; Lefana), Bowiri, Sekpele (Likpe), Siwu (Lolobi-Akpafu), Santrokofi, Logba and Avatime- Nyanbo-Tafi.

According to the final results of the 2000 population and housing census announced by the Acting Government Statistician, Dr. K. A. Twum-Baah, Ghana's population is about 18.8 million (Daily Graphic, Saturday, December 29, 2001, No. 148408). The results reveal that the Akans constitute 49.1 percent, followed by Dagbani with 16.5 percent and Ewe with 12.7 percent, while Ga-Dangme constitute 8.0 percent.

Andoh-Kumi (1997) talks of five main areas in the lives of Ghanaians where Ghanaian languages are used extensively. These five areas, according to him, are religion, entertainment, trading, news media and education.

He asserts that the early missions, notably, the Basel and Bremen missions, recognized the significance of Ghanaian languages. He echoes that they learnt the local languages and consequently used the languages in their church activities. He emphasizes that the church in Ghana today continue to hold the use of Ghanaian languages in high esteem. He says that the local languages are regularly used in church worship and Christian scriptures, hymn books and prayer books can be found in various Ghanaian languages.

He however says that in cities, the "young" churches usually have their services in English. With respect to traditional religious practices, Andoh-Kumi states that everything is done in the Ghanaian languages.

Here, we observe that the use of Ghanaian language has an impact on the people's use of the English language because it is used more often in Ghana. The former Vice Chancellor, Knust, Professor Andam criticized the excessive use of local languages on the airwaves (Daily Graphic: June 6, 2006). What Professor Andam, meant was that, in as much as we cannot ignore our local languages, we should also watch what is happening now in Ghana, especially in Kumasi. All the FM radio stations broadcast in Twi with very few programmes in English. It is intriguing that some of the radio stations that relay the news broadcast, revert to their local programmes (in Twi) immediately after the news. Even where a programme is in English, a caller will insist 'Medee, meka Twi.' This means, 'As for me, I prefer to speak Twi.' No wonder people like Professor Kwesi Yankah, a Professor in Linguistics at the University of Ghana, think that the local language be used as a medium of instruction (Daily Graphic: June 13, 2006).

A lot more studies have argued on the need to use the mother tongue as a medium of instruction instead of English.

Andoh-Kumi (2000) talks about some of the reasons given by those who find the policy laudable. These people hold the view that the LI serves as a bridge between the home and the school and children nevertheless consider teachers act as 'in lo-co parentis' (on behalf of parents) because they speak their language.

A school of thought that believes in the use of LI asserts that the use of LI as a medium of instruction enables the child to express him or herself freely in the classroom and, consequently, the child will not perceive any negative impression about school. They also claim that language is a fundamental human right for every individual and children should not be denied the use of the language they speak.

Agyekum (2001) also states how bad and ineffective a method of education which ignores the mother tongue as the medium of instruction in the early stages of education can be. According to him, teachers who want to use English as early as possible as the

school language are holding back their children's 'mental power.' He gives the following reasons. Firstly, he claims that teachers set themselves an impossible task. He observes that children cannot develop thinking powers while struggling to learn a foreign language. He further explains that the early years at school should be used to expand the children background of ideas and their power of self-expression.

Auerbach (1993) advocates that the use of one's native language may have certain advantages, not the least of which is that it is more in tune with the needs and preferences of the majority of learners. He goes further to say that current second language acquisition theories depict that the use of the LI "reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences and allows for learner-centred curriculum development.'

Andoh-Kumi (1997) re-affirms the assertion of Boadi (1976) that "... the child should learn to love and respect the mental heritage of his people, and the natural and necessary expression of this knowledge is his language." He therefore warns that there is a crippling and destruction of the pupil's productive power by forcing him to express himself in a language alien to himself and the genius of his race.

Andoh-Kumi (1997) explains that the local language can be a potent tool in teaching and learning especially at the very early stages of the school system. He asserts that a good grounding in the mother tongue of the child facilitates the proper teaching and learning of foreign languages.

Cheung (1999) also asserts that the use of the mother tongue as the medium of instruction creates a happy learning atmosphere in the class - lots of jokes and healthy discussions - whereas the use of L2 as medium of instruction makes most learners feel very unhappy and very pitiful in class.

According to Fasold (1984), in school education, the mother tongue with its rich cultural heritage has an important place. He states that it should be the medium of instruction at the earliest stages, particularly for introduction to the study of literature. Many factors, according to him, decide which language is used at the primary school level. Some may

be political, others may be of a practical nature. The school should therefore widen the experience of the pupil in a meaningful way through the use of the language he or she speaks. He concludes that the mother tongue has an important part to play in the acquisition of a foreign language. In a class of absolute beginners in a foreign language, he states, the use of the mother tongue is most economic and efficient.

Fawcett (1980) contends that home and school make highly contrasting psychological demands on a young child. He also states that if the mother tongue is not used, to some children, the school becomes a traumatic experience rather than the place of delight in discovery and creativity that it should be.

Pan (1999) asserts that the use of mother tongue as medium of instruction at all levels of education provides a positive, non-threatening learning environment for students, and they make progress in English as well. He emphasizes that learners became more active, learn more subject matter, enjoy school more, and improve in English.

Notwithstanding the litany of arguments in favour of the use of mother tongue (L1) as a medium of instruction, there are equally argued on the need to use English as a medium of instruction.

Andoh-Kumi (2000), Denteh (1990), Agyekum (2001) and Asamoah (2002) discuss why some scholars frown at LI as the medium of instruction. According to each of them, these scholars feel that the multi-lingual nature of the country encourages the use of English as a medium of instruction. They also believe that Ghanaian languages are not developed enough to handle subjects like Science, Mathematics and Social Studies. To them, any education given through the medium of a Ghanaian Language can only be an inferior one. According to these writers, the scholars also claim that the use of the local languages breeds tribalism and holds the nation back industrially, economically and scientifically. They hold the view that since the child learns language easily in his or her critical period, he or she should start using English as soon as he or she enters school because he or she will need English more than the Ghanaian Language in his or her academic life.

In offering a minor place to the mother tongue, Agyekum (2001) writes that the Ministry of Education in the Gold Coast (Ghana) was influenced by certain difficulties in its use,

not only as the medium of instruction but also as a subject in the curriculum. The three main difficulties he states are as follows: the existence of a great number of different languages and even of dialects of the same language; the difficulty of training teachers in a multiplicity of languages; and the difficulty in the production of text books and literature as he thinks some languages and dialects are not sufficiently rich in themselves.

Agyekum (2001) talks of a UNESCO publication in 1953 which states that the use of the mother tongue as a medium of instruction in schools is criticized on the basis that the child already knows his or her own language before entering school, and that there is no need for the school to teach it to him or her again. He says that some people claim that it is impossible for children to acquire a good use of the second language if the school fails to adopt the second language as a medium of instruction from the very beginning. He concludes that it was upon this basis that most schools in the past actually forbade any use of the mother tongue in the schools.

Ellis (1984) mentions that classroom management and organization, as well as more obvious pedagogic goals, should be carried out in the target language. He suggests that using the mother tongue will deprive the learners of valuable input in the second language, English (L2).

Kropp-Dakubu (1988), asserts that Ghana is a country, which has several languages. Apart from the Northern and Upper Regions of the country, four main languages namely: Twi, Fante, Ga and Ewe are widely spoken, and each of these languages has several dialects. If therefore the mother tongue were to become the medium of instruction, then, to her, one should be selected from the lot and be used throughout the whole educational system. She, questions which of the four languages mentioned should be adopted? Any of these languages if chosen may promote the spirit of ethnocentrism in the country. English should therefore be used as a medium of instruction to avoid all odds.

She again says that critics of the mother tongue think that sooner or later majority of Ghanaians will become literate; and since English is the main medium by which this literacy is acquired, it is to be expected that all the people should think and express themselves in English.

Phillipson (1992) writes that in a multilingual classroom, there would seem to be almost no benefit in using the mother tongue in any situation, since the use of any one or more of learners' native language would only disadvantage those whose mother tongue is different and therefore leaving the door open to potential accusations of ethnocentrism.

According to Vygotsky (1962), a foreign language facilitates mastering the higher forms of the mother tongue. The child learns to see his language as one particular system among many, to view its phenomena under more general categories and this leads to awareness of his linguistic operations.

From the arguments advanced so far, it is evident that opinions vary as to the usefulness of a mother tongue to a child in the acquisition of a second language. For Ghana to derive maximum benefit from these arguments, we first of all have to research into the effects that the mother tongue has on the learning competence of children at the basic level. We can do this by setting up model schools in which a Ghanaian language will be taught at the primary and Junior High levels. The performance of children in English language from such schools can then be compared on consistent bases with the performance of students in schools where a Ghanaian language is not taught for a safe conclusion to be arrived at and the necessary steps taken to implement such findings.

However, it is of great magnitude to note that all languages, whatever else they may be, are primarily means of communication. Thus, anywhere there is the lack of a single language spoken and accepted by all; English fulfils that need by providing a means of communication that is readily available and acceptable to all. The acceptability is as a result of the fact that none of the indigenous languages has gained supremacy over others, thus possible confrontations between indigenes over whose language is superior are avoided. Where there is one widely accepted and dominant language, English may not be needed as a wider communication tool, or as a means of avoiding conflicts and collectively bruised egos.

English language teaching and learning

English is the medium of instruction in schools in Ghana. The success or failure of the educational system depends, to a large extent, on the effective teaching, learning and the use of English as a language.

In the research study of Amable (1990), she categorically states that spelling mistakes are one contributing factor to the falling standards of the use of English. She explains that

mistakes arise as a result of wrong pronunciation of words. To illustrate her point, she cites the word 'purchase' which she says people pronounce as "perchase", hence students spell the word as it is pronounced. Amable further states that the wrong use of idioms, tenses as well as ambiguous statements are all factors that lead to the falling standards of the use of the English language.

Crystal (1987) asserts that English- speaking monoglots often express amazement at the linguistic proficiency displayed by foreigners, not least, the standards routinely achieved in English, and conclude that foreigners must have a 'gift' for language learning, which they lack, or that English must be a particularly easy language to learn. There is no basis for these suggestions. A few gifted language learners do exist but most people arrive at their fluency only as a result of hard work, expended over a considerable period of time. According to him, it is therefore important to study the factors that govern success or failure in this field such as the soundness of teaching methods, the attitudes and motivation of the learner, availability of time and opportunities to learn, the adequacy of resources and the chance to put the language to active use.

Crystal further asserts that foreign language teaching was at one time thought to be exclusively a matter of teaching techniques; it was felt that if teaching was above a certain minimum level of efficiency, learning would automatically follow. Teaching was the active skill; learning, the passive one. Today, the active role of the learner is an established principle. It is recognized that there are important individual differences among learners, especially in personality and motivation that can directly influence the teaching outcome. In this view, people are seen to be largely responsible for their own progress. Research is therefore now directed not only at the way teachers teach, but also at the way learners learn.

He states that in the long search for the best way of teaching a foreign language, hundreds of different approaches or methods have been devised. Each method is based on a particular view of language learning, and usually recommends the use of a specific set of techniques and materials, which may have to be implemented in a fixed sequence.

He continues to emphasize that the direct method approach, also known as the oral or natural method, is based on the active involvement of the learner in speaking and listening to foreign language in realistic everyday situations. He says the direct method continues to attract interest and enthusiasm, but it is not an easy approach to use in school. In the artificial environment of the classroom, it is difficult to generate natural learning situations and to provide everyone with sufficient practice.

According to Crystal (1987), the audio-lingual method also known as the aural oral method, derives from intensive training in spoken languages given to America military personnel during the Second World War, which resulted in a high degree of listening and speaking skills achieved in a relatively short time span. The emphasis is on every day spoken conversation, with particular attention paid to natural pronunciation. He concludes that the best known technological aid in foreign language teaching is undoubtedly the language laboratory – a room, usually divided into booths, where students can listen individually to tape recordings of foreign language material, and where they may record and play back their own responses, while being monitored by a teacher.

According to Davies (1999), Elliot (2002) and Thomas & Pring (2004), one fundamental argument is that when teachers engage in research and make pedagogical decisions informed by sound research evidence, this will have a beneficial effect on teaching and learning.

Horwitz (1986) highlights the importance of naturalistic experience in L2, promoting listening and reading practice and stressing involvement in life-like conversations. She explicitly suggests teaching practices based on these principles; "much class time should be devoted to the development of listening and reading abilities, and teachers should assess student interests and supply appropriate...materials." The 'audio-lingual' teaching practices used in the present study are based on principles explicated by Asher (1972) and Horwitz; listening featured heavily, closely followed by reading and speaking practice.

In their research on Willingness to Communicate, MacIntyre *et al* (1998) have shown that motivation is not the final construct before learners engage in communication. In fact, learners may be highly motivated yet remain unwilling to communicate.

In McNamara (2002), 100 teachers were surveyed on issues such as what image educational research held for them and whether they felt research might have an impact on their work. The studies suggested that teachers acknowledged the potential positive impact of research on various aspects of professional practice. However, respondents highlighted the need for published educational research to be both more accessible as well as more applicable to teachers' work.

Nunan (1991) looks at the problems of teaching and learning of English grammar from the point of view of the difference both the mother tongue (L1) and the second language, English (L2). He observes that learners' difficulties in learning a second language can be on the basis of systematic comparison of the two languages. Secondly, learners from different first language backgrounds will experience difficulties when attempting to learn a common language in that they will master different aspects of grammar at different times. In his observations, he says that a learner's first language will have influence on the acquisition of a second language and it follows that where first language rules conflict with second language rules, then errors reflecting in the first language will occur as learners try to use the second language where linguistic features of the second language do not exist in the first language and vice versa. He concludes by saying that language learning is a process with leaps, backsliding, competence interaction with grammatical elements, and that structures are not learnt in isolation but that they interact with each other.

In other related comments by columnists and authors on the subject of this work, Freeborn *et al* (1993) stipulate that the inability of our schools to turn out people with satisfactory standards in English is not simply due to the legacy of an inappropriate English curriculum or to a shortage of appropriately qualified teachers. Freeborn *et al* are of the view that a powerful factor has been at work, especially over the past decade, and its effect has been to undermine attempt by teachers to meet the demands of parents and employers that students should be able to speak and write good English.

Ofosuhene (1997) does not agree with Freeborn *et al* that the lack of qualified teachers is not a contributory factor to the inability of schools to turn out students with satisfactory standards in English. To support his viewpoint, Ofosuhene quotes the former President of the Methodist Conference, Ghana, the Rt. Rev. Prof. K.A. Dickson who says that the poor examination results of pioneers of the Senior Secondary School examination could have been minimized if there were enough qualified teachers in the school.

According to Aikings (1990), as expressed by Ofosuhene, the falling standard of the language has a bearing on wrong language habit formation. He points out that at the primary school level, some heads of schools employ untrained and incompetent teachers to handle the lower classes and so such teachers find it difficult to teach the language and to correct their students when they make mistakes. In the view of Aikings, students who pass through the hands of such teachers internalise mistakes they make and carry them into their future lives since language, like habit, once learned, becomes difficult to shed off.

According to Otchere (1997) in an article entitled "Improving Standard of Education: The Role of English Language" (Daily Graphic June 12, 1997 page 5),

Unless listening and speaking are successfully acquired, maintained and developed, the reading and writing skills cannot develop with appreciable measure of success. This means that if the learner's vocabulary is limited and, therefore, he cannot understand the language when spoken, he can hardly even guess the correct pronunciation of a word, let alone be able to read and get the meaning of the printed word.

However, Otoo (1992) is of the view that the poor performance of students in English language is partly due to the fact that many students have little or no knowledge of what examiners look for in marking English examination papers. Otoo therefore says that as a consequence of such ignorance, students present their materials poorly and disorderly. Furthermore, Otoo stresses that some students do not even bother to read the questions and instructions well enough to know exactly what the questions demand and, as a result,

write out of topic. It must be conceded that many students fall victim to the assertion Otoo raises.

Undoubtedly, the problems associated with the teaching and learning of English in the world are numerous. In our context in Ghana, several factors such as lack of qualified English teachers, the absence of requisite teaching aids in the form of language laboratories and the influence of street language on formal English do exist. Some of the problems, such as the influence of the mother tongue in the acquisition of a second language cannot be dealt with effectively. However, the other factors which hinder effective learning and teaching of English can be dealt with once and for all if the necessary attention in terms of financial support is given to the teaching and learning of English. This will go a long way in helping us produce students who can speak and write standard English.

METHODOLOGY

This part looks at the methodology of the study. It will consider the population and sample, sample size, instruments used for data collection, and methods of data analysis, among others.

Population and Sample

Since the entire population could not be surveyed, a sample was selected using the stratified random sampling technique. By this method, the population was first divided into five mutually exclusive segments called strata, based on categories on one or a combination of relevant variables. The population was stratified into teacher trainees (students), staff at Wesley College (Wesco), some eminent people from the Ghana Education Service (GES), team leaders and the Chief Examiner, English Language. After the stratification, the proportional sampling technique was used to select sample from only one stratum (the teacher trainees) because they are in three groups (first, second and third year students), and there is the need for fair representation in the sampling. Furthermore, since there are twenty classrooms for the first and second year teacher trainees at Wesco, after the proportional sampling, the simple random sampling technique was used to select the classrooms of each year group to be administered a questionnaire, using the lottery method.

Here, all the first and second year classrooms were written on separate sheets of paper, and placed in two separate ballot boxes to represent the two year groups, so that each classroom has an equal chance of being selected. Since each class has an average of forty (40) teacher trainees, the researcher randomly picked only the first four sheets of paper from each of the boxes and administered a questionnaire to every student in those classes. For the third year students, since they are outside campus, the first one hundred and eighty (180) students who came in for their allowance were administered a questionnaire. All the English tutors at Wesco were also administered a questionnaire since they are not too many. The Chief Examiner and the Principal at Wesley College (Wesco) were interviewed through the use of an interview guide because they were too busy to provide written answers asked on paper. However, purposive sampling technique was used to select certain categories of people in the following strata namely, the team leaders, non-teaching staff at Wesley College and some eminent workers from Ghana Education Service (GES). Here, those selected were also interviewed through interview guide.

Sample size

The population of teacher trainees at Wesley College is one thousand, one hundred and eighty one (1181) and since only a sample was desired, a sample size of five hundred teacher trainees (500) was randomly selected to be used to represent the population based on the authority from Nwana (1992) and Sanders(1990). According to Nwana (1992) and Sanders (1990), if the size of the population is a few hundreds, a 40% or more sample will do; if several hundreds, a 20%; if a few thousands, 10%; and if several thousands, 5% or less sample size will do. Based on the above-cited criteria, more than 40% of the teacher trainees were chosen. There are eight permanent English tutors at Wesco. Since their number is not so large, they were all administered questionnaires. (See Appendix B for their response.)

Data Collection Instrument

Sources of Data

For acquisition of data, both primary and secondary data were used. The case study approach of research was also used. The case study was chosen to get a detailed

contextual view of the trend of students' performance in the English Language over a period of years. Also, this approach has been found to be a desirable strategy since only a sample of students' performance in the English Language in a particular year will be used for a thorough analysis in chapter two.

Primary Data

With the primary data, questionnaires, face to face interviews and observation were used to solicit information.

The basic means of primary data collection for this study was field research where questionnaires and personal interviews were administered strictly by the researcher herself. By this approach, it was intended that the response rate would be increased and time would be considerably reduced.

It must also be stated that two separate questionnaires were administered to solicit responses from the two different categories of respondents namely teacher trainee and tutors. (See appendix A and B for samples.)

Questionnaire

i. Structured Questionnaire

Both quantitative and qualitative approaches were used to collect primary data. The quantitative method, which is a sample survey, was done through the use of structured questionnaires to obtain information from tutors and teacher trainees at Wesley College (Wesco). Both opened and closed ended questions were used. With the closed ended questions, answers were provided for respondents to choose from. The aim was to give focus, direction and make questions easy to answer. The open-ended questions were without answers, and respondents were to provide their own answers. This gave them the opportunity to express their views on issues and justify their answers. The respondents were given the questionnaires to complete and return them upon completion (See details in Appendix B).

ii. Interview Guide

To capture information that would likely be distorted or withheld with the use of only one method (McNeil, 1990: 23), the quantitative method was complemented by a qualitative method such as in-depth interviews to enhance the validity of the data. This was done using interview guide. Interview guide consists of a series of broad interview questions (semi-structured) that the researcher is free to explore and probe with the interviewee (Maykat and Morehouse, 1994: 83). As a guide, it is to prevent deviations from the issues being discussed (Bell, 1992: 52, Singleton et al, 1999: 249). It was used to obtain information from eminent people from the Ghana Education Service (GES), Teacher Education Division, Chief Examiner and team leaders in English Language, the Principal, and non-teaching staff at Wesley College (Wesco).

Observation

The non-participant observation technique was used to confirm the authenticity of some of the data obtained from the interviews and questionnaires administered. By this method, the researcher was physically present only as a spectator who does not become directly involved in the activities of the people who are being studied (Agyeadu et al, 1999). Observation was also made of various aspects of language use at Wesley College. Teacher Trainees' use of the English Language was observed during break time, after classes, at the dining hall, dormitories, libraries and classrooms; and thus first hand information on the subject was obtained.

Finally, a series of centralised residential-conference marking organised by the Institute of Education for the end-of-semester examinations, and workshops, were also attended by the researcher to solicit information.

Secondary Data

Secondary data was gathered through a desk study of both published and unpublished materials. This included documented research papers, books, periodicals (journals, magazines, newspaper review, seminar reports, library research, text books etc.), minutes from meetings at Wesco, Chief Examiner's report, data on English language entry grades

of teacher trainees, relevant materials from Internet web pages (conference papers, articles, etc.), government policy statements, and public speeches of government officials.

Method of Data Analysis/Statistical Procedure

The first stage was the manual editing of the collected data to detect errors and omissions that would compromise low quality standards. This was also to check whether all the questions requiring answers had been answered to ensure accuracy, consistency and completeness of the responses.

The next task involved the coding of the questionnaires by assigning numbers to them. Variables were defined for each of the questions on the questionnaire. After the data had been entered, there was the electronic editing of the data where exploratory data analysis was used to check whether all the data sets were valid.

Finally, as a descriptive survey, statistical tools such as the Statistical Package for Social Scientist (SPSS), Statistical Analysis software, simple measures of central tendencies (that is ratios and percentages) were used together with summarized statements and opinions of respondents. For ease of conceptualization and enhanced visual appreciation of the data to be analysed, some of the data has been displayed in charts, tables and graphical forms. These form the basis of this study. The chart and graph were used interchangeably. The aim was to improve graph ease and reduce repetitiveness and boredom.

CHAPTER ONE

The chapter discusses in detail the study of English in the teacher training colleges, with Wesley College as the case study. We shall first look at the Ghana Education Service (GES) under which the teacher training colleges were established.

1.1 The Ghana Education Service

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCD 247 and subsequently amended by NRCD 252, 357 and SMCD 63. The GES is governed by a fifteen-member council.

The divisions of the GES are as follows:

-  Human Resource Management and Development Division (HRMD)
-  Finance Division
-  Basic Education Division
-  Secondary Education Division
-  Technical/Vocational Education Division
-  Teacher Education Division
-  Special Education Division
-  Inspectorate Division
-  Curriculum, Research and Development Division
-  Supplies and Logistics Division

The vision of the Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in schools and promote management efficiency within the Service.

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with high quality formal education and training through effective and efficient resource management that should facilitate the making of education delivery relevant to manpower and social needs of the nation. Its mandate is as follows:

- To provide and oversee Basic Education, Senior Secondary Education, Technical Education and Special Education.
- To register, supervise and inspect private pre-tertiary educational institutions.
- To submit to the Minister recommendations for educational policies and programmes.
- To promote the efficiency and full development of talents among its members.
- To register teachers and keep an up-to-date register of all teachers in the public system.
- To carry out such other functions as are incidental to the attainment of the functions specified above.
- To maintain professional standards and the conduct of its personnel.

The GES has a Governing Council known as the Ghana Education Service Council. It is headed by a Chairman. The Chairman and the other members of the Council are appointed by the President of the Republic in consultation with the Council of State.

At this juncture, the research would focus on Teacher Education Division which is the main topic for discussion.

1.2 Teacher Education Division

The Teacher Education Division is in charge of implementing policies for teacher training colleges in Ghana. Faced with the lack of prompt response to the mass failure of our children at the B.E.C.E. and the SSCE, the massive number of school dropouts, the turnout of half baked students by the school system, the lack of a clear reflective practice by teachers, can it be said that the teacher education curricula over the years have been dynamic enough to address the professional needs of trainees? Children at the Pre-school, Basic Primary, Junior High School and Senior High School can only have high quality teaching if they are taught by high quality teachers. This can only be achieved if the teacher training programmes are redesigned to respond to the changing roles of the teacher.

Over the years, the educational system in Ghana has no doubt been witnessing a lot of changes. The programme first introduced at the training colleges was Cert 'A' Post 'B', which was then changed to Cert 'A'4-Year. After some years, it was again changed to Cert 'A'2-Year Post Sec, then to Cert 'A'3-Year Post Sec. Quite recently (2004), the programme has been upgraded to a diploma awarding certificate programme. All these transitions are aimed at improving high quality teachers for the country.

In Ghana, there is an urgent need for innovations that will meet the challenges of teacher education. Innovative teacher education programmes and practices will enhance the production of high quality teachers for the country. The innovations could focus on areas such as teacher behaviour, pedagogical issues, managing gifted and handicapped children, and counseling services for children.

In January 2004, the GES, in its bid to introduce innovations into the teacher education programme, proposed a new curriculum for training colleges. This new curriculum has responded to the following recommendations of the President's Committee on Review of Education Reforms in Ghana (2002):

- ❖ Teacher Training Colleges should be upgraded into diploma-awarding institutions to be called Colleges of Education.
- ❖ The in-in-out programme should be redesigned to give meaningful balance to content and methodology.
- ❖ The curriculum of initial teacher training should place greater emphasis on Mathematics, Science and English.
- ❖ The teacher education programme should include ICT, Creative Arts and Citizenship Education (Executive Summary, p.15- 16).

It must be mentioned that the new teacher education programme emphasizes the need to give general training to teachers at the initial stage in the training colleges. It therefore departs sharply from the trend of specialization in the 3-year Post Secondary programme. The products of the curriculum could therefore specialize in any one of the following areas: Pre-school teaching, Primary Education, Junior High School and Senior High

School teaching, as they climb the professional ladder. This arrangement will ensure that the available resources are concentrated on the training of one category of high quality teachers. The main goal of the new curriculum is therefore the production of generalist teachers capable of teaching all subjects at the basic level. The key features of the curriculum are:

- i. It is a 3-year programme, spanning six semesters with teacher-trainees earning a Diploma.
- ii. It enables teacher-trainees who graduate with a Diploma to upgrade themselves to B. Ed degree level at any relevant tertiary institution.
- iii. It establishes a judicious balance between theoretical knowledge and teaching skills.
- iv. It trains teachers to be facilitators of learning.
- v. It produces teachers who are creative researchers in the classroom, i.e. solving problems through action research.
- vi. The "Out" component of the programme has a duration of 32 weeks (2 semesters).
- vii. The programme is intended to support and monitor teacher-trainees' performance at college, and during school-based study.

The content is made up of Foundation Courses which are subjects taught in our basic schools (i.e. English, Mathematics, Ghanaian Language and Culture, Integrated Science, Environmental and Social Studies, Pre-Technical Skills, Pre-Vocational Skills, French and Religious Studies). The Educational and Professional Studies Courses focus on the students' professional needs. Some of the courses are educating the Individual - with Special Needs, Principles and Methods of Early Childhood Teaching, Principles and Methods of Teaching in Basic Schools. The Practical Activity Courses such as Music and Dance and Physical Education are intended to prepare the student for the effective handling of the subjects at the basic level. The General Studies Courses (i.e.

Communication and Study Skills, HIV/AIDS Education and Introduction to Information Technology) are geared towards the trainees' personal development.

It is worth noting, however, that though the Diploma in Basic Education curriculum is essentially general in content, it has made some provision for training generalist-specialist teachers for French and Technical Skills.

The Teacher Education Division has also introduced the Untrained Teachers' Diploma in Basic Education (UTDBE) for the untrained teachers who teach in Basic Schools to upgrade themselves so as to obtain a diploma qualification. The entire course takes a period of four years. During this four year programme, if a student obtains more than five (5) referrals in the course he/she is offering, then that student obtains a Three –Year Post Secondary certificate instead of the Diploma certificate. The Teacher Education Division has also introduced a top up programme known as Two- Year Diploma in Basic Education Sandwich programme for teachers with a Cert 'A' Three-Year Post Secondary qualification to upgrade them for a Diploma certificate.

In this direction, we look at the teacher training colleges in Ghana.

There are 38 teacher training colleges in Ghana. Their names, locations and regions have been presented at the Appendix. (See Appendix C for the presentation)

Having identified all the Teacher Training Colleges in Ghana, we shall examine the admission procedure into these Teacher Training Colleges.

When the Diploma programme was introduced, the entry requirement was an aggregate of 24, or better with passes in Core English, Core Mathematics, Integrated Science and any other 3 subjects. Candidates with a grade E in Core English, Core Mathematics or Integrated Science were made to go through the Assess course programme before gaining admission into the training college. Currently, the entry requirement has been lowered to an aggregate of 24 with a grade E or better with passes in Core English, Core Mathematics or Integrated Science. Therefore, the Assess course has ceased to exist for two years now. The admission requirement has been given in Appendix F.

At this juncture, we discuss in detail the study of English in the training colleges, with Wesley College as the case study. But first, we deliberate on Wesley College as a case study.

1.3 Profile of Wesley College

The Methodist Church of Ghana, in her vision of fulfilling the dreams and aspirations of its founding fathers, set up this premier Training College for the Northern Sector of the country. It is on record that the College was originally established at Aburi in 1922 but was transferred to Kumasi, its present site two years later, in 1924, for ease of access to teacher training education from all parts of the country.

Since its establishment, Wesley College has contributed immensely to the development of education in Ghana as a whole and teacher education in particular. Even though it is typically a denominational teacher training institute, Wesley College, among other Methodist Colleges, has through its existence opened its doors to all and sundry. Students in the college come from various ethnic groups throughout the country.

Very eminent men and women from all spheres of life, prominent leaders of Government, Christian Missions and traditional rulers including Professor Kofi Abrefa Busia, one of Africa's foremost intellectuals and Prime Minister of the Second Republic have passed through the school's portals.

Wesley College has also played a mentorship role to bring Cambridge Training College, the first Private Training College in the country, to its present standard.

The college, which started with thirty students (30), now has a student population of one thousand, one hundred and eighty-one (1181). This number is made up of seven hundred and fifty-five (755) males and four hundred and twenty-six (426) females. There are also sixty-five (65) teaching and sixty (60) non-teaching staff as of the year 2007. Among the subjects that could be studied at Wesley College are English Language, Mathematics, Education, Science, Physical Education, Vocational Skills, Literature in French, HIV/AIDS, Ghanaian Language, Environmental and Social Studies, and Religious and Moral Education.

The English Language Department, which is currently under the Department of Languages, is a resource centre for all the other departments in the college as far as communication and information dissemination is concerned. The department consists of six males and two females with varied teaching experience ranging from six years to thirty years. Out of the eight tutors in the department, three of them have their master's degree.

Previously, the department taught English language methodology, content and Literature-in-English to Post Secondary students. But, with the introduction of the Diploma in Basic Education Programme, the revised syllabus structure for English Language, which started from October 2005, includes the following: Composition, Comprehension, Speech Work and Communication, Grammar and Literature in English for first year students. For second year students, the revised syllabus includes Methodology, Composition, Comprehension, Grammar and Literature –in- English.

1.4 The teaching of English Language at the Training Colleges

At the teacher training college level, the structure of the English course is designed in such a way as to give the teacher trainees a firm grounding in the English language. The course aims at developing students' skills in writing, reading and speaking English effectively. The English course for the first semester of year one is entitled 'Introduction to Elements of Communication.' This is a course that covers nine (9) important topics in different aspects of English language.

First, there is a topic that covers grammar and it treats all the eight word classes in English language. The emphasis of this particular topic is getting teacher trainees to be able to identify the eight word classes or parts of speech in English, the features of these parts of speech as well as their functions in sentences. This topic therefore lays a good foundation for other topics related to grammar to be taught in the subsequent semesters. This will enable trained teachers to write and speak Standard English by paying attention to all the deep structures underlying English language.

Apart from grammar, the first semester's course in year one also covers textual analysis and essay writing. In the first semester of the first year, teacher trainees are introduced to

the four modes of writing as in narrative essay, descriptive, expository and argumentative. The students are not only taught the difference that exists between the four modes of writing, they are also taught some skills in elements of good narration such as the tense to use, the device to be used for cohesion, and the structure of a good narrative essay. Similarly writing skills pertaining to the other three modes are taught to the students. Besides the four modes of writing, the teacher trainees are also introduced to textual analysis for a better comprehension of different types of texts. In this area, reading skills such as skimming, scanning and other critical reading are taught to the students. Students are also taught on the types of questions that they are to expect on comprehension texts. Some of the questions may demand factual information while other questions may be inferential, speculative or appreciative in nature. All these skills in writing and reading are taught to enable teacher trainees have a good command over the English language in the areas of writing and understanding different texts. Besides the teaching aspect, exercises are also given out to students for practice.

The other two main areas covered by the English course in the first semester of the first year are speech work and some elements of effective communication. Speech work is purposely designed to help students improve upon their oral English, since most of them have been heavily influenced by the pronunciation that they inherited from their mother tongue. Consequently, they are taught pertinent topics such as the definition of speech, the importance of speech, the production of speech and the organs involved in speech production. Besides these topics, other areas such as vowels, consonants and types are also taught to the students. The elements of effective communication which is taught in the first semester of first year also enable teacher trainees to understand why it is important for them to communicate using Standard English. This topic seeks to explain to students what is meant by communication, what is meant by a message, decoding, encoding, addresser, addressee and the factors necessary for effective encoding and decoding of a message. The teacher trainees are able to appreciate the fact that the grammar, speech work, essay writing and all the other aspects of English that they have to learn are all necessary for effective communication. Without a firm grounding in all these areas of English, it will be almost impossible for one to make one understood and to understand others.

In the second semester of the first year, most of the topics treated in the first semester are broken down into smaller units and treated in detail. The only difference is that this time round, elements of literature are introduced and topics related to speech work are dropped.

Consequently, the stress is on literature, essay writing, comprehension or textual analysis and grammar.

In grammar, new topics such as punctuation, passive and active voice as well as sentence types and patterns are taught. Punctuation is an integral part of grammar since without it, a sentence cannot make meaning. Thus, a wrongly punctuated sentence may have a different meaning from what the writer intends it to mean or it may not have meaning at all. This is why it is important for teacher trainees to appreciate the meaning of punctuation marks effectively to enable them communicate better. Active voice and passive voice are also topics that are important since they enable students to know the difference in emphasis between sentences constructed in the active and passive voice, the context in which they can be used and so on. Sentence types and patterns will also enable students to understand the basic elements that go into sentence formation and how grammatically acceptable sentences can be constructed with ease.

With regard to literature, pertinent topics such as the definition of literature, the three literary genre, the forms and features of oral literature and the features of prose as in plot, setting, characterization, point of view and so on are taught. This aspect of literature is taught at this level to help students appreciate literary works and to whip up their interest in reading. The interest in reading will go a long way in developing students' understanding of the English language at the college and after college. Once they are encouraged to read on their own and once they are able to have that interest, it means that they can go on improving upon their spelling skills, their writing skills and their ability to understand others. This is simply because they will definitely come across more expressions, new words, new sentence patterns and so on.

The third major area which is treated in the second semester is letter writing. In this particular topic, students are taught the difference between formal and informal letters.

Other features of the two types of letters such as the introduction, development and conclusion are discussed with students. The other features of formal and informal letters which are treated at this level are the address, the date, heading, subscription and so on. This is to enable students know the difference between these two types of letter through their features and through the kind of language that can be used in them. While the language of formal letters remain strictly formal and official, that of informal letters gives room for informal writing involving headless sentences or contracted formal of words.

The first part of the English course for the second semester of year two is entitled, 'English Methodology.' Here the course structure focuses mainly on four aspects. They are the study of the basic curriculum materials, theories of language acquisition, approaches to second language teaching and methods and strategies to be used in teaching English at the basic level.

Under the curriculum studies, a comparative study of the three basic curriculum materials which are the importance of the syllabus, the teachers' manual/guide and the pupils' textbook are discussed. The aim is to enable students do a comparative study of the basic curriculum materials used in teaching.

For the theories of language acquisition, items discussed include innateness, behaviourists, cognitivists and monitor level hypothesis. The grammar-translation direct approach, reading approach, communication approach, situational approach and audiolingualism are also treated under the topic, approaches to second language teaching. Here, students are to apply both the theories and approaches studied, to teaching English as second language.

Students are also taught topics like relationship among the four language modes (listening, speaking, reading and writing) and their relationships, such as receptive versus productive (importance), oral versus written, primary versus secondary (mode) and listening versus speaking. Furthermore, they are taught how to develop listening skills through story telling and conversation. The other features which are treated in year two semester one include the importance of storytelling and conversation, factors to consider in selecting stories for pupils and how to present the lesson. For the presentation of the

lesson, the stages discussed are the pre-presentation/pre-reading stage, presentation/reading stage and post-presentation/post-reading stage. Students are also taught pre-reading skills/activities and differences between skills and activities. Skills such as language development, visual discrimination, auditory discrimination, visual comprehension and visual motor - left to right eye movement are also taught. Again, they are exposed to reading, reading readiness, difference between reading readiness and pre-reading activities/skills, checking for reading readiness, teaching reading using: the look and say method, the phonic method, the eclectic approach and correction procedure.

Furthermore, they are taught how to teach reading comprehension, the stages of the comprehension lesson such as preliminary reading stage, reading stage and post reading stage. On how to teach writing, topics like the connection between reading and writing, preparatory writing skill, eye-hand co-ordination, visual perception or discrimination, writing in the air and sand tray, wrist exercises and tracing of shapes are taught. Students are also exposed to how to teach controlled and guided composition, their differences and features, the stages of the composition lesson (pre-writing, writing stage and post-writing stage). Besides these, pertinent topics like language games are taught students. Here, the definition, advantages, disadvantages, types of games, the skills they develop and how the games are organised are discussed thoroughly with these students. All these are taught students to enable them know the methods and strategies to be used in teaching English at the basic level.

Again, students are trained to write effective lesson notes to be used in teaching English. Consequently, they are introduced to how to prepare lesson plan on grammar for Primary pupils. In preparing the lesson plan, they are taken through the various stages such as the revision stage, introduction stage, practice one stage and practice two stage. Students are also made aware that at the Junior High School level, the lesson plan is divided into three stages; the introduction stage, discussion/explanation stage and exercise stage. Furthermore, they are trained to teach spelling and dictation and the importance of spelling and dictation at the Junior High School level. For the spelling/dictation lesson, the students are taken through the pre-writing, writing and post-writing stages. Students

are also introduced to the format and features of a lesson plan. Here features such as day/ date/ hour/duration, aspect/topic/sub-topic, objective(s), relevant previous knowledge (RPK), teaching learning materials/ teaching learning aids (TLM/TLA), core points, evaluation and remarks are discussed. Finally, students are also taught how to prepare TLM in all the lessons they will teach especially for pre-reading activities, beginning reading and reading.

In year two, semester two, the course structure on English language is designed in such a way that it covers four main areas; grammar, literature, essay writing and textual analysis.

In grammar, topics such as rankscale and rankshift, types of morphemes, word, phrase, clause and sentences are treated. Other topics covered in grammar at this level include co-ordination and subordination, clauses and their functions, direct and reported speech idioms and tag questions. The topics treated at this level are all important when it comes to English grammar. These are topics that enable students to differentiate between a morpheme and a word, between a word and a phrase, between a phrase and a clause and between a subordinate and an independent clause. The fact that they are taught the functions and features of all these aspects of English grammar enables students not only to have a better understanding of the English language but it also puts them in a better position to teach English language. The fact is that one cannot teach what one does not understand. Therefore, when teacher trainees themselves understand grammar, they are able to teach English better at the basic level. On the other hand, if teacher training colleges fail to get teacher trainees well grounded in English language, the latter cannot handle the subject effectively when they are asked to teach it at the basic level.

The literature aspect in the second semester's work is centred on developing students' skills in drama and poetry. In this area, students are taught tragedy, comedy, tragic-comedy, ballads, odes, elegy and so on. But besides the types of drama and poems, the students are also taught other elements of drama and poetry such as setting character analysis, theme, plot, language, subject matter, tone, mood among others. All these analyses of aspects of literature are accompanied by a study of a selected play and some

poems. This is to enable students apply their knowledge on literature to the explication of certain texts.

In the area of essay writing, emphasis is normally laid on argumentative essays and the writing of feature articles. In both types of essays, particular attention is usually given to the presentation of points and the formats of an argumentative essay or a feature article. Thus, at the end of the day, teacher trainees are able to understand that argumentative essays and feature articles are different from formal and informal letters or from other essay types due to their features and the development of logic in them.

The last part of the English course for the second semester of year two is devoted to the enhancing of students aptitude in textual analysis with particular focus in expository, argumentative and narrative texts. Consequently, texts which contain expository, argumentative and narrative writings are used to provide exercises and assignments for students. The students' ability to develop their competence in textual analysis will help them to understand texts that they are to later use in teaching comprehension in English at the lower levels. They will also be in a position to teach their students some of the basic things that they need to know and understand in textual analysis.

The third year students, however, do not write any exams in English Language. They are posted to various towns and villages to start their teaching practice. They come back after a year to write an external exam in Education.

One of the main reasons the Diploma programme was introduced was to upgrade the quality of teacher trainees. However, over the years, statistics show that a majority of students do not perform well in their English examinations. For those who do not fail, hardly do they make a grade A in English. We shall at this juncture identify the sources of the English language deficiencies which include the entry grades of teacher trainees, the qualification of tutors, the general teaching and learning environment, among others, so as to examine and analyze them in the subsequent chapter.

1.5 Entry grades of teacher trainees

One of the likely determinants of English language deficiencies is the entry grades of teacher trainees and so in this regard, the researcher went in for the files of the teacher trainees and checked their entry grades for SSCE results in English. The aim was to investigate whether the deficiencies of the students in English language could be traced far back from the students' Senior High School results. A population size of one hundred and fifty (150) was chosen. Out of that, a purposive sampling was made on each of the three year groups. Therefore, the research had fifty teacher trainees each from year one, year two and year three. After the purposive sampling, a simple random sampling technique was used to select the files from each of the three year groups. Here, every fourth person's file was picked.

1.6 Qualifications of tutors

The researcher visited the Principal at Wesco and requested for the qualifications of all the English tutors in the college. This was supplemented by a questionnaire to tutors to find out their qualifications.

1.7 The structure of the English language courses

The structure of the English language courses at the training college was carefully analyzed. It covers grammar, literature, speech work, communication skills, comprehension, essay writing etc. It is designed in such a way that it captures all the four language skills which are speaking, listening, reading and writing.

1.8 The general teaching and learning environment

There are twenty classrooms at Wesley College with an average of forty students in a class. Each class has tables and chairs arranged in columns and rows. The time table is such that each subject has three credit hours a week. There is a resource centre where some teaching aids (such as slides, charts, maps), project works and improvised materials made by the students are kept. Besides these, there are grammar books, dictionaries and

some few course books. However, they are not supplemented by a range of materials using other media, such as records, audio tapes, transparencies, filmstrips, video tapes, toys, games and puppets. There exists an ICT centre with 50 computers but only 21 of them were working at the time of visit. There is also an internet service. There are two libraries; one is mainly for French students and the other, a general library.

Conclusion

Thus, it is evident that with the change in the status of the training colleges, the content of the courses taught at these teacher training institutions has also been changed to reflect the new reality. English language is not an exception and courses have therefore been designed to enhance teacher trainees' competence in the areas of writing, listening, reading and speaking the English language. An enabling environment, to some extent has also been created for the learning of English language through the provision of libraries, ICT centres, adequate classrooms and qualified tutors.

CHAPTER TWO

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter provides the results of data obtained from questionnaires, interviews, observations and discussions. Issues that are examined include the break down of results of teacher trainees at Wesley College, minutes from meetings with the Principal and teaching staff, and the responses of respondents to questionnaire, among others. Item by item analyses are made and, where possible, certain items are jointly analyzed.

2.1 Results Breakdown

One of the main reasons the Diploma programme was introduced was to upgrade the quality of teacher trainees. However, since its implementation, records show that teacher trainees have not been doing well in their English examinations. The table below shows the number of students at Wesley College who failed to those who obtained a grade 'A' in English Language since the introduction of the Diploma programme, from 2005 to 2007.

Table 2.1: Results Breakdown of Candidates Who Passed and those Who Failed in English.

	Class	Semester	Grade A	Grade B	Grade C	Grade D	Fail	Absent	Total
2005	Year 1	1 st	8	45	4	293	45	0	395
		2 nd	3	47	189	131	16	0	386
	Year 2	1 st	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
		2 nd	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2006	Year 1	1 st	3	14	130	214	31	0	392
		2 nd	0	12	88	212	80	0	392
	Year 2	1 st	0	1	45	197	135	0	378
		2 nd	0	36	216	121	5	0	378
	Year 1	1 st	0	18	176	225	74	2	477
		2 nd	0	22	233	211	7	0	473

2007	Year 2	1st	0	7	84	210	80	0	385
		2nd	0	14	37	214	120	0	385

From the table 2.1 above, we observe that there were no results for 2005 second (2nd) year students. The researcher was not able to obtain those results because of poor record keeping at Wesley College. Those empty spaces have therefore been indicated with ‘n.a’, which means ‘not available.’ We also observe that in 2006 and 2007 in particular not a single one of the candidates obtained a grade ‘A’ in English, while in the previous years only a few made an ‘A’ . Meanwhile, a lot of them obtained an average pass (a grade C), a weak pass (a grade D), and a fail. In an interview with the Principal on December 7th 2007, he revealed that they feel disheartened when they meet as Principals from the various training colleges to deliberate on students’ performance. He lamented that in some years, not even one of the candidates is able to obtain a grade A in English among the training colleges, while in other years only a handful of them make it.

Table 2.2: Analyses of aggregate examination results (2005- 2007)

Grade A	Grade B	Grade C	Grade D	Fail	Total
14	216	1202	2028	593	4053

From Table 2.2, we observe that over the three year period from 2005 to 2007, there are 4053 candidates who have actually sat the teacher trainee English examination at Wesley College. The percentage breakdown with respect to grades is as follows:

Table 2.3: Grades in Percentage

Grade	A	B	C	D	Fail	Total
Percentage	0.4%	5.3%	29.7%	50.0%	14.6%	100%

From table 2.3 above, less than half of 1% candidates were able to obtain the excellent mark of A, while almost 15% have failed completely. Majority of candidates obtained the weak grade of ‘D’. At the risk of understatement, we conclude that these English examination results are unacceptable and must be a contributory factor to falling standards of English in schools as generally suspected.

2.2 Minutes from meeting at Wesco

The Principal, Mr. B. F. Anyan, on the 2nd of May, 2006, held a very important meeting with the staff at Wesley College on the poor performance of students in their examination, especially in English; and the tutors came up with the following reasons.

- ✚ Students do not have dictionaries.
- ✚ They speak the local language even in English class.
- ✚ They do not buy the handouts provided.
- ✚ Tutors do not have copies of the required reference books.
- ✚ Students are not disciplined.
- ✚ There is no English 'clinic' at Wesley College where the weak students in English could be assisted.

Later on that same day, the Principal again met with the students to interact with them as to why they do not perform well in English and the following were revealed:

- ✚ The Diploma course is new and so they need more time to study it.
- ✚ English language course at the training college is academic (difficult) with voluminous topics and so more credit hours should be allocated to study it.
- ✚ There is no co-ordination among English teachers; they give different notes from class to class.
- ✚ Tutors do not give enough exercises.
- ✚ Teaching is examination- centered.
- ✚ During invigilation, tutors sit very close to candidates, and this makes them nervous.

- ✚ Handouts are not given to students on time.
- ✚ There are too many activities in the college leaving students with little time for studies.
- ✚ Tutors do not know the depth to which lessons should be taught. This is because the structure of the English language courses is loaded with topics. Meanwhile, few credit hours are allocated to teaching and completing the whole syllabus.

We shall compare the comments above to the comments made by the same students (teacher trainees) in the questionnaire to see if the views shared are the same.

2.3 Background of Respondents to Questionnaire

Respondents for the study were drawn from teacher trainees (students), teaching and non-teaching staff at the Wesley College (Wesco). Respondents were also drawn from some eminent people from the Ghana Education Service (GES), team leaders and the Chief examiner, English. Of all these people, only the teacher trainees and the English tutors at Wesco were administered questionnaires, the rest were interviewed.

The sample size for the quantitative survey for the teacher trainees was five hundred (500) while that for the tutors was eight (8). In all, a total of five hundred (500) questionnaires were administered to the teacher trainees and a total of four hundred and seventy (470) were retrieved and analyzed. Therefore the response rate was ninety- four percent (94%). For the Tutors, the response rate was 100% since all the eight questionnaires were retrieved and analyzed. Table 4.1 below gives an overview of the distribution of questionnaires and respondents.

Table 2.4: Distribution and Response Rate of Administered Questionnaires

Respondents	No of Questionnaires Administered	No of Responses Received & Analyzed	Response Rate %
Teacher trainees	500	470	94%
Tutors	8	8	100%

2.4 Delivery of Project Output

In order to investigate the sources of English language deficiencies, some key factors were identified and captured in the questionnaire. These include the mode of delivery, pedagogy, learning environment, the English language entry grades of teacher trainees and the qualifications of tutors in teacher training institutions, among others.

2.5 Reliability Analysis

The questionnaire was subjected to reliability analysis to check for internal consistency of the questions. The Alpha Cronbach test statistics generated from SPSS was 0.8 (that is 80%) which satisfies the reliability criteria. This gave the researcher the green light to go ahead and analyze the data.

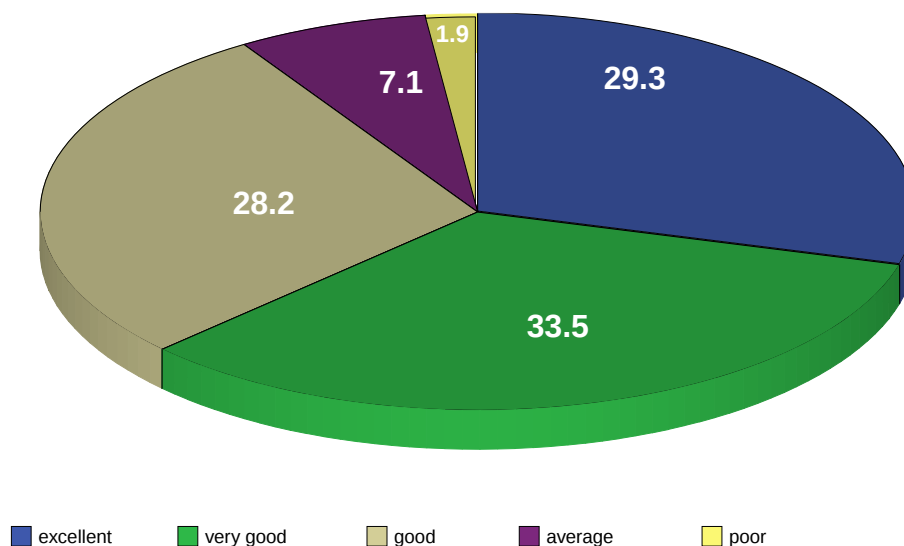
2.6 Analysis of Data

In this section, we shall discuss and analyze the first three factors in the questionnaire.

2.6.1 Mode of delivery

Under the mode of delivery, we analyzed all the items on it (See Appendix A for the questions asked on the questionnaire).

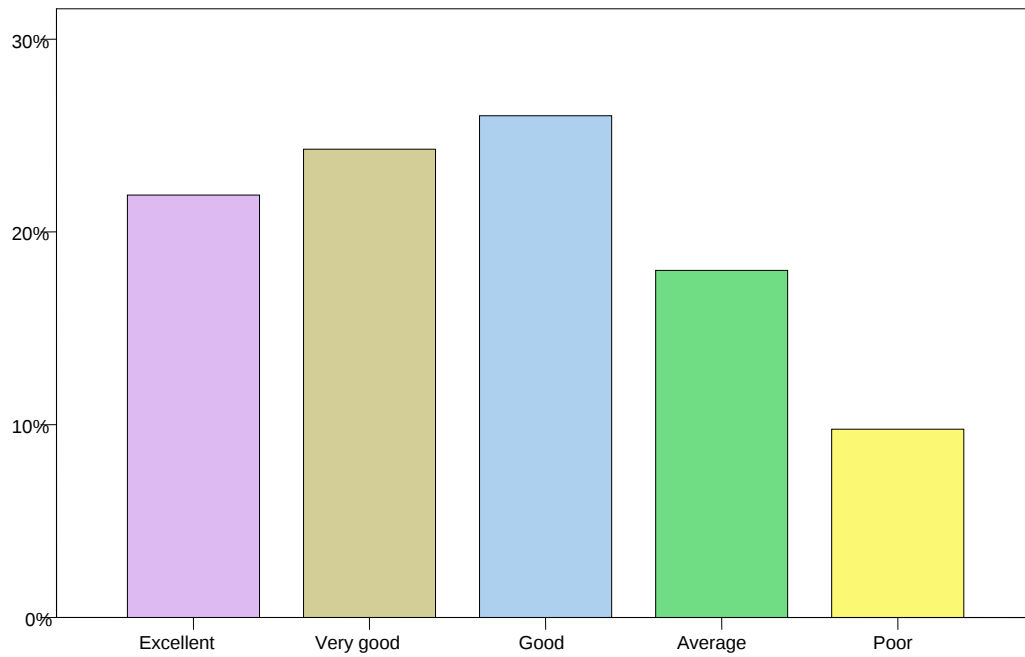
Figure 2.1–Question 1:Tutor is clear and understanding during lectures



Respondents (teacher trainees) were tasked to rank whether the tutor is clear and understandable during lectures. The rating ranges are ‘excellent’, ‘very good’, ‘good’, ‘average’ or ‘poor’. As revealed in Figure 2.1 above, 29.3% of respondents rated the tutor to be excellent, 33.5% of them said the tutor is very good, 28.2% of them said the tutor is good, 7.1% of them rated the tutor as average and 1.9% of them rated the tutor as poor. We can therefore conclude that the tutor has no problem in terms of clarity and students are able to understand him during lectures.

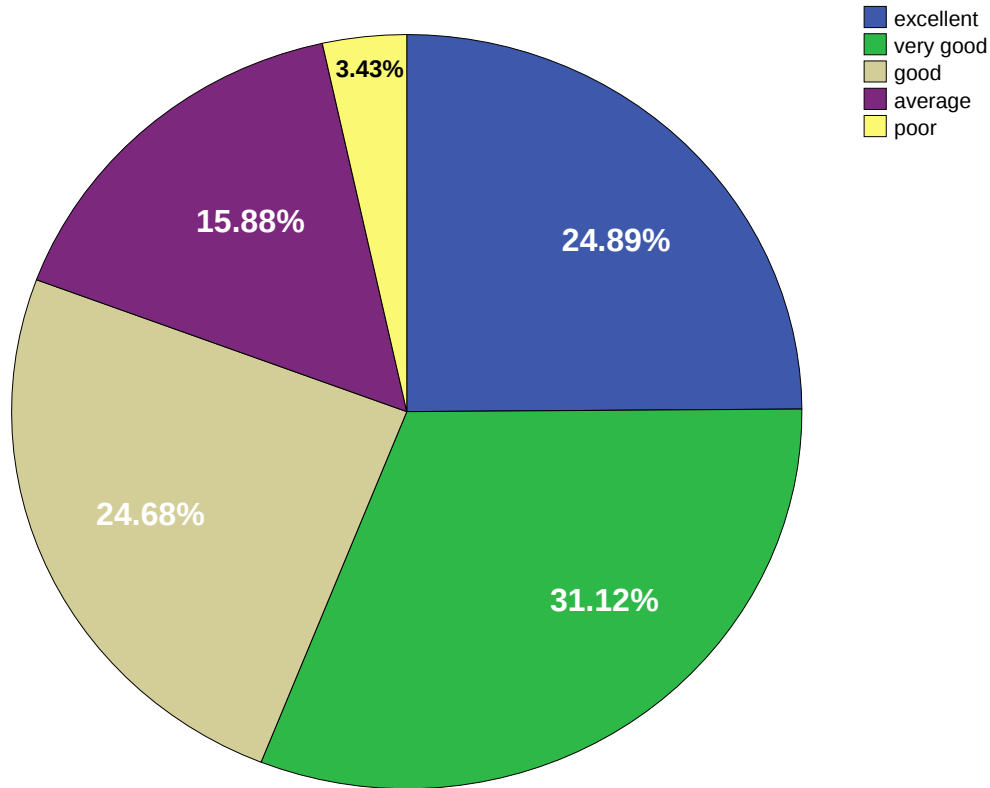
Regarding figure 2.2 below, respondents were asked to rank the extent to which the tutor links lecture material to practical and field work using the same 5-level rating range. Here, 22% rated the tutor as excellent, 24% rated the tutor as very good, 26% as good, 18% as average and 9% as poor. Therefore majority of the teacher trainees said the tutor is good at linking lecture material to practical and field works, but only 9% of them said the tutor is poor at linking lecture material to practical and field works.

Figure 2.2- Question 2:Tutor links lecture material to practical and field works.



The next item on the questionnaire was for the respondents to rate the extent to which the tutor's presentation inspired class.

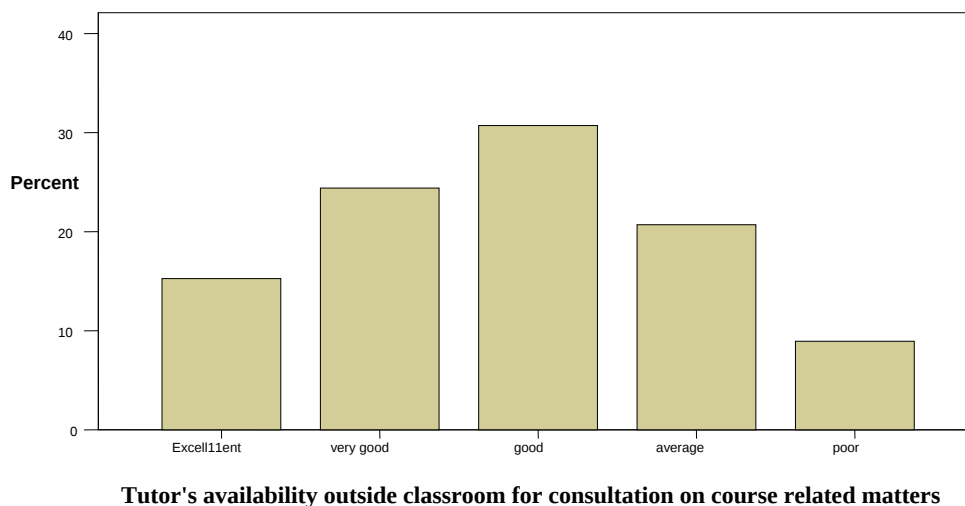
Figure 2.3- Question 3:Tutor's presentation inspires class to be interested in the subject matter



Here, 24% of them rated tutor as excellent, 31.1% rated the tutor as very good, 24% of them rated the tutor as good and 15% and 3.4% of them rated the tutor as average and poor, respectively. Therefore, while majority of the teacher trainees think that the tutor's presentation inspires class to be interested in the subject matter, only a handful, that is 3.4% of them, think the tutor's presentation is poor.

Figure 2.4 shows respondents responses on tutor's availability outside classroom for consultation on course related matters.

Figure 2.4: Question 4:Tutor's availability outside classroom for consultation on course related matters



Here, 31% of the respondents rated the tutor as good while 8% of them rated the tutor as poor. If we add up those who rated the tutor as excellent, very good and good, we realise that more than half of the respondents think that the tutor is available outside classroom for consultation on related matters compared to the respondents who rated the tutor as average and poor.

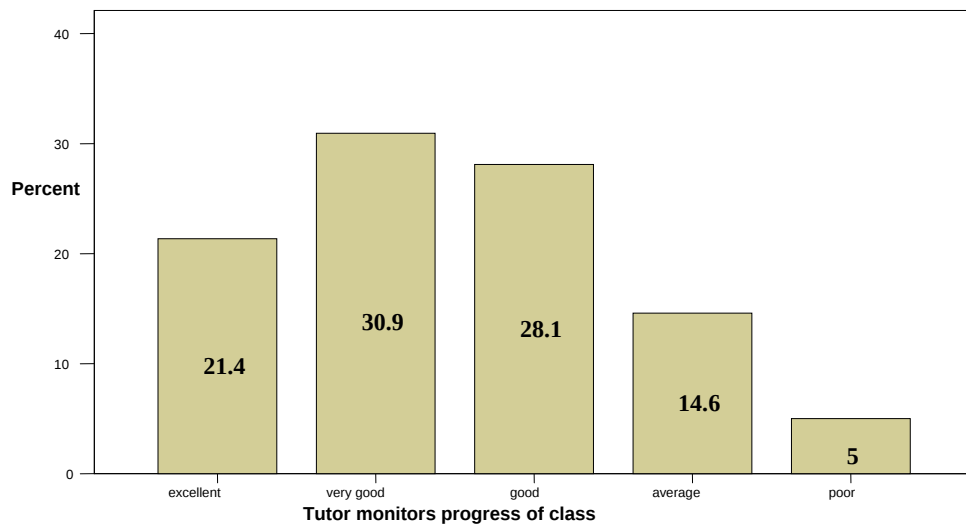
Based on the above findings, we can confidently conclude that the deficiency of the teacher trainees in the English language is not caused by the mode of delivery of the tutor. In the next two subsections, we shall continue to analyze the pedagogy and the learning environment to see if the source of the deficiencies originates from those areas.

2.6.2 Pedagogy

Here, we shall analyze all the items under pedagogy (See questionnaire of Appendix A for the questions asked).

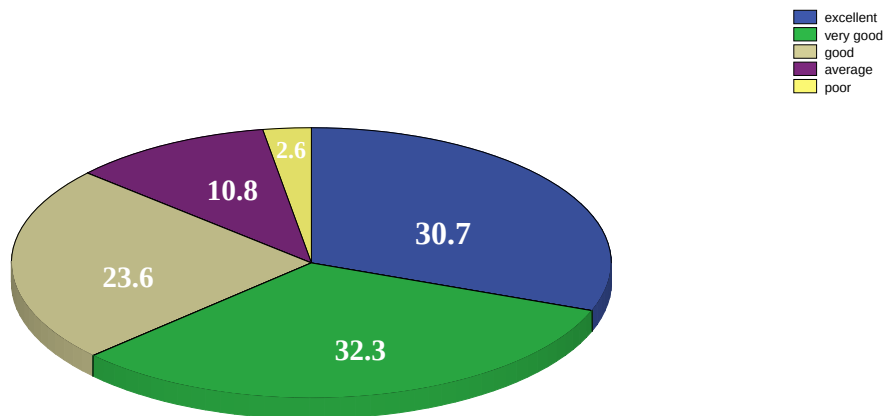
In figure 2.5 below, respondents were tasked to rank the extent to which tutor monitors progress of the class. Here, 30.9% of them rated the tutor as very good while only 5% of them saw the tutor as poor. Since majority of them responded positively to the statement, we can deduce that the tutor indeed monitors the progress of the class well enough.

Figure 2.5: Question 5-Tutor monitors progress of class



Next in figure 2.6 below, respondents were to rank using the criteria: ‘excellent’, ‘very good’, ‘good’, ‘average’ or ‘poor’, how tutor gives assignments to facilitate understanding of the subject matter.

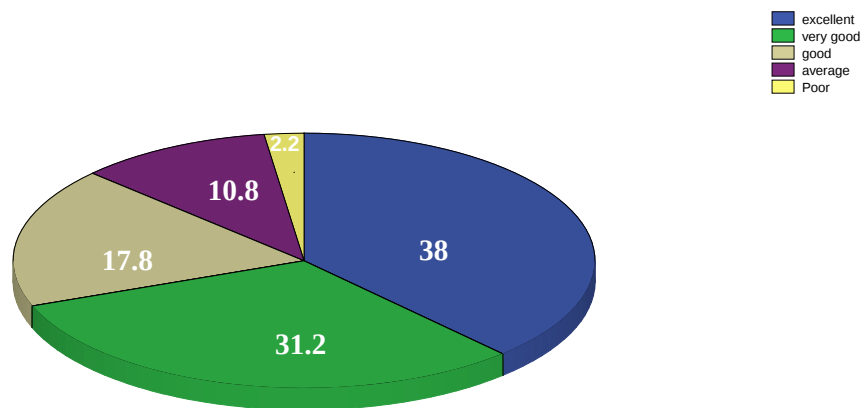
Figure 2.6: Question 6-Tutor gives assignments which facilitate understanding of the subject matter



Here, 30.7% of them rated the tutor as excellent, 32.3% as very good, 23.6% as good, 10.8% as average and 2.6% as poor. Again, the data shows that majority of them hold the view that the tutor gives assignments to facilitate understanding of the subject matter.

The last item under pedagogy enquired from the respondents is whether tutor appears fair in grading students work. Figure 2.7 shows that 38% of them rated the tutor as excellent, 31.2% as very good, 17.8% as good, 10.8% as average and 2.2% as poor. From the results, it is clear that majority of the respondents rated the tutor as excellent, very good and good while only a few of them rated the tutor as average and poor. Based on this, we can conclude that the tutor appeared fair in grading students' work.

Figure 2.7:- Question7:Tutor appears fair in grading students work



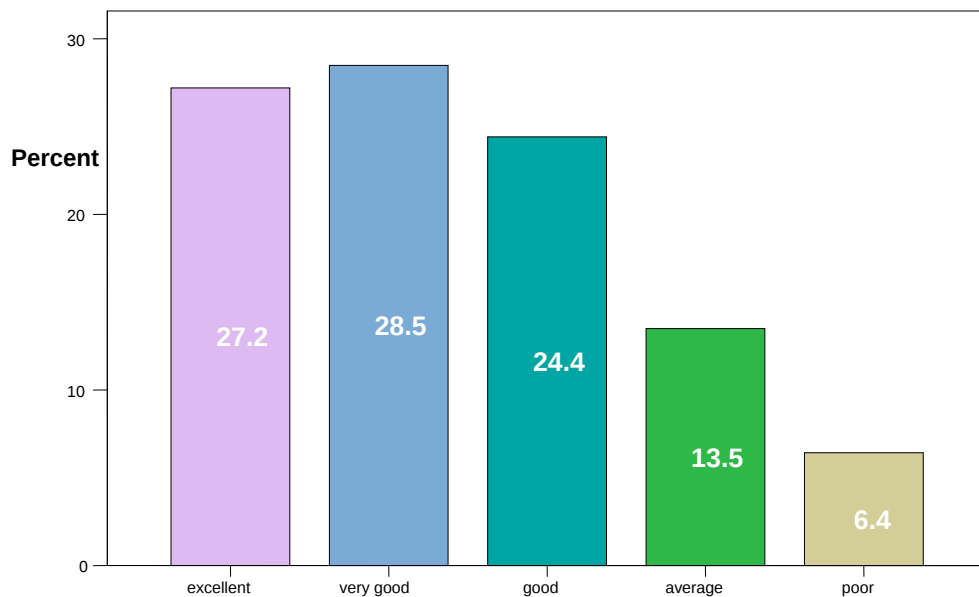
From the findings above, we can again conclude that under pedagogy, the source of the deficiencies does not stem from the tutor, since all the items here reveal that majority of the respondents rate the tutor as excellent, very good or good. In the next subsection therefore, we take the last likely factor of English language deficiency in the questionnaire, which is the learning environment, to find out if the source of deficiency stems from there.

2.6.3 Learning Environment

Under this, we shall discuss and analyze the following items: comfort in class size, space or seats, adequacy of materials required for course e.g., maps, computers, tables, diagrams etc, availability of reading list, recommended textbooks, etc., and the availability of audio visuals and PA System (See Appendix A for the questions asked in the questionnaire).

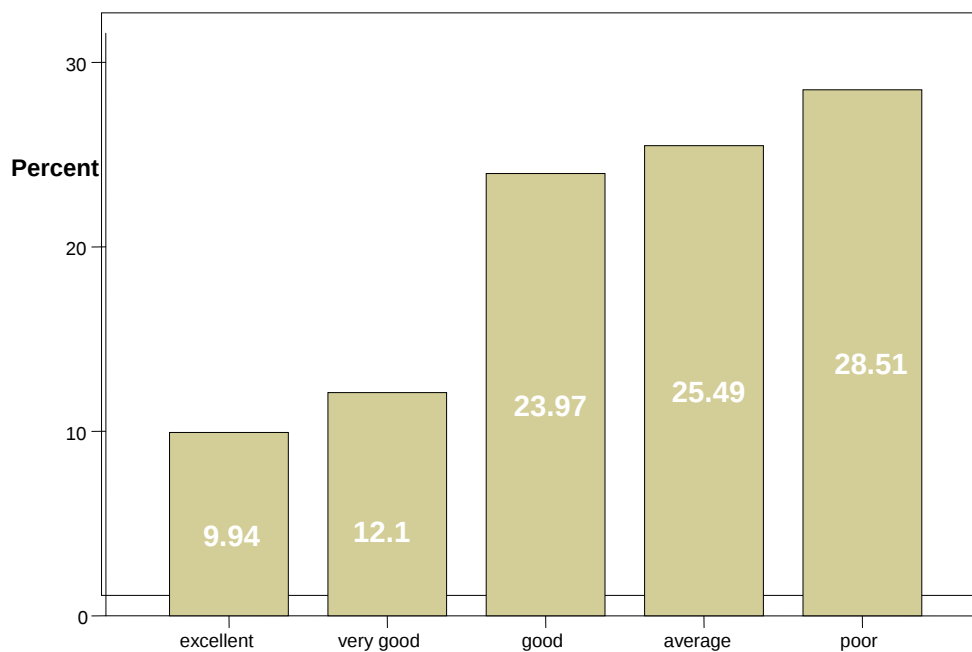
In response to the question asked concerning comfort in class size, space or seats, majority of the respondents rated it as excellent, very good, and good whiles few of them rated it as average and poor. Figure 2.8 below gives details of the break down in percentage; 27.2% of them rated it as excellent, 28.5% as very good, 24.4% as good, 13.5% as average and 6.4% as poor. So that whiles 28.5% think that there is comfort in class size, space or seat, only 6.4% of them think it is poor. Therefore we can conclude that there is comfort in class size, space or seat and that deficiency is not due to that factor. However, for an average of forty students in a class, there is more room for improvement.

Figure 2.8: -Question 8:Comfort in class size, space or seats



In response to whether there is adequacy of materials required for a course e.g., maps, computers, tables, diagrams, etc, only 9.9% rated that statement as excellent, 12.1% rated it as very good, 23.97% as good, 25.49% as average and as many as 28.51% as poor. With majority of the respondents on the negative side, we conclude that there are inadequate materials required for the English Language course and this may be a factor why the teacher trainees are deficient in English. Figure 2.9, shows the rate distributions.

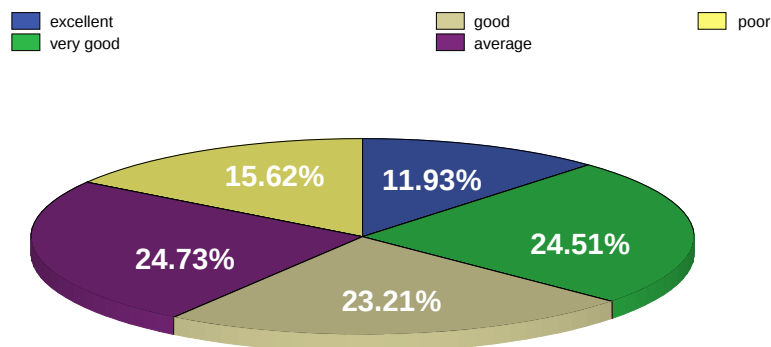
Figure 2.9:- Question 9: Adequacy of materials required for course e.g., maps, computers, tables, diagrams, etc



In the graph below, figure 2.10, respondents were to indicate according to excellent, very good, good, average or poor, whether there is availability of reading lists, recommended textbooks, etc., which facilitate the learning of English language. Here, 15.62% said it was poor, as high as 24.73% said it was average, 23.21% said it was good, 24.51% said it was very good and 11.93% said it was excellent. Therefore, with as high as 24.73% respondents rating the statement as average and lowest respondents (11.93%) rating it as excellent, we conclude that there are insufficient reading list and recommended textbooks to facilitate the teaching and learning of English language. Notwithstanding this, a large number of the respondents (24.51%) also think that there

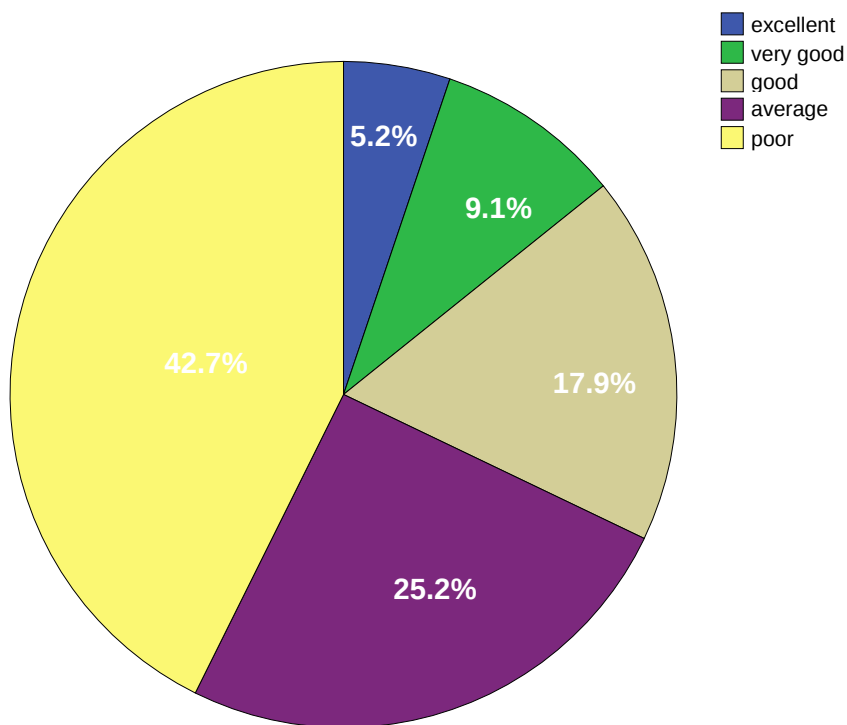
are sufficient reading lists and recommended textbooks for the course. If so, one would wonder why they still perform poorly in English. Since conditions were set to avoid bias in the answering of the questionnaire, the only likely answer could be that the students are academically weak.

Figure 2.10: Question 10 : Availability of reading list, recommended textbooks, etc



The final item on the questionnaire required respondents to rate whether there is availability of audio visual and Public Address (PA) systems. Here, as high as 42.7% of the respondents specifically rated the question asked as poor while only a handful (5.2%) rated it as excellent. The rest are as follows, 9.1% of them rated very good, 17.9% as good and 25.2% as average. Therefore we give credit to the majority of the respondents who think there is no availability of audio- visual and PA systems. Figure 2.11 below gives the breakdown of the responses.

Figure 2.11:- Question 11: Availability of audio visuals and PA Systems.



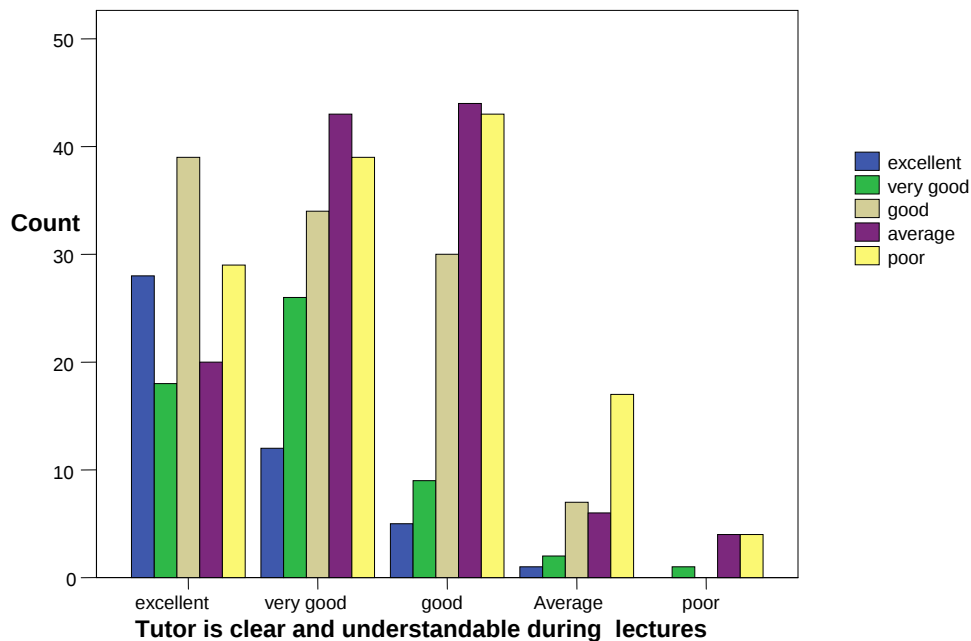
2.6.4 Final Comments on Questionnaire Responses

Freeborn *et al* (1993) stipulate that the inability of our schools to turn out people with satisfactory standards in English is not simply due to the legacy of an inappropriate English curriculum or to a shortage of appropriately qualified teachers. This research denies the popular feeling expressed in the literature that poor teaching to a large extent is attributed to the failure of students in English since the questionnaire responses by the students themselves attest to that. We can also infer from the research findings that the teacher trainees' deficiency in the English language may be due to the unavailability of reading list, weak entry grades of students from the Senior High School, recommended textbooks as well as audio- visual and PA Systems in the colleges. However, in this modern time, it may not be necessary for one to spend a lot of money buying books if

only the e- library is made available and accessible for students' use, by our educational institutions.

2.6.5. Analysis of Association between Mode of Delivery, Pedagogy, and Learning Environment.

Figure 2.12: Adequacy of materials required for course and Tutor is clear and students are able to understand him during lectures

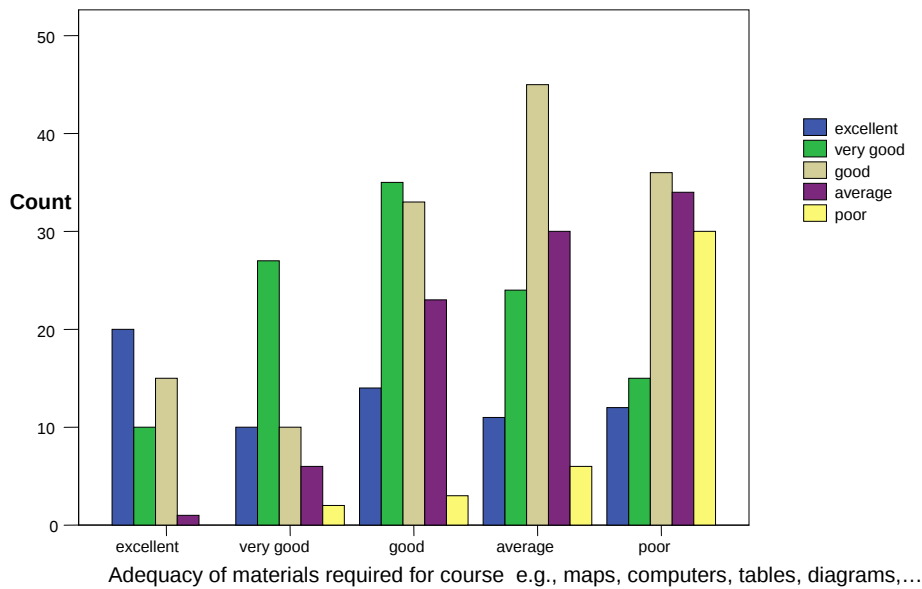


To check whether relationships exist between the mode of delivery on one hand and the pedagogy and learning environment on the other, a cross tabulation analysis for association was performed.

From the clustered graph above, it is observed that materials required for the English language course have a high likelihood of helping students to understand tutors during lectures. Students who rated tutors to be good up to excellent also rated adequacy of course materials as good up to excellent. Similarly, the poor rating of tutor clarity and students' ability to understand him in class is significantly related to the adequacy of course materials. The low chi-square value (0.000) indicates a significant relationship

between the mode of delivery (tutor is clear and students' are able to understand him in class) and pedagogy (adequacy of course materials). This finding is generally the case for all items under the mode of delivery against pedagogy.

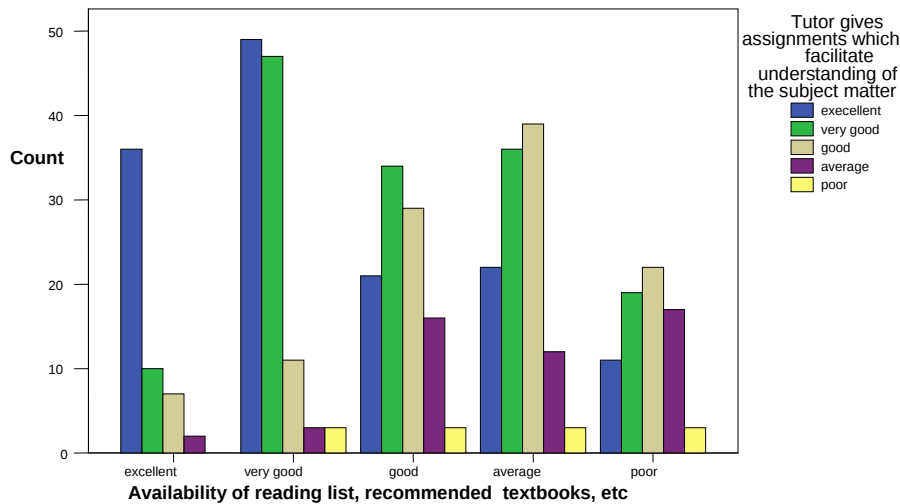
Figure 2.13: Adequacy of materials required for the course verses tutor's availability outside classroom for consultation on course related matters



From the graph above, figure 2.13, students who rated average and poor for adequacy of required materials for course are likely to have problems with consulting tutors outside classroom on course related matters.

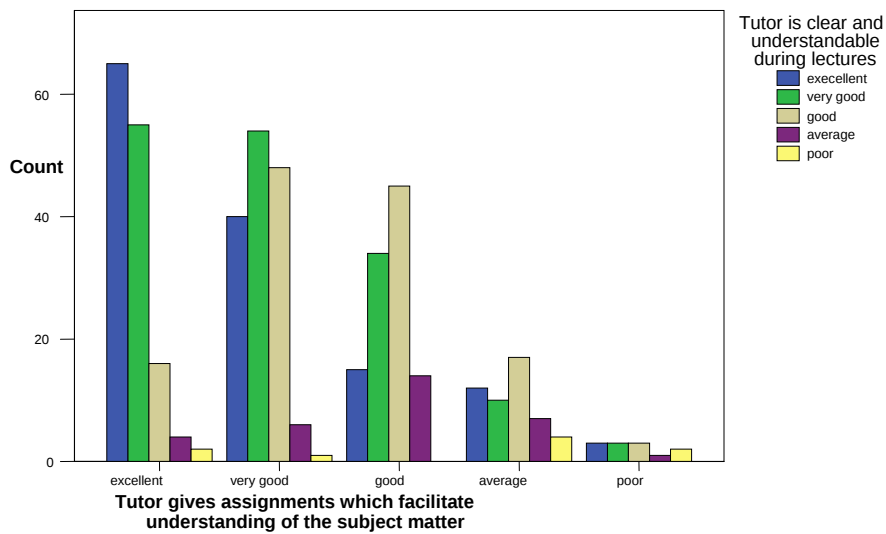
It is important to note that these findings can be interpreted to mean that lack of material is likely to lead to learning deficiencies.

Figure 2.14: Availability of reading list, recommended textbooks versus tutor gives assignment to facilitate understanding of the subject matter



It is again observed from the clustered graph above, which is figure 2.14, that the availability of reading list and textbooks have a likelihood of helping teacher trainees to understand the assignment given by the tutor in class. Respondents who rated tutors to be good up to excellent also rated availability of reading lists and recommended textbooks as good up to excellent. Similarly, the poor rating of tutor giving assignment to facilitate understanding is significantly related to the availability of reading lists and recommended textbooks. Since the availability of reading lists and textbooks is strongly linked to the tutor giving assignment to facilitate students understanding of the subject matter, unavailability of recommended textbooks and reading lists explain why the students or learners are deficient in the English language. While this could be true, we should also perhaps underscore other factors such as laziness and lack of seriousness on the part of students.

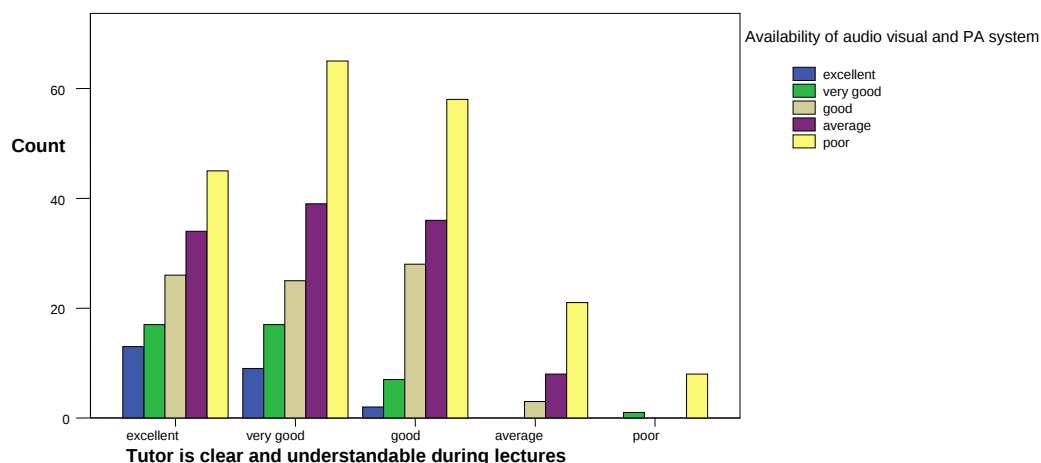
Figure 2.15- Tutor gives assignments which facilitate understanding of subject matter versus tutor is clear and understandable during lecture



From figure 2.15 above, it is not surprising that the tutor who is clear (and as such students are able to understand him) during lectures also gives assignments to facilitate students' understanding of the subject matter. Similarly, respondents with average and poor rating for tutor clarity and understandability are likely to have problems with the assignments tutors give.

In figure 2.16 below, students with average and poor rating for availability of audio visuals and PA System for course are overwhelmingly likely to have problems with tutor's clarity and understandable in class. Therefore unavailability of audio visuals and PA Systems is likely to lead to learning deficiencies.

Figure 2.16- Availability of audio visual and PA Systems and tutor is clear and understandable during lectures



Let us now examine the entry grades of the students, the qualification of tutors, the structure of the English language course as well as the general teaching and learning environment, among others, to know whether or not they contribute to the cause of English language deficiency.

2.7 Entry grades of teacher trainees

It was mentioned in chapter one sub-sections 1.5 that the entry grades of 150 students (50 from each of the three year groups) was randomly selected to know the caliber of students admitted into the teacher training college. Below is the break down of the entry results.

Table 2.6 : Break down of entry grades in English

Year/Grades	A	B	C	D	E	F
2005	0	2	5	11	25	5
2006	0	2	9	18	21	0
2007	0	3	4	20	19	4

From the selected entry grades in English shown on table 4.6, we realise that over the three year period from 2005 to 2007, not even one of the candidates admitted into Wesley

College obtained a grade A in English in the SSCE results. Meanwhile, a lot of them obtained a grade D. The aggregate break down with respect to entry grades in English is as follow.

Table 2.7. Analyses of aggregate entry grade results in English (2005 -2007)

Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	Total
0	7	18	49	65	9	148

From table 2.7 above, we also observe that of the total of 148 students who were actually admitted into Wesley College over the three year period, from 2005 to 2007, seven (7) of them had a grade B in English, eighteen (18) of them; a grade C, forty – nine (49) of them a grade D, sixty- five of them a grade E and nine, grade F. The percentage break down with respect to entry grades in English is as follows:

Table 2.8: Entry Grades in Percentage

Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	Total
0%	4.7%	12.1%	33%	44%	6%	100%

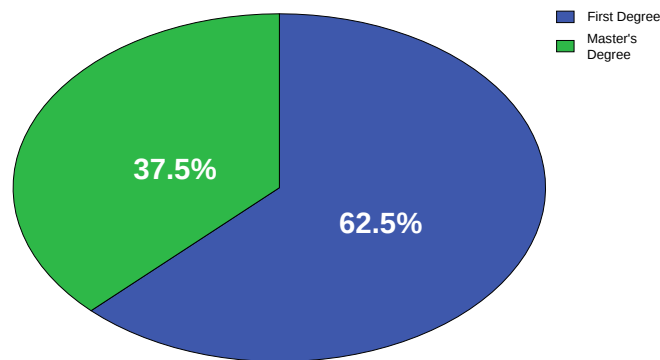
From table 2.8 above, if students with grades A to C, can be considered as good students, then fifty percent (50%) of the students (those with grades E and F) are likely to be academically weak. They are either those who could not pass their English language examination or predominantly those who had weak passes in English. Rather ironically, they make up majority of the students who were actually admitted at Wesley College and who would normally not be admitted into the University for any reason. We can therefore conclude that the caliber of students admitted into the teacher training college appear to be a significant cause of the deficiency since they are those who obtain weak grades in English at the SSCE.

2.8 Qualifications of tutors

Another factor that is likely to play a strong role in the student’s deficiency is the quality of tutors who teach at the teacher training colleges.

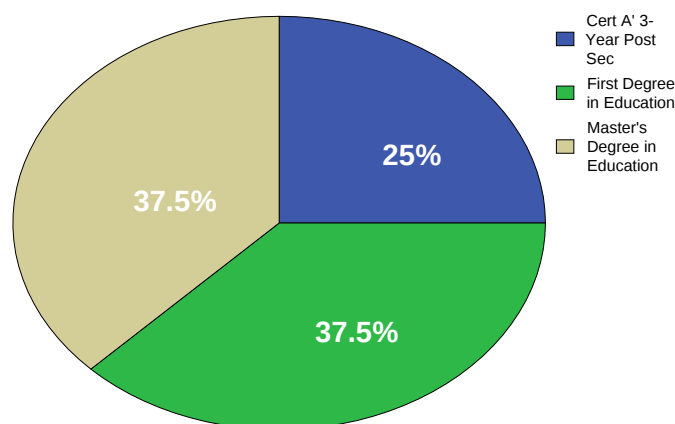
Here, questionnaires were administered to the tutors to solicit information. This information was then confirmed from the Principal at Wesco. The following were the findings. It was revealed that all the tutors at Wesco at least hold a first or bachelor's degree with a minor in English. Three out of the eight tutors of English have their second degree. Figure 2.17 below shows the academic qualification of tutors at Wesco.

Figure 2.17- Highest academic qualification



In addition to this, all eight tutors have undergone some level of training in teaching of English as a subject. Their professional training ranges from Cert 'A', first degree in education to master's degree (second degree) in education. Figure 2.18 below reveals the professional qualifications of tutors at Wesco. Here, we observe that, 26% of the tutors have undergone professional training in Cert 'A' 3year Post Sec, 37.5% of them have a first degree in Education, while another 37.5% of them have their second degree in Education. We therefore conclude that all the tutors at Wesco are qualified professional tutors and that the source of the teacher trainees' deficiency may not be as a result of the qualification of the tutors.

Figure 2.18: Highest professional qualification



2.9 The structure of the English language courses

In chapter one section 1.7, it was mentioned that the structure of the English language course would be analyzed to see if it captures all the language skills necessary to facilitate the learning of a language.

For a teacher trainee to master a language effectively, all the four language modes must be taken into consideration. These are listening and reading (receptive skills) and speaking and writing (productive skills). When we look at the course outline in Appendix C, we observe that for year one semester one, the topics aim at improving students' competence in the English Language in the areas of grammar, speech work, writing and reading. In addition, it is designed to develop fluidity of written and oral competencies in students. Topics like speech work, elements of communication and even grammar, cater for students' development in the oral skills while emphasis placed on good paragraph development and writing of narrative essays assist students to develop their writing skills. Students are also exposed to reading skills through carefully skimming, scanning and critical reading comprehension passages and extracting meaning from them. However, the course for that semester does not highlight listening skill, but it is implied in the speech work.

Furthermore, we realise that in year two semester one the course is designed to develop and sharpen students' skills in the teaching of English as a foreign language. This is because it focuses on the study of basic curriculum materials, theories of language acquisition, approaches to second language teaching and methods and strategies to be used in teaching English at the basic level. We again observe that the semester's work captures all the skills. There is even the development of listening skills through story telling, verse and conversation. We also observe that literature is studied in the second semester of both the first and second years.

In a nutshell, the course structure is very adequate to help develop the different activities and skills needed for effective teaching. However, there is the need to devote more resources for more listening and oral skills since they are very vital and need to be established before the rest of the skills follow. According to Otchere (1997:5) in an article entitled 'Improving Standard of Education: The Role of English Language' (Daily Graphic June 12,),

Unless listening and speaking are successfully acquired,
maintained and developed, the reading and writing skills
cannot develop with appreciable measure of success.
This means that if the learner's vocabulary is limited
and therefore he cannot understand the language
when spoken, he can hardly even guess the correct
pronunciation of a word, let alone be able to read
and get the meaning of the printed word.

Furthermore, we observe that even though the course structure is adequate in terms of its content, we also observe that it is tailored to be more academic than professional. This makes it voluminous and stressful to study, taking into consideration the few credit hours allocated to studying it. It therefore needs enough teaching hours. This will enable the

tutors to dive into the detail of every topic in the course outline, so as to enhance understanding.

Again, if we expect the caliber of students at the teacher training college to improve in English, then there should be enough resources to support the teaching of all the four language skills. For instance, the teaching of some topics like speech work needs phonetic books equipped with CDs or a language laboratory to enhance proper pronunciation of words. There should also be a lot of vocabulary lessons to enhance the study of new words. When the speaking skill is mastered, it will go a long way to improve the writing skills since Crystal (1987 page 179) asserts that ‘there are many respects in which the writing language can influence the spoken. Writing systems may derive from speech, in a historical sense, but in modern society the dependence is mutual.’

2.10 The general teaching – learning environment

In chapter one subsection, 1.8, mention was made of the general teaching – learning environment at Wesley College. From what was discussed, we observed that there are inadequate teaching aids and materials available to facilitate the teaching of English language. The very few ones available are not equipped with CDs, VCDs and DVDs to make the teaching and learning of some topics such as speech work easy to comprehension. Besides, the CDs and DVDs, if provided, should be supplemented by a range of materials as records, audio tapes, slides, transparencies, filmstrips, video tapes, toys, games and puppets to make teaching and learning interesting. This is because according to Crystal (1987), foreign language teaching materials consist not only of grammar book and dictionary but a vast variety of printed materials such as course books, workbooks, readers, programmed courses, collections of facsimile material, simplified literature, cue cards, charts, newspapers, magazines, posters, picture cards, cut-outs, and much more. These are supplemented by a range of materials such as records, audio tapes, slides, transparencies, filmstrips, video tapes, toys, games and puppets. The advent of computer technology introduces a further potentially inexhaustible domain of ancillary equipment.

We again observe in chapter one subsection 1.8 that there is no English clinic or laboratory at Wesley College where learners who have language difficulties could go and be offered assistance. Besides, the libraries available are not stocked with enough books recommended for the teaching course.

2.11 The criteria for assessing teacher trainees

Apart from the fact that assessment forms a vital criterion in the provision of high quality teachers, it is also a likelihood factor that appears to play a strong role in determining the level of English language deficiencies among teacher trainees.

Looking at the mode of assessment designed by the University of Cape Coast's, Institute of Education, outlined in Appendix E, we realise from the questionnaire that majority of teacher trainees do not have a problem with the continuous assessment their tutors give in class. In fact, most of them stated, from good to excellent, that the tutor does not only give them assignments to facilitate their understanding of the subject matter, he also appears fair in grading them. This therefore may not be the source of English language deficiency among teacher trainees. Notwithstanding this, there is a strong possibility that the problem may stem from the end- of -semester examinations, conducted at colleges by the Institute of Education on behalf of the University of Cape Coast in line with the Semester Course Unit System (SCUS) of the University of Cape Coast.

Generally, examiners are very strict in marking the examination scripts. They do not compromise (with students) on errors in spelling, punctuation, concord, tense, omission, wrong separation and amalgamation of words.

Unfortunately, it appears teachers do not find time to explain to students how to answer examination questions, let alone explain to them how their examination scripts are marked. In fact, according to Otoo (1992), the poor performance of students in English is partly due to the fact that many students have little or no knowledge of what examiners look for in marking English examination papers. Otoo therefore says that as a consequence of such ignorance, students present their materials poorly and disorderly.

Some of the students also deviate totally when it comes to answering examination questions. This is because most students do not even bother to read the questions and instructions well enough to know their demands. We therefore recommend that tutors should set some days aside to teach students how to answer examination questions by using the appropriate marking scheme.

Again, it is true that not all tutors are examiners. However, students who are taught by examiners have advantage over those who are not. Rather unfortunately, at the teacher training colleges, teacher trainees write external examination every semester. Therefore for a short term solution, it is recommended that colleges should set aside some time to organize workshops or create fora to get tutors who have attended marking to discuss or share ideas with tutors who were not able to, on what took place at the marking center. This way, all the candidates will benefit from whatever information that might have been shared by examiners during the marking period. In the long run, avenues should be created for tutors to be rotated as examiners so that every tutor gets the opportunity to go for marking. When this is implemented, then tutors who are not examiners, and as such do not go for marking, should under no circumstance be made to teach examination students or candidates preparing for an examination.

2.12 Evaluation of the English language skills/competences of teacher trainees.

Analysis of a sample examination

In this section, we thoroughly analyze and discuss the examination questions and their marking schemes on all the aspects of English language taught in the training college coupled with discussions from all stakeholders including the chief examiner. This will enable us evaluate the language skill/ competences of the teacher trainees and find an antidote to their deficiencies in English. However, for want of space, only that of a particular year will be used. For fairness in the selection of the past questions, a bag of past questions from 2004-2007 was displayed. After randomly going through the bag, the lot fell on the past question for first semester 2005. Since Literature- in -English is not captured in the first semester but in the second semester, we chose the second semester

past question for 2005 for discussion. The past questions for 2005 have been displayed in Appendix G and H.

The first year, first semester paper consists of four sections: section A is Composition, section B is Comprehension, section C is Speech and Communication and, finally, Grammar (identification of word classes and their functions) which is section D, is 20 marks. Candidates are required to answer questions from all sections. The paper is a three hour paper.

2.12.1 The Composition paper (See Appendix G)

Candidates were given the option to write on any one of the two essay topics provided. The distribution of marks for the Composition, which is 35, is as follows: content 10marks, organisation 5marks, expression 15marks, and mechanical accuracy (M.A) 5marks. Candidates were however expected to write a minimum of 330 words and a maximum of 370 words for the award of full marks. For both questions, candidates were expected to write on the events before, during and after, under the content. For the organisation, a title or a heading was required. Candidates were also expected to write an introduction, develop good paragraphs and a conclusion. If a candidate wrote a letter, organisation was marked out of 4 marks instead of 5 marks. For expression, informal language was required in both essays. Candidates were also expected to use a combination of narrative and descriptive modes in both essays. In addition, the tense was predominantly past. For mechanical accuracy (M.A), examiners checked spelling errors, punctuation, concord, tense, omission errors, wrong separation, amalgamation of words, etc.

According to the Chief Examiner's Report for March 2005, the paper was within the competence of candidates. However, performance was not impressive as most candidates scored very low marks. Only three (3) scored between 70-75% and the lowest was 0.4%. More than fifty percent scored below 40.

The language of most candidates was so bad that most of them could be described as weak students. According to the chief examiner, "the manner in which the candidates

presented their responses to the questions seemed as if there was nothing important at stake. There was not the slightest display of seriousness in the answers given by most of them. Concord, spelling and wrong capitalization suffered the most. About eighty percent of candidates wrote unnecessarily lengthy answers, far beyond the required range of between 350 and 370 words. This affected their content and organization marks.”(Chief Examiner’s Report for DBE end- of- first semester 2005, English language -FDC)

For question one, candidates were required to give an account of the last Christmas holiday’s experiences he/she spent with an uncle. Most of the candidates who answered this question concentrated either on the preparation made towards the journey or described events on the journey, with little or nothing about their experiences during the holidays.

According to the Chief Examiner, candidates’ expressions were so poor that they failed to put across their ideas. Here are some examples:

- (i) “However, on the 27th day we travelled to Accra for shopping which was including my uncle, his friend who is close-fisted to him and I.”
- (ii) “We ate chicken thigh, fly-rice, salad, etc. The sort of ingridience they use was marvours. Let not talk about the fliedrice which was melodious”.

For question two, candidates were required to describe an interesting event that took place in their college to a friend who had missed that event because he/she was on admission at the hospital. This question was poorly answered by most candidates. Most of them used a sizeable chunk of their essays describing preparations towards the event, saying little or nothing about the event itself. Quite a large number of the candidates described incidents like fights which resulted in serious injuries, and funerals, as interesting events. (See Appendix G for a sample from an essay)

2.12.2 The Comprehension paper (See Appendix G)

Here, candidates were given a passage to read carefully and answer the questions based on it. They were also to explain some words or group of words as used by the writer in the passage. The total mark awarded for the Comprehension was 20 marks.

For questions, (a) to (f), each answer attracted marks ranging between two (2) to four (4) marks. However, any spelling mistake on each answer provided attracted minus half ($\frac{1}{2}$) the mark. If two or more spelling mistakes were made on an answer but the candidate got the answer correctly, one (1) mark was deducted from the two marks awarded. On the other hand, for question (g), only a mark was awarded for every sub-question.

According to the Chief Examiner's report, the passage was well within the language competence of the candidates. Their performance, however, was very poor. A lot of them scored zero. Most of them gave unintelligent answers not related to the content of the passage. For example, question 3 (e), (see Appendix G), demanded an answer explaining what an 'ideal figure' was. Examiners required simple answers like, to be slim or to be thin. However, this was what a candidate wrote: "ideal figure is: 90 percent which is $90/100 = 9/10$ which is nine tenth so the ideal figure is nine tenth", all because the passage stated that 90% of teenagers were dissatisfied with their bodies. The candidate completely misunderstood the question and so deviated totally.

Question 3(g) required candidates to explain the meaning of selected words as used in the passage. A candidate produced the following answers:

- | | | | |
|-------------------|--------|-------------------|-------------------------------|
| (i) Flaws | : noun | (ii) Replenishing | : prepositional-gerund phrase |
| (ii) Churning out | : noun | (iv) Endorse | : verb |

Most of them wrote quite lengthy answers (about four lines) for questions which demanded phrases as answers.

2.12.3 The Speech and Communication paper (See Appendix G)

In this section, candidates were given several questions on Speech work to answer all. The marking scheme required that candidates write straight forward answers. The mark allocated to this section was 20 marks.

According to the Chief Examiner's report, the question 5 was another poorly answered question. Most of the candidates exhibited complete lack of knowledge while others showed that they did not understand whatever was taught them. The following are some examples of the bad answers candidates wrote:

(a) Vocal organs they are organs produced in the mouth.

(b) human head, turnk, farence, nose.”(Chief Examiner's Report for DBE, end- of- first semester 2005, English language -FDC)

(c) consonants are where you open your mouth and saliva is coming.

(f) /p/: biblical, voiceless explosive and sound

/g/: voiced explosive velar sound

/g/: is a voiced velar closive sound

/t/: is an alveoli fricative produced when the tip of the tongue articulates with the sides of the tooth

(g) (i) vowels are sound and consonants are letters

(ii) consonants are produced in the mouth while vowels are produced outside the mouth

(iii) a vowel is a word of sound that produced a meaningful word, while a consonant is an articulations which is mouth come together and are parted.

2.12.4 The Grammar Section (See Appendix G)

The section on Grammar was in two parts. For the first part, candidates were asked to identify the word class of each of some underlined words or phrase as used in the passage. The second part required candidates to identify the function of each of the underlined words or phrases in the sentences. For both parts, each answer attracted a mark. The total marks awarded for that section was 25 marks.

Question 6 demanded that candidates identify the words under their classes but the question was also poorly answered. According to the Chief Examiner's report, even though most candidates mentioned the word classes, the identification was poorly done. Instead of taking into consideration how the word /phrase had been used in the sentence to determine its class, most of the candidates only considered it as an adjective. One candidate, for instance, classified all the words/ phrases under "major word class" except 'serious' and 'melee' which were identified as minor word class. This is a clear indication that the candidate did not understand the demands of the question.

For question 7, candidates were expected to indicate the function of each of the words/phrases as used in the sentences. Many of the candidates scored zero as they failed to state these functions. A few of them too gave answers which had nothing to do with the topic. For instance, a candidate stated that "scarcely" in question 7 (f) is an adverb of stress.

2.12.5 The Literature in English Paper (See Appendix H)

According to the Chief Examiner, the paper was generally within the competence of any average candidate. On the whole the performance was an improvement on the previous semester. However, there were some candidates whose performance was very poor. Some scored as low as 5%.

According to the Chief Examiner, expression still remains a major problem, and a good number of the candidates still showed that they lack control over the English language as they committed a lot of errors in concord, spelling, paragraphing and punctuation.

Under section D question 5, (see Appendix H), candidates were expected to answer 20 short questions based on the selected text, *The Old Man and the Medal* by Ferdinand Oyono and questions on introductory topics in literature. In spite of the clear instruction that candidates were to provide short answers, some wrote lengthy answers which were unsuitable.

Majority of the candidates performed creditably, signifying that they read the text. Some scored marks ranging from 15 to 19. A few of the candidates scored marks as low as 3.

According to the Chief Examiner, those who scored low marks did not read the text. The fact that such candidates did not read the text is reflected in the answers they provided. For example, some gave Meka's Christian name as Titus, John, Rawlings, etc, names which do not appear in the text.

Some candidates defined plot in literature as "planning against somebody without his knowledge or concern which follow sequence," while setting is "a trap against somebody which did not follow suit."

Under section E, candidates had two essay questions on the text and they were expected to answer one.

Question 6 was a question most candidates attempted. For candidates who did well, it was as a result of the fact that they could support their answers with factual evidence from the text. Candidates who performed poorly were those who merely narrated the story. According to the Chief Examiner, candidates relied heavily for answers to questions on commentaries which did not have any bearing on the examination questions they were to answer.

Question 7 was not a popular one but most of those who attempted it did well. Those who did not do well only narrated the story and therefore scored very low marks.

2.12.6 Comments on the Examination Analysis.

Comments on the candidates.

From the examination analysis above, we realise that firstly, the candidates simply do not have the basics of the language. This makes it difficult for them to read and understand anything on their own.

Again, most candidates do not know how to answer examination questions. They do not read instructions on examination questions well. Instead, they are quick to answer questions without first getting the understanding of it. This makes most of them deviate from some of the questions they are asked.

Furthermore, candidates do not have adequate vocabulary with which to answer questions on composition. Thus some students give strange expressions which are totally unacceptable in the English language.

For the literature section, it is very clear that most candidates do not read the text given them. Candidates who scored high marks were those who showed evidence that they had read the literature text, and such candidates did well in this section. Those who did not read the text performed poorly because not only were they unable to mention names of characters in the text, they were also unable to support their answers with factual evidence from the text.

From the above comments it is evident that the candidates' deficiency in the language may probably stem from the fact that, the teachers who handled them at the pre-tertiary level did not put in place all mechanisms to ensure that they are well grounded in the language. Consequently, these half baked students are admitted into the teacher training college with a poor foundation in the language. Rather unfortunately at the training college level, these students are assumed to be average or above average and are considered to have acquired some foundation in the language. Tutors therefore tend to overlook certain basic aspects of the language which they conceive the students might have acquired at the pre-tertiary level before entering the training college.

Comments on Tutors

It is very obvious from the analysis made so far that there are two divergent views: those of the students and that of the Chief Examiner. While the students appreciate the performance of tutors, the Chief Examiner thinks otherwise. According to the Chief Examiner, “the failure rate of the students is so massive that he believes tutors do not teach candidates how to answer examination questions.”(Chief Examiner’s Report for DBE, end- of- first semester 2005, English language -FDC). Here, the opinion of the Chief Examiner cannot be divorced from the truth. Tutors should therefore heed to the advice made by the Chief Examiner. They could device all means to assist students who are academically weak during lessons. This way the failure rate of students would be minimized.

Furthermore, teaching is a profession and potential teachers must undergo professional training. This notwithstanding, life is dynamic and concepts and ideas keep changing. It is therefore suggested that new tutors who are employed be given refresher courses in their field of specialization. Besides, workshops, seminars and fora be organised for all tutors from time to time to upgrade their knowledge and make them abreast with time. They should also be closely supervised.

2.13 Assessment of the perception of teacher trainees.

Teacher trainees were administered questionnaire and in it they were asked to explain why they do not perform well in the English language. The following were the answers they gave.

- Inadequate learning materials like books and audio visual materials to assist in their oral skills.
- There is an influence of the local language on their English language.
- Few credit hours are allocated for the teaching of English language.
- Too many activities in the school eat into their study time.
- Students do not like reading story books, newspaper and other articles, they depend greatly on tutors who sometimes are not able to cover the syllabus.

- They do not speak the English language on campus.
- The course structure is too loaded.
- Most of the students have weak grades in English.
- Students think that English language is easy and so they do not learn.
- Marking scheme is not readily available to students to ensure accurate and direct way to answer questions.
- Examiners are not lenient with students.
- Time allocated for the final exams in English is limited.
- There is the need for specialization in only one subject since there are too many subjects and so students do not get enough time to master the English language
- Most students have weak foundation at the elementary or basic level.
- Some tutors assume students already know certain aspects of the language and so they do not dive deeper in certain topics in English.
- Students are not motivated to learn.
- They are not given enough assignments to occupy them (students) after classes.
- English language is difficult compared to the local language.
- Course outline must be printed for students.
- Most candidates are impatient and overconfident when it comes to answering examination questions.
- The local language must be used during English language lessons for better understanding.
- Some tutors waste time by not teaching students at the beginning of the semester only to rush students through the whole syllabus when the semester is about to end.
- Teaching is teacher centred with no tutorials.
- Absenteeism and lateness on the part of students for lectures

We can say that the opinions from the teacher trainees must be taken with a pinch of salt. This is because their responses point to the fact that they only want to learn and pass their examinations but not to learn and use the language effectively.

Tutors should, however, assist these teacher trainees in all ways to come up to the required level. They should provide the course outline for the teacher trainees and start teaching right from the beginning of the semester. This could be effective if tutors are made to prepare their weekly forecast and send them to the Vice Principal Academic a week before school re-opens.

Furthermore, tutors are to adopt innovative ways of teaching so as to bring out the best in the students. This could be achievable if the tutors are well dedicated, motivated, monitored and encouraged to go for further studies in the language. Alternatively, in-service training should be organised for the tutors to make them abreast with time and knowledge.

CHAPTER THREE

SUMMARY OF RESEARCH FINDINGS

The study sought to unearth the sources of deficiency of teacher trainees in the English language; and it is evident from the findings in the preceding chapter that the problems are hydra-headed.

- ✚ One dimension of the study was to assess the perception of the teacher trainees themselves on their English language course programme in terms of the mode of delivery, pedagogy and the learning environment, and how these have impact on their performance in the final examination and on their future career. In this regard, respondents were tasked to rate their responses from excellent to poor.
- ✚ The study was also geared towards finding from respondents their perception of the English language course itself.
- ✚ Another area of concern was to find out whether the qualification of tutors in teacher training institutions was a source of English deficiency in teacher trainees.
- ✚ The study also aimed at reviewing the English language entry grades of teacher trainees.
- ✚ Furthermore, the study sought to examine the general teaching-learning environment as well as learning materials at Wesley College to serve as a case study.
- ✚ Another dimension of the study was to evaluate the English language skills/competences of teacher trainees from the perspective of the Chief Examiner's assessment.
- ✚ Again the study was aimed at reviewing the structure of the English language courses in the training colleges.
- ✚ Finally, the study examined the criteria for assessing teacher trainees in their training institutions.

3.1 Summary of findings and conclusions

3.1.1 Mode of delivery, Pedagogy and the Learning environment

With regard to the mode of delivery, the items analysed included the extent to which:

- ❖ tutor is clear and understandable during lectures
- ❖ tutor links lecture material to practical and field works
- ❖ tutor's presentation inspires class to be interested in the subject matter
- ❖ and tutor's availability outside classroom for consultation on course related matters.

On all these items, it was revealed that majority of the respondents rated them from good to excellent. Based on these findings, we may conclude that the deficiency of the teacher trainees in the English language is not caused by poor mode of delivery by the tutor.

Under pedagogy, items analysed included the extent to which:

- ❖ tutor monitors progress of the class
- ❖ tutor gives assignments which facilitate understanding of the subject matter
- ❖ and tutor appears fair in grading students' work.

Majority of the respondents overwhelmingly rated the tutor from good to excellent on each of the items listed above. We therefore conclude from these findings that the source of the deficiency is not as a result of poor classroom pedagogy caused by the tutor.

However, tutors should be monitored to ensure that the exercises they give to the teacher trainees are not of low standard and that when they mark the exercises, attention is paid to concord and other errors and feedback communicated to the students as soon as possible.

The next likely factor of English language deficiency was the learning environment. Here, respondents were asked how they would rank comfort in class size, space or seats;

adequacy of materials required for course e.g., maps, computers, tables, diagrams, etc; availability of reading list, recommended textbooks etc; and availability of audio visuals and PA system. Unfortunately, majority of them rated most of these items as poor or average. Based on the findings, we conclude that the teacher trainees' deficiency in English may partly be attributed to the unavailability of reading list, recommended textbooks, etc as well as audio visuals and PA Systems in the colleges. The unavailability of these would impact negatively on students' acquisition of language since they make teaching and learning difficult if not impossible. The tutor, for instance, cannot prepare his notes effectively if there are no recommended textbooks. Similarly, the students cannot have access to the recommended textbooks in a particular course in English to read.

3.1.2 Entry grades of teacher trainees

Here, we observed that majority of students admitted into the training college are supposedly the weaker ones. They are either those who could not pass their English examination (those with grade F) or those who had weak passes (grade E) in English at the senior high school certificate examination. Meanwhile, these students are assumed by all standards to be normal, and are taught as such.

3.1.3 Qualifications of tutors

The study revealed that each of the tutors employed to teach these teacher trainees is well qualified in the sense that they all have at least a first degree in English language. In addition, they are all professional teachers and holders of teachers certificate 'A' from accredited institutions. Thus the problem of unqualified staff per se was not identified to be an issue. However, we must acknowledge the fact that paper qualification is just a necessary but not sufficient condition when it comes to effective teaching. The GES must ensure that tutors are monitored and motivated to do their work well.

3.1.4 The structure of the English language courses

Here, it was mentioned that even though the course structure is very adequate to help develop the teacher trainees' abilities in the different activities and skills needed for

effective communication, there is the need to devote more resources for listening and oral skills since they are fundamental skills to be established before the rest of the skills can follow.

3.1.5 The general teaching – learning environment

Here, we observed that, there are inadequate teaching aids and materials to facilitate the teaching and learning of English language. The very few ones available are also not equipped with CDs, VCDs and DVDs for easy comprehension of some topics like speech work. In addition to these, there are no audio visual equipment, such as records, audio tapes, slides, transparencies, filmstrips, video tapes and so on to supplement the few teaching materials available.

There is also no English clinic or laboratory at Wesco to assist learners who have language difficulties and, besides, the two libraries are not stocked with enough up-to-date books for the study of the English language course at the training college.

3.1.6 The criteria for assessing teacher trainees

Students were asked to rank whether their tutors assess them properly. From all indications, they did not have any problem with how their tutors assess them since majority of them predominantly stated from good to excellent. However, an interview with the students revealed that the external examiners are strict in marking their end -of -semester examination conducted at colleges by the Institute of Education on behalf of the University of Cape Coast and that is why they do not perform well in their external examination. If this is true, then it means that either tutors give exercises which are less difficult to students, or tutors are not as strict as examiners are in marking their internal examination scripts. Tutors overlook some minor mistakes made by students which examiners would not under any circumstance tolerate or compromise on. When this happens, students will assume they are all right and so have no problem, only to perform badly in the external examination. We therefore advise tutors to be as equally strict as the external examiners are in their marking. This way, students would be more careful in their writing, and hopefully, they would perform better in their external examinations.

3.1.7 Evaluation of the English language skills/competences of teacher trainees.

Here, a sample of a semester's examination question was randomly selected and analysed. It brought to light that students encounter difficulties in reading comprehension, grammar, speech and composition.

For the reading comprehension, the possible causes leading to difficulties encountered by students include poor reading habits of students, poor approach to answering questions and paucity of their language.

For the Grammar Section, the difficult areas include identifying the word classes which are noun, verb, adverb, adjective, etc as well as their functions; for example subject (which may be a noun, pronoun, etc.), object (this may also be a noun, pronoun), complement (nominal, adjectival,) adjunct (e.g. an adverb), appositive/apposition modifiers (adjectives), and so on.

For the section on speech work, it was revealed that most students did not understand the entire aspect of language development.

For the composition section, the difficult areas include writing beyond the required number of words, inability to understand the demands of the questions, poor use of connectives, poor paragraphing, poor spelling, poor punctuation and poor use of formal features, e.g. wrong headings. Some candidates write all addresses in block letters which is not acceptable to examiners.

For the Literature section, it was revealed that students did not read in detail the set books. Instead, they relied heavily on commentaries that were rather meant to be supplements to the texts.

3.1.8. Assessment of the perception of teacher trainees.

Here, much as respondents were desirous to point out the source of their deficiency in the English language, they did not hesitate to recommend solutions to such problems.

CONCLUSION

Recommendations for teacher trainees and tutors in the teacher training colleges

We conclude by making some recommendations for teacher trainees (students), tutors and the government.

An interview with tutors reveals that most students do not have the appropriate expression in their essay writing and adequate vocabulary for understanding comprehension passages. Yet most of the students think that the external examiners are too strict when it comes to marking their English language examination paper. Since we are advocating for high quality students, the stringent nature of marking the examination scripts should not be compromised with. Instead, tutors should make candidates aware of what external examiners expect of them in the final examination. This way, candidates will know the demands of the examinations they write, and adjust to them.

To help improve the teaching and learning of Reading Comprehension,

- a. Tutors should assist students to do faster reading by giving them short paragraphs to be read within time limits.
- b. Tutors must also adopt skills development approach: in this respect, they should develop students' comprehension skills by adhering to the following:
 - ✚ They should teach reading comprehension by avoiding the use of lengthy passages at the initial stages.
 - ✚ They should use few sentences or a short paragraph and allow students to answer simple questions based on them, e.g. factual questions, explanation of words used in the selected material, referral words and meaning markers, etc.
 - ✚ Tutors must ask students to identify and locate their answers in the text.
 - ✚ Tutors must encourage the use of straight -to-the point answers.
 - ✚ Tutors must gradually introduce the students to more "complex" paragraphs

and other "difficult" comprehension question e.g. inferential or implied, detailed meaning, overall meaning, questions relating the text to "personal experience", etc.

- ✚ Tutors must discuss with them how the paragraphs have been developed. This may involve identifying the controlling idea in a sentence or the theme; the topic sentence and its importance; the major support sentence(s); the minor support sentence(s) and the concluding statement (if any).
- ✚ Tutors must give regular exercises aimed at enhancing the speed of students in skills such as reading and the answering of comprehension questions. These should be monitored and marked. The questions and answers need not always be written; they may be oral and tutors must discuss all responses with students.

For the grammar section, the parts of speech used in such exercises should be taught in context and not in isolation; and students should be assisted to analyze these sentences.

For the section on speech work, tutors should use a lot of practical demonstrations to assist students to overcome their problems in learning and understanding this important aspect of language development.

- ✚ In particular, students should know how the speech organs function. Students could be asked to place a finger on their Adam's apples to demonstrate voiced and voiceless speech sounds: when there is a vibration in the vocal cords, it is a voiced sound and when there is relative vibration, it is a voiceless sound.
- ✚ Tutors can also ask students to look into mirrors to look at the shapes of their mouths as they produce these sounds.
- ✚ In addition to these, tutors should give students pronunciation exercises and also phonetic transcriptions exercises, and so on.

For the Composition section, the following are required of tutors.

- ✚ Tutors should emphasize the need to write within the required limits and place

importance on the need to understand essay topics or question asked. For instance, "A festival I have witnessed recently" is different from "How a festival is celebrated".

- ✚ Again, tutors should give students exercises on paragraph development and on how to write simple and apt headings and addresses.
- ✚ Furthermore, the students must be given spelling exercises, for instance spelling bee' and spelling games (e.g. mother-and-child, a word-building game, and so on) so that student will minimize the errors they make in their examinations.

For the Literature section, teachers should encourage students to read the set books since the main aim is to make them read in detail, analyze and discuss issues. This can be done by

- ❖ giving students chapter by chapter exercises
- ❖ asking each of them to set short-answer questions to be discussed by all
- ❖ insisting on the correct spelling of names of characters, places, etc in the texts
- ❖ students are to be informed that commentaries are meant to be supplements to the texts and not substitutes.

Again tutors must teach students how to answer examination questions by using the appropriate marking scheme.

Since students who are taught by examiners have advantage over those who are not, for a short term solution, it is recommended that colleges should set aside some time to organize workshops or create forum to get tutors who have attended marking to discuss or share ideas with tutors who were not able to, on what took place at the marking center. This way, all the candidates would benefit from any information that might have been shared by examiners during the marking period. In the long run, avenues should be created for tutors to be rotated as examiners so that every tutor gets the opportunity to go for marking.

Again tutors who teach at the teacher training colleges should be made to undergo short intensive professional training courses, right after they complete their first degree, in their areas of specialization, before they are given the mandate to teach the students.

It is recommended that the students are motivated to speak the English language on campus, especially in their various classes and dormitories.

Recommendations for GES

It is recommended that the Ministry of Education and for that matter, the Ghana Education Service, make available, in the teacher training colleges, adequate reading materials and aids in English language teaching. This would, to a large extent, rekindle students' interest in the study and teaching of the language.

It is also recommended that the study of the English language be intensified in the teacher training colleges so as to equip the teacher trainees with the pre-requisite skills and techniques to teach effectively in the primary and junior high schools.

The GES must ensure that tutors are monitored and motivated to do their work well.

Again, it is recommended that English tutors be equipped through workshops, seminars and in- service training with modern techniques in the teaching of English language as a second language to update their knowledge and skills.

The caliber of students admitted into the training college should be looked at critically and reversed. Here, the teaching field or profession, which is not lucrative, should be made so. This way there would be competition among students to be at the training college. When this happens, students usually admitted with weak grades (grade E and F) would not be admitted into the colleges. In this way, we would then have good students who have good foundation to teach, and to take up the teaching profession.

It is also recommended that since majority of the students admitted to the colleges are students with weak grades (grade E and F) in English, the training programme at the teacher training colleges should be extended to four years instead of the three year period.

Secondly, students should be given a refresher course in the first year. Here, the fundamental topics they treated at the senior high school should be repeated as it is done in the Universities, before they are introduced to their course work.

Again, the GES and, for that matter, the government should recognize that majority of them are weak students and so they should allocate more resources in the form of teaching aids and materials to assist tutors bring them to the desired level.

Furthermore, in the short run, since it is not feasible to have more brilliant students from the senior high school admitted into the teacher training colleges (as they would prefer to be at the university), the minimum entry requirement of aggregate 24 should be maintained. Under no circumstance should students with grades higher than 24 be admitted since that would mean the GES admitting even weaker students.

Government should devote more resources to listening and oral skills so as to help improve the teacher trainees' learning of the English language. This is because English has become an international language and there is the need to listen to all kinds of pronunciation so as to make communication effective.

Furthermore, government should provide enough teaching materials and aids be used for the course so as to facilitate the teaching of English language. There should also be enough reference books, more computers, dictionaries and phonetics books equipped with CDs, DVDs and so on. In addition to these, there should be more audios to listen to and video tapes to watch so as to minimise the English language deficiency.

More importantly, each teacher training college should have well equipped English language clinic or laboratory to assist learners. There should also be good libraries stocked with the recommended textbooks and other reading books to help facilitate teaching and learning of English. Alternatively, steps should be taken to improve access to the e-library by our educational institutions so as to facilitate the teaching and learning of English as a subject in the teacher training colleges. This way, the unavailability of reading lists, recommended textbooks, etc will be a problem of the past.

Lastly, it is recommended that just as the French students visit French speaking countries such as France, Benin, Senegal and so on, students of English should do same by visiting the native speakers. This is because language is a cultural way of life and the fastest means of learning a language is to stay with the native speakers of that particular language. When this is done, it will enable learners of a language to understand the people, their culture and discern the little nuances in meanings in the language. For this dream to materialise, all NGOs and Business Organizations should assist by sponsoring educational programmes so as to produce the necessary human resource for the development of the country. Alternatively, the government of Ghana should liaise with the British government to set up more language laboratories with all the necessary gadgets so as to develop the students' comprehension, oral and aural skills. This would then have a positive impact on the standard of their English. Besides this, students should be encouraged to read journals, articles and listen to foreign news on channels such as CNN, BBC and so on. This would sharpen the comprehension, oral and aural skills of the students.

REFERENCES

- Agyekum, K.. *Language use in Ghana Schools*. Kumasi: CITA Press, 2001.
- Aikings, S. *Suggested Method and Techniques of teachings Oral English* unpublished work, University College of Education, Winneba,1990.
- Amable, R. E. *An Examination of some Grammatical and Semantic Problems in Students English at UCC*, unpublished work, University of Cape Coast, 1992.
- Andoh - Kumi, K. *An Investigation into the Relationship between Bilingualism and School Achievement: The Case of Akan - English Bilingual of Ghana*. An unpublished Ph. D Thesis. Institute of African Studies, University of Ghana, Legon, 1992.
- Bennet, M. A. *Aspects of Language and Language Teaching*. Cambridge University Press, 1993.
- Bloomfield, L. *Language*. Chicago: Motilal Benarsidass Publishers, 1994.
- Canale, M. and M. Swain. *Theoretical bases of communicative approaches to second language teaching and testing*, 1980, *Applied Linguistics* 1(1): 1-47.
- Cook, V. *Second Language Learning and Language Teaching*. London: Hodder Arnold,2001.
- Crookes, G.,& Arakaki, L. *Teaching idea sources and work conditions in an ESL program*. *TESOL Journal*,1999 pages 8,15-19.
- Crystal, David. *The Cambridge Encyclopedia of the English Language, Second Edition*, Cambridge, UK: Cambridge University Press, [1995 (2003-08-03).]
- Crystal, David. *Subcontinent Raises Its Voice*, *Guardian Weekly*: Friday November 19, 2004.
- Davies, P. *What is evidence-based education?* *British Journal of Educational Studies*, 1999 pages47, 108-121.
- Dörnyei, Z. "New themes and approaches in second language motivation research." *Annual Review of Applied Linguistics*, 2001 pages 21, 43-59.
- Elliot, J. *Making evidence-based practice educational*. *British Educational Research Journal*,2002 pages,27, 555-574.
- Ellis, R.. *Classroom Second Language Development*. Oxford: Pergamon, 1984.
- Fasold, R. *The Sociolinguistics of Society*. Oxford: Black well, 1984.

Finkenstaedt, Thomas and Dieter Wolff. *Ordered profusion; studies in dictionaries and the English lexicon*. C. Winter, 1973.

Freeborn et al. *Varieties of English*, London: Macmillan Press, 1993.

George, B.S. *Education in Ghana*, Washington, D. C.: U.S. Government Printing Officer, 1976.

Graddol ,D. *The Future of English?* The British Council, 1997.

Hall, E. *Ghanaian Languages*. Accra: Asempa Publishers, 1983.

Kropp Dakubu. M. E. *Languages of Ghana*. London: Kegan Paul Inc. for - the International African Institute, 1988.

Kelly, Terri . *Lingua Franca to Global English*, Global Envision, 29 July 2004.

Kister, Ken. *Dictionaries defined*, Library Journal, 6/15/92, Vol. 117 Issue 11, p43, 4p, 2bw

Languages spoken, Statistics New Zealand, 2006 Census.

Lightbown, P. and Spada, N. *How Languages are Learned*. Oxford: Oxford University Press, 2006, 2nd edition.

McDonough,J.,& McDonough, S. *What's the use of research?* ELT Journal, 1990, pages 44, 102-109.

Mitchell, R. and Myles, F. *Second Language Learning Theories*. London: Hodder Arnold, 2006, 2nd edition.

Myers, D. G. *Psychology*. New York: Worth Publishers, Inc., 2000.

Naiman, N., Frohlich, M., and Stern, H. *The Good Language Learner: A Report*. Ontario Institute for Studies in Education, 1975.

Norris, J. M., & Ortega, L. (Eds.). *Synthesizing research on language learning and teaching*. John Benjamins: Amsterdam/Philadelphia, 2006.

Not the Queen's English, Newsweek International, March 7 edition, 2007.

Nunan, D. *Language Teaching Methodology*, Prentice Hall International, U.K Ltd,1991.

Ofosuhenne , K. Consult Education Expert on Policies, Daily Graphic, July 11, 1994.

Otchere, E.M. *Improving Standard of Education: The role of English Language*, Daily Graphic June 12, 1997 page 5.

Otoo, S. *An Examination Guide to SSS Certificate and GCE(English Language)*, Accra: Afram Publishers.

APPENDIX A

Questionnaire for Teacher Trainees

This study seeks to investigate the reason behind the low performances of teacher trainees in the English Language in the Teacher Training Colleges.

You are therefore encouraged to feel free and offer accurate responses to this questionnaire. The information you provide would be treated confidential. You are therefore requested not to write your name. Thank you in advance.

Please tick the response that you think is most appropriate to each statement.

No.	Tutor/Course	Excellent	Very Good	Good	Average	Poor
		1	2	3	4	5
	Mode of Delivery					
1.	Tutor is clear and understandable during lectures.					
2.	Tutor links lecture material to practical and field works (where applicable)					
3.	Tutor's presentation inspires class to be interested in the subject matter.					
4.	Tutor's availability outside classroom for consultation on course related matters.					
	Pedagogy					
5.	Tutor monitors progress of the class.					
6.	Tutor gives assignments which facilitate understanding					

	of the subject matter.					
7.	Tutor appears fair in grading students work.					
	Learning Environment					
8.	Comfort in class size, space or seats.					
9.	Adequacy of materials required for course e.g., maps, computers, tables, diagrams, etc.					
10.	Availability of reading list, recommended textbooks, etc.,					
11.	Availability of audio visuals and PA System.					

12. Why do you think students do not perform well in the English Language?

Give reasons.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX B

Questionnaire for Tutors

This study seeks to investigate the reason behind the low performance of teacher trainees in English Language in the Teacher Training Colleges.

You are therefore encouraged to feel free and offer accurate responses to this questionnaire. The information you provide would be treated confidential. You are therefore requested not to write your name. Thank you in advance.

Please tick the response that you think is most appropriate to each statement.

1. Age

- a) 20 - 29 years ☐
- b) 30 – 39 years ☐
- c) 40 – 49 years ☐
- d) 50 – 59 years ☐
- e) 60 and above ☐

2. Highest Academic Qualification:

- a) G.C.E. 'O' Level ☐
- b) G.C.E. 'A' Level ☐
- c) Diploma ☐
- d) First Degree ☐
- e) Master's Degree ☐
- f) M. Phil ☐
- g) Ph. D ☐

3. Highest Professional Qualification:

- a) Cert 'A' Post 'B' ☐
- b) Cert 'A' 4-Year ☐
- c) Cert 'A' 2-Year Post Sec ☐
- d) Cert 'A' 3-Year Post Sec ☐
- e) Specialist Certificate ☐
- f) P.G.C.E./ P.G.D.E ☐

- g) Diploma in Education []
- h) First Degree in Education []
- i) Master's Degree in Education []
- j) M.Phil in Education []
- k) Ph. D in Education []

No.	Tutor/Course	Excellent	Very Good	Good	Average	Poor
		1	2	3	4	5
	Mode of Delivery					
4	Tutor is clear and understandable during lectures.					
5.	Tutor links lecture material to practical and field works(where applicable)					
6.	Tutor's presentation inspires class to be interested in the subject matter.					
7.	Tutor's availability outside classroom for consultation on course related matters.					
	Pedagogy					
8.	Tutor monitors progress of the class.					
9.	Tutor gives assignments which facilitate understanding of the subject matter.					
10.	Tutor appears fair in grading students work.					

	Learning Environment					
11.	Comfort in class size, space or seats					
12.	Adequacy of materials required for course e.g., maps, computers, tables, diagrams, etc.					
13.	Availability of reading list, recommended textbooks, etc.,					
14.	Availability of audio visuals and PA System.					

15. Why do you think students do not perform well in the English Language?

Give reasons.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX C

Teacher Training Colleges In Ghana

Ashanti Region

Agogo Presby Training	Agogo
Akrokerri Training College	Akrokerri
Mampong Technical Teachers College	Mampong
Ofinso Training College	Ofinso
St. Monica's Training College	Mampong
St. Louis Training College	Kumasi
Wesley College	Kumasi

Brong Ahafo Region

Atebubu Training College	Atebubu
Berekum Training College	Berekum
St. Joseph's Training College	Bechem

Central Region

Fosu Training College	Fosu
Komenda Training College	Komenda
Ola Training College	Cape Coast

Eastern Region

Abetifi Presby. Training College	Abetifi
Akropong Presby. Training College	Akropong
Kibi Presby. Training College	Kibi
Mount Mary's Training	Somanya
Presby. Women's Training College	Aburi
S.D.A Training College	Asokore/ Koforidua

Greater Accra Region

Accra Training College	Accra
Ada Training College	Ada

Northern Region

Bagabaga Training College	Bagabaga
---------------------------	----------

E.P Training College	Bimbila
Tamale Training College	Tamale
Upper East Region	
Gbewaa Training College	Gbewaa
St. John Bosco's College	Navarongo
Upper West Region	
N.J Ahmadiyya Muslim Training College	Wa
Tumu Training College	Tumu
Volta Region	
Akatsi Training College	Akatsi
Dambai Training College	Dambai
E.P. Training College, Amedzofe	Amedzofe
Jasikan Training College	Jasikan
Peki Training College	Peki
St.Francis Training College, Hohoe	Hohoe
St. Teresa's Training College	Hohoe
Western Region	
Enchi Training College	Enchi
Holy Child Training College	Takoradi
Wiawso Training College	Wiawso

APPENDIX D

The structure of the English language courses

INSTITUTE OF EDUCATION

UNIVERSITY OF CAPE COAST

THREE YEAR DIPLOMA IN BASIC SCHOOL

ENGLISH LANGUAGE COURSES (REVISED SYLLABUS) OCTOBER 2005

YEAR1 SEMESTER 1

Course Code: FDC 111

Course Title: English Language Studies

No. of Credits: 2

Course Description:

This course aims at improving students' competence in English Language in the areas of grammar, speech work, writing and reading. It exposes students to the major and minor word classes in English and their functions. Writing will also be discussed with emphasis on good paragraph development and writing of narrative essays. In addition to the above, it is designed to develop fluidity of written and oral competencies in students. Students will be expected to read passages and extract meaning from them.

Course Objectives:

By the end of the course, the student will be able to:

1. use the receptive (decoding) and productive (encoding) skills effectively in their communicative activities
2. organise and render ideas clearly and coherently
3. identify and describe the major and minor word classes in English
4. give the narration of an event that has taken place
5. read a passage and be able to extract relevant information from it.

TOPICS

Introduction to Elements of Communication I

1.0 Factors of communication (Jakobson, 1963) addresser, addressee, message, code,

channel) Skills necessary for effective communication. The receptive (decoding) and productive (encoding) skills.

2.0 Speech Work

Definition of speech

The importance of speech

Organs of speech and speech production

3.0 Word Classes

Major word classes - nouns, verbs, adjectives and adverbs

Minor word Classes - pronouns, prepositions, conjunctions, articles

(Treatment should cover types, features, functions etc. of each word class.)

4.0 Paragraph Development

Topic sentence: identification and importance

Major support

Minor support

Use of transitional devices

5.0 Reading Comprehension/Textual Analysis

Skills for effective comprehension (prediction, forecasting meaning using titles, pictures, topic sentences, etc).

Identifying text structure (how sentences are put together into meaningful paragraphs.

Skimming, scanning, critical reading skills, etc.

Types of comprehension questions: factual, inferential, speculative, appreciative, etc. (Practice exercises should be based on narrative text.)

6.0 Vowels

The International Phonetic Alphabet Chart (IP A) The English Vowel Chart:

pure vowels etc. Vowel glides: diphthongs and triphthongs Minimal Pairs

7.0 Introduction to the four writing modes:- Narrative, Descriptive, Expository and Argumentative.

Narration:- Elements of good narration, structure, cohesion, etc.

The Descriptive Essay :- features, etc.

8.0 Consonants

Definition

Symbols and description of consonants - voicing, place of articulation, manner of articulation.

9.0 Note-Taking and Note-Making

Purpose of taking notes

Note-Taking from oral presentation: speeches, talks, lectures, debates electronic sources such as radio, etc,

Note-making: from written sources such as textbooks, magazines, etc

Techniques for note-taking and note-making (outlines, summary writing, use of mnemonics, abbreviations, shorthand, etc.

References

COBUILD, (1990). English Grammar.

COBUILD, (1992). English Usage. London: Harper Collins

Clouse, Barbara F. (1997). Transition: From Reading to Writing, Boston: McGraw Hill

Johnson K.(1982) . Communicate in Writing. Essex; Londogma Ploeger, K.M. (1999).

Simplified Paragraph Skills Illinois: NTC Publishing Group.

YEAR 1 SEMESTER 2

Course Title: English (With Elements of Literature)

No. of Credits: 2

Course Description:

This course is designed to expose students to the various genres of literature. Students will be required to study a recommended text in one of the genres (prose). Some elements of grammar such as sentence patterns and punctuation will be studied. Students will also be introduced to the various types of letter writing - formal, semi-formal and informal.

Course Objectives: By the end of the course, the student will be able to:

1. identify the various literary genres
2. identify the features of prose and analyse a selected text
3. use punctuation marks appropriately
4. write letters using the correct features.

1.0 Introduction to Literature

Definition of Literature

Literary Genres: prose, drama and poetry

Oral African Literature: forms, features, etc.

2.0 The Sentence Types of Sentences

The declarative

The interrogative

The imperative

The exclamatory Basic Sentence Patterns

- S.V - SVC

- SVO - SVOC

- SVA -SVCA

-SVOV -SVOCA

3.0 Letter Writing

Informal and Semi-formal letters - address, date etc.

The Body

-introduction

-development

-conclusion

4.0 Comprehension

Discussion of descriptive and narrative texts.

5.0 Introduction to prose

The features of prose

- plot
- setting
- characterization
- point of view
- use of language, etc.

Analysis of selected text

(this should run through the whole semester until the text is completed).

6.0 Punctuation

- use of capitalization
 - full stop, comma, semi-colon, question, colon, apostrophe, hyphen, etc.
- (Discussion should be based on how these punctuation marks are used.)

7.0 Letter writing

- formal letters - letters to the press, for employment, etc.
- Features - address, date, heading, subscription, etc.
- Body - introduction, development and conclusion

8.0 Active and Passive voice

The Active Voice - features: position of subject and object; type of verb

The passive Voice - features: changes that take place in the verb, (passive form of the verb) change the position of the subject and object in the active sentence.

Uses of the active and passive voice

References

- Bret, R. L. (1978). *An Introduction to English Studies*. London: Edward Arnold.
- COBUILD, (1990). *English Grammar*. London: Harper Collins.
- COBUILD, (1992). *English Usage*. London: Harper Collins.
- Clouse, Barbara F. (1997). *Transitions: From Reading to Writing*. Boston: McGraw-Hill.
- Johnson, K. (1982). *Communicate in Writing*. Essex: Longman.

YEAR 2 SEMISTER1

Course Title: English Methodology No. of Credits: 3

Course Description:

This course focuses on the study of basic curriculum materials, theories of language acquisition, approaches to second language teaching and methods and strategies to be used in teaching English at the basic level. It is therefore designed to develop and sharpen students' skills in the teaching of English as a foreign language.

Course Objectives:

By the end of the course the student will be able to:

1. do a comparative study of the basic curriculum materials
2. apply the theories and approaches studied to teaching English as second language

3. write effective lesson notes to use in teaching English
design and use appropriate TLMs for effective lesson delivery

1.0 Curriculum studies

A comparative study of the three basic curriculum materials:

- The syllabus - importance, profile dimension, etc.
- The teachers' manual/guide
- The pupils' textbook

2.0 Theories of language Acquisition

- innateness
- behaviourists
- cognitivists
- monitor level hypothesis

3.0 Approaches to Second Language Teaching

Grammar-Translation Direct Approach

Reading Approach

Communication Approach

Situational Approach and Audiolingualism

4.0 Relationship among the Four Language Modes: listening, speaking, reading and writing.

- receptive vrs. Productive (importance)
- oral vrs written
- primary vrs secondary (mode)
- listening and speaking

5.0 Developing Listening Skills

- story telling/verse/conversation

The importance of storytelling/verse/conversation

- factors to consider in selecting stories/verse for pupils

Presenting the lesson

- pre-presentation/pre-reading stage
- presentation/reading stage

- post-presentation/post-reading stage

6.0 Pre-reading skills/activities

- differences between skills and activities

Skills

- language development visual discrimination
- auditory discrimination
- visual comprehension
- visual motor - left to right eye movement, etc.

7.0 Beginning reading

Reading readiness

- difference between reading readiness and pre-reading activities/skills
- checking for reading readiness

Teaching reading using:

- The Look and Say method
- The Phonic method
- The Eclectic Approach, etc.

Correction Procedure

8.0 Teaching Reading Comprehension

Stages of the comprehension lesson: Preliminary reading stage

- Reading stage
- Post reading stage

9.0 Teaching Writing

Connection between reading and writing

Preparatory writing skills

- eye-hand co-ordination
- visual perception or discrimination
- writing in the air and sand tray
- wrist exercises
- tracing of shapes, etc.

Controlled and Guided composition

- differences and features

Stages of the composition lesson

- Pre-writing
- Writing stage
- Post-writing stage

10.0 Teaching Grammar .

The lesson plan (primary)

- Revision stage
- Introduction stage
- Practice One stage
- Practice Two stage

The lesson Plan (JSS)

- The Introduction stage
- Discussion/Explanation stage
- Exercise stage

11.0 Teaching spelling and dictation

Importance of spelling and dictation

Traditional and Modern Approaches Use of Games

Stages of the spelling/dictation lesson:

- Pre-writing
- Writing
- Post-writing

12.0 Language games

- definition
- advantages and disadvantages

Types of games and the skills they develop

- how the games are organised

13.0 Lesson plan: Format and features

Features:

- Day/Date/Hour/Duration
- Aspect/Topic/Sub-topic
- Objective(s), RPK

- TLM/TLA
- Core points
- Evaluation
- Remarks

14.0 TLM preparations

Overview of TLM preparations

TLMs for pre-reading activities, beginning reading, reading, etc.

References:

- Abbot, Gerry & Wingard Peter, (1990). The Teaching of English as an International Language. London: Biddies Ltd.
- Asamoah, J.K et al. (2001). Teaching English in Basic Schools, Accra: TED. Collie, David (1992). A Practical Handbook of English. Cambridge: CUP.
- Marianne, Celce-Murcia. (1991). Teaching English as a Second or Foreign Language. Boston, M.A: Heinle & Heinle.
- Widdowson, H.G. (1991). Aspects of Language Teaching. Oxford: OUP.
- Willis, Jane (1981). Teaching English Through English. Essex: Longman.

YEAR 2 SEMESTER 2

Course Code: FDC 221

Course Title: English (with Elements of Literature)

No. of Credits: 3

Course Description:

This course offers further studies in literature, grammar, comprehension and writing. The literature component looks at drama and poetry. Students will be required to study a selected drama text and some selected poems. Writing will focus on the features of and organisation of argumentative essays and debates. The grammar topics will lay emphasis on voice, direct and indirect speech, subordination and co-ordination.

Course Objectives:

By the end of the course, the student will be able to:

1. identify and describe types of drama
2. describe the elements of drama

3. demonstrate a sound knowledge in poetry
4. identify the differences between direct and indirect speech
5. write good argumentative essays
6. identify and state the functions of clauses

1.0 Rankscale and Rankshift

Definition of Rankscale

Elements of language:- morpheme, types (free, bound, inflectional and derivational)
word, phrase, clause, sentence.

Definition and functions of Rankshift

2.0 Introduction to Literature (Drama)

Definition of drama

Types of Drama: tragedy, comedy, tragic-comedy

Elements of Drama: setting, characters, subject matter, theme, plot, language, etc.

(Detailed discussion of selected text will be done throughout the year.)

3.0 Co-ordination and Subordination

Type of conjunctions

Types of clauses and their functions

4.0 Writing: Argumentative Essay/Debate Features of Argumentative Essays:

- Introduction
- Arguments put forward by the side you do not support
- Debating the weak points in the argument put forward by the side you do not support
- Arguments put forward by your side
- Features of debate
- vocative
- presentation of points
- conclusion

5.0 Introduction to Literature (Poetry)

Definition of Poetry- types

- related ideas
- message of the poet

- techniques used
- personal response (Study of selected poems will be done)

6.0 Direct and Reported (Indirect) speech

Features of Direct speech

Features of Reported Speech

7.0 Writing - Article

Features of an article

- heading
- introduction
- body
- conclusion
- name and place
- use of formal language

8.0 Comprehension based on expository, argumentative and narrative texts

9.0 Phrasal Verbs/Idioms and idiomatic expressions Features and usage

Asking Questions: The Interrogative Mood

The two main types: 'Yes' or 'No' questions and 'wh'-questions

- features

10.0 Tag questions

-features

References

- Bret, R. L. (1978). *An Introduction to English Studies*. London: Edward Arnold.
- COBUILD, (1990). *English Grammar*. London: Harper Collins.
- COBUILD, (1992). *English Usage*. London: Harper Collins.
- Clouse, Barbara F. (1997). *Transitions: From Reading to Writing*. Boston: McGraw-Hill.
- DiYanni, Robert. (2000). *Drama: An Introduction*. Boston: McGraw-Hill.
- Johnson, K. (1982). *Communicate in Writing*. Essex: Longman.
- Mayhead, R. (1981). *Understanding Literature*. Cambridge: CUP.
- Minot, Stephen (1993). *The Three Genres*. New Jersey: Patience Hall.
- Murphy, M. J. (1972). *Understanding Unseens*. Surrey: Aikin & Unwin.

Ploeger, K. M. (1999). *Simplified Paragraph Skills*. Illinois: NTC Publishing Group.

Quirk, Randolph, Greenbaum, Sidney et al. (1985). *A Comprehensive Grammar of English Language*. Essex: Longman.

Rozakis, Laurie E. (2003). *Grammar and Style*. Indiana: Alpha Books.

APPENDIX E

The mode of assessment for Diploma students

The mode of assessment for Diploma (Basic Education) students in the Teacher Training is designed by the University of Cape Coast, Institute of Education.

Assessment forms a vital criterion in the provision of quality teachers therefore the mode of assessing these teacher trainees cannot be over emphasized.

The policy document on the Diploma (Basic Education) Programme recommends that the assessment of students should be based on 40% Continuous Assessment (C.A.) and 60% End-of-Semester Examinations. The type of Continuous Assessment envisaged is the 'continuous in-course teacher assessment' where tutors will play a major role in Continuous Assessment.

Course tutors will handle the C.A. component of the assessment but will be guided by the following as the number of assessments to be recorded in a course for each semester.

- a) 1 credit - 1 assignment (10 marks) + 1 class test (30 marks)
- b) 2 credits - 1 assignment (10 marks) + 2 class tests (30 marks)
- c) 3 credits - 2 assignments (15 marks) + 2 class tests (25 marks)

The Institute of Education monitors and moderates the questions and scoring procedures that colleges use in generating the C.A. scores.

A semester lasts for sixteen weeks. The End-of-Semester Examinations is conducted at the colleges by the Institute of Education on behalf of the University of Cape Coast in line with the Semester Course Unit System (SCUS) of the University of Cape Coast, the fourteenth week is used as a revision week while the last two weeks is for the End-of-Semester Examinations.

The duration of End-of-Semester Examinations is determined by the credit weighting of the course as follows:

- a) 1 credit course
- b) 2 credits course
- c) 3 credits course

1 to 1½ hours, 1 ½ to 2 hours and 2 to 3 hours.

A centralised residential-conference marking is organised by the Institute of Education for the End-of-Semester Examinations.

In accordance with the Academic Regulations of UCC, the following scheme is used as grading scale: Excellent, Very Good, Good, Average, Fair, Barely Satisfactory, Weak Pass and Fail.

Raw Score	Grade	Credit Value	interpretation
80-100	A	4.0	
75-79	B+	3.5	
70-74	B	3.0	
65-69	C+	2.5	
60-64	C	2.0	
55-59	D+	1.5	
50-54	D	1.0	
Below 50	E	0.0	

To progress from first year to second year, the student must:

- Pass all Courses taken
- Accumulate the minimum credits specified for first year
- Attain a minimum Cumulative Grade Point Average (CGPA) of 1.0

A first year student who obtains more than two (2) 'Es' is withdrawn outright. A first year student who attains the minimum C.G.P.A. of 1.0 but obtains one or two 'Es' must redeem him/herself in a Supplementary Examination conducted before the beginning of the next academic year. The student will be withdrawn outright if he/she is unable to redeem him/herself in the supplementary examination,

To progress from second year to third year, the student must:

- Accumulate the minimum credits specified for second year.
- Attain a minimum CGPA of 1.0
- Obtain not more than two (2) "Es"

APPENDIX F

Admission Requirements into Teacher Training Colleges.

Candidates who qualify for admission buy Admission and Sponsorship Forms from the nearest Teacher Training College or from Teacher Education Division, opposite Accra Workers College.

The minimum entry requirements are as follows:

- i. For Holders of SSSCE/ WASSCE: Aggregate 24 or better with passes in Core English, Core Mathematics, Integrated Science and any other 3 subjects.
- ii. For Holders of SC/GCE 'O' Level:

Credits in 6 subjects including English, Mathematics, and one of the following: General Science/ Agricultural Science/ Health Science / Biology/ Chemistry/ Physics and three other subjects with aggregate 24 or better.

- iii. For applicants who wish to pursue the French Course:
 - For SSSCE/ WASSCE holders: An aggregate of 24 with passes in six subjects (Core English, Core Mathematics and four others including elective French).
 - For SC/GCE 'O' Level Holders: An aggregate of 24 with Credits in 6 subjects (including English , Mathematics and French).
- iv. For applicants who wish to pursue the special diploma programme in Mathematics and Science: In addition to the general minimum entry requirements, they should have at least grade D (SSSCE) or C4,C5,C6 (WASSCE) in two of the following: Core Mathematics, Integrated Science, Elective Maths or any elective Science subject.

Applicants then seek sponsorship from a District Director of Education after gaining admission into a Teacher Training College.

Mt. Mary Training College, Somanya, Wesley College, Kumasi and Bagabaga Training College Tamale offer French as a special programme among others while N.J N.J Ahmadiyya Muslim- Wa, St. John Bosco- Navrongo, E.P. Training College- Bimbilla, Tamale, St. Joseph's- Bechem, OLA-Cape Coast, Foso, Wiawso, St. Francis – Hohoe, Akatsi, Ada, Kibi, PTC- Akropong, Akrokerri and Wesley College- Kumasi offer a special diploma programme in Mathematics and Science.

After completing the forms, applicants are then advised to return these forms by hand to the nearest Teacher Training College or Teacher Education Division opposite Accra Workers College (Accra City Campus) on or before the said date to the Director, Teacher Education Division.

APPENDIX G

Sample of Students' Examination Question- First Semester 2005 Year1

Candidate's Index Number

MARCH 2005
FDC III
ENGLISH
ELEMENTS OF LITERATURE
2 HOURS

UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATION
Post- Secondary Teacher Training Colleges

DIPLOMA IN BASIC EDUCATION, MARCH 2005
End of first Semester Examinations 2.00pm- 4.00pm

MARCH 1, 2005

ENGLISH 1

This paper consists of FOUR sections, A,B,C, and D. Answer questions from ALL sections.

Section A (35 marks)

Composition

Answer ONE question from this section. (Your essay should be about 350 words long)

1. You have just returned from the Christmas holidays which you spent with your uncle. Give an account of the experiences you went through.
2. Your close friend missed an interesting event that took place in your college when he/she was on admission at the hospital. Describe the event to him or her.

Section B (20 marks)

Comprehension

3. Read the passage carefully and answer the questions which follow:

There is no doubt that following fashion can help you to improve your appearance and boost your self confidence. The right outfit can minimize some physical flaws and ever enhance your positive features. It can also have a bearing on how you are viewed by others.

But there is a dark side to the fashion world, one that cannot be ignored. Shoppers can become trapped in an endless cycle of replenishing their wardrobe. After all, the industry keeps churning out new styles. This is no accident, for fashion houses make more money when cloths become obsolete quickly. As designer Gabrielle Chanel put it, fashion is made to become unfashionable. Thus, the unwary costumer might feel obligated to buy new clothes just to keep up to date.

There is also the danger of succumbing to the subtle pressure of advertising. Fashion companies spend millions of dollars promoting their products, often portraying a certain carefree lifestyle that those who wear their label supposedly enjoy. These messages can have a powerful impact.

Some groups use a certain style of clothing to identify themselves. What they wear may convey a rejection of society, a liberal lifestyle or even violent or racist ideas. Although some of these styles may be outrageous or shocking, there is usually a high degree of conformity with the group. Even some who do not endorse the group's ideas may be attracted to the style. Those who adopt these trends of dress may give others the impression that they share and promise the group's core beliefs.

Fads usually come and go, some within a few months. They may originate with a popular musician or other trendsetter. A few fashions, though, become established styles.

Those who take fashion too seriously can become overly concerned about their appearance. Fashion models are usually tall and slim, and their images bombard us constantly. The 'right' physique is used to market everything from cars to candy bars. Britain's Social Issues Research Centre estimates that young women now see more images of outstandingly beautiful women in one day than our mothers saw throughout their entire adolescence.

This barrage of images can have a detrimental effect. In the United States, for example, a survey found that 90 percent of white teenagers were dissatisfied with their bodies. Some of these will do virtually anything to attain the 'ideal figure'. The idolizing of the very thin figure has led millions of young women into slavery. It has led some down the slippery slope of anorexia nervosa.

- (a) What according to the writer are the benefits of fashion?
- (b) Why do shoppers have to keep on replenishing their wardrobe?
- (c) 'Fashion is made to become unfashionable' What does this statement suggest?
- (d) What negative effect does the barrage of images have on the youth of the United States?
- (e) 'Some of these will do virtually anything to attain the ideal figure'. What is the ideal figure?
- (f) How do the fashion companies attract their customers to patronize their goods?
- (g) Explain the following words or phrases as used in the passage:
 - (i) Flaws (ii) replenishing (iii) churning out (iv) obsolete
 - (v) endorse

Section C (20 marks)

(Speech)

Answer ALL questions in this section.

4. (a) What are vocal organs? (1 mark)
(b) List FOUR vocal organs. (2 marks)
(c) What is referred to as ‘pulmonic air’? (2 marks)
(d) How is a consonant produced? (2 marks)
(e) What is the difference between ‘place of articulation’ and ‘manner of articulation’
(2 marks).
(f) Describe the following sounds: (10 marks)
(i)/p/ (ii) /t/ (iii) /g/ (iv) /t/ (v)
(vi)/ (vii) /a/ (viii) /u/ (ix) /e/ (x)
(g) What is the difference between a vowel and a consonant? (1 mark)

Section D (25 marks)

Grammar

5. Identify the word class of each of the underlined words or phrases.

The Accra Regional Police Command is looking for members of two Ghanaian drug gangs based in the United Kingdom who got involved in a gunfight in Accra during the Christmas holidays.

The groups, which rival each other in their criminal activities, have always been involved in confrontation in London and in Ghana whenever they come home.

While in Ghana during the holidays, the two groups jointly organized a lavish nude party at the Miklin Hotel which turned out to be violent. In the melee, one of the gangsters sustained serious injuries and was admitted at the 37 Military Hospital. The police have mounted an intensive search for the owner of a barbering shop who is said to have fired the shots. (15 marks)

6. Identify the function of each of the underlined words or phrases in the following sentences:
- (a) Let us work together in peace.
(b) John bought Mary a bag.
(c) The dress is beautiful.
(d) The workers were asked to carpet the room.
(e) I was soon lost.
(f) The production was scarcely noticed by the press.
(g) They elected John prefect.

- (h) The girl in green jersey is a good player.
- (i) Mr. Mensah, the principal, has been promoted.
- (j) Mary danced beautifully.

APPENDIX H- 2nd Semester Literature exam question paper

Candidate's Index Number

**FDC 121
PSE 2005
EXTERNAL
3 HOURS**

**UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATION
DIPLOMA IN BASIC EDUCATION,
END OF SECOND SEMESTER EXAMINATIONS, 2005
JULY 11, 2005 ENGLISH (ELEMENTS OF LITERATURE) 2.00 pm- 5.00 pm**

This paper consists of TWO parts. Part I is English Language and part II is Literature in English. Answer **THREE questions from part I and **TWO** from part II.**

PART 1

ENGLISH LANGUAGE (60 MARKS)

Answer **ONE** question from section A and ALL questions in sections B and C.

Section A

Composition (25 marks)

Answer **ONE** question from this section. (Your answer should be about 300 words long)

1. You have just elected new prefects for your college. Write a letter to a friend in another college describing the events which took a place before, during and after the elections.
2. Your district assembly has threatened to withdraw your sponsorship package due to poor performance in you examinations. Write a letter to the district of chief executive stating reasons for your poor performance and efforts you are making to perform better.

Section B

Composition (15 marks)

3. Read the passage below and answer the questions which follow:

All crimes are evil. But mindless or purposeless crimes are harder to understand. The fact that they are often without an obvious **motive** baffles investigators. With mass communication becoming much more effective in recent years, such appalling crimes are known to million, or even billions, within hours. A report published by the world health organization state that, 'violence leaves no continent or country free and only few communities are left untouched'.

Even place that were considered safe in past years have recently seen more instance of senseless acts of violence. For example, Japan has long had a low rate of violent crime. However, in Ikeda, in June 2001, a man carrying a butcher's knife walked into a school and began stabbing and slashing. Within 15 minutes he killed 8 children and wounded 15 others. Even in countries where crime rates have been high, certain senseless acts have caused public **revulsion**.

There is no one factor that explains all the varied acts of senseless violence. What makes some crimes more difficult to understand is their irrational nature. For example, it is hard to **comprehend** why a person would walk up to total strangers and then to death or why someone would drive by a house and shoot at random.

Some claim that violence is inherent in people. Others argue that senseless crimes cannot be explained as an unavoidable part of human nature. Many experts believe that there are a host of factors and circumstance that are catalysts **inclining** people to commit irrational crimes.

Criminologists think that many of those who commit crimes come from broken families. They lack care love. There is a breakdown of people's moral fibre in the sense that they have no guidance and then they go astray. Many researchers suggest that poor family relationship and violent family background are common among aggressive criminals.

Today many children are victims of family break- up. Others have parents who have little time for them. Thousands of young ones have grown up with inadequate moral and family guidance. Some expert feel that such an environment may result in children not developing the ability to bond well with others, thus making it easier for them to commit crimes against fellow humans, often without **remorse**.

- (a) For what reason are investigators worried about senseless and purposeless crimes?
- (b) Which sentence in the passage suggests that violence is now a world wide problem?
- (c) 'Some claim that violence is inherent in people'. What does this statement suggest?
- (d) What does the writer suggest in the last paragraph of the passage?
- (e) Suggest a title for the passage.
- (f) Explain the following word as used in the passage.

- | | | | |
|-----|------------|---------------|------|
| i. | Motive | ii. Revulsion | iii. |
| | Comprehend | | |
| iv. | Inclining | v. Remorse. | |

Section C
Grammar (20 marks)

4. (a) Read the following passage carefully and correct all the punctuation errors:

Ajax of dwetekrom asked himself how he came to be in that position. He surely deserved the very best, and that include Araba the 21 – year old daughter of the chief of the town.

One night, on of his dubious drinking mates at the miners bar, the shaft, told him that Araba had returned home on holiday’s from the university. Ajax grasped Kokuvis arm and shouted, I’ll get her!. His friends smiled uneasily. “don’t you think her status is too high for you”. Asked Ogbolo.

(10

marks)

- (b) Identify the sentence patterns (SV, SVO, etc.) in the following
- i. The victorious team arrived yesterday.
 - ii. All the players are here.
 - iii. The villagers enstooled our friend chief.
 - iv Her parents are teachers.
 - v. Efo gave Akua a beautiful dress.
 - vi The house appointed Appiah secretary this morning
 - vii. Peter drove the car carelessly.
 - viii. The PTA presented the headmaster a new car.
 - ix. The plane arrived late.
 - x. John killed the goat.

PART II
LITERATURE IN ENGLISH (40 MARKS)

SECTION D (20 MARKS)
Answer ALL questions in this section.

5. (a) What is the difference between plot and setting?
- (b) Mention two ways by which characterization can be done.
- (c) What is point of view in a literary work?
- (d) State the three main literary genres.
- (e) Where did Meka hide the summons from the commandant?
- (f) Who was the catechist at Meka's village?
- (g) Who was said to have been born with all his teeth?
- (h) For what reasons was the medal given to Meka?
- (i) What did Meka take from Kobbingolom's store?
- (j) How many wives did Engamba inherit from his father?
- (k) What type of jacket did Ela sew for Meka?
- (l) Where did Meka buy his leather shoes?
- (m) Apart from Meka who received a medal on that day?
- (n) What was the dialect spoken by the people of doum?
- (o) What was Meka's Christian name?
- (p) What reason did Meka give for refusing to shake the hand of Gullet?
- (q) Why were the people in the hut angry when Mvondo said he eaten the entrails of the sheep?
- (r) How did Meka pronounce his Christian name?
- (s) Who delivered the message about Meka's medal to Engamba?
- (t) What charge(s) did the constable level against Meka?

Section E (20 marks)
Answer ONE question from his section

6. Many people are of the view that the Whiteman has no respect for the Blackman. Discuss the instance in the old Man and the medal which support this view.
7. Communalism is the backbone of the African society. Discuss three ways in which this is portrayed in The Old Man and the Medal.

APPENDIX I - Sample of Student's essay

Candidate's num.

Page 5

Question No (61)

Write on both sides of the paper

DO NOT WRITE
in either
margin

AN INTERESTING JOURNEY I HAVE RECENTLY
The journey I have gone through
which given me an supply in the world.
First recently there were very few modern
deep-water harbours able to accommodate
ocean-going ships around the coast-line.
my journey to Bangkok ^{have gone through} land
by visiting a friend at Chonaburi Chonaburi
some place where the were having party
at ten for all students who pass through
some senior secondary schools. My
friend asked me to concent him to the party
suddenly, on the way to our house
he asked us to meet a friend who sent
us to a choppy bar, so he bought a kind
of drink, beer, entertainment food for us
to relax.

At the party food that we eat
was rice, meat, vegetables and other
things that we like. Since drinks that we took
long minutes and hard drink like beer
and strong that we drink and dance, eat
when we enjoy together with a kind of
study friend at that day.

Besides the entertainment that we have
on that day was a very enjoy and interest
ing at that time we were doing the party
at the place visited of our friend used dance,
drinking, eat and do other thing all together.

Candidate's number 1 Page 6

Question No

Write on both sides of the paper

on the other hand, the of the dance the (also)
I think that the far long way of the party place it was interesting of
the party we went through at that day
As the word the party we attended it was
the day that will never be set in history
life time that we enjoyed at that day.

As in the next shell, the journey was
interesting in the place I went to during
my friend at that 23rd July, 2008.

Unsubstantiated
246 words

E-D

D-E

00

Write on both sides of the paper

DO NOT
in eit
marg1. AMEMORABLE JOURNEY

The journey I ~~last~~^{went} ~~and~~ spent with a friend.

I say ~~this~~ because it was a very interesting and enjoyable one. During at that time, one day I went out with a friend to visit one of the ~~place~~ on our way going we saw a blind man fighting with three people, and all our seeing the blind man ~~and~~ be a normal person.

Infact on that day I was total ~~more~~ by seeing this. However the enjoy^{ment} which I took over there made me happy. I took lot of advantages over there.

I say this because some times a friend could take me to a beach, just to ~~later~~ ~~taing~~ our self. We could some time move ~~together~~ to study over there. Visiting the ~~labirre~~ After I had all this interesting things on my ~~re turning~~ back to my normal destination I had ~~Realised~~ that I had ~~rich~~ up ~~with~~ ~~some~~ ~~many~~ ~~sevelation~~.

However back to the station where a friend ~~want~~ to live me. I became distracted. I ~~wanted~~ come back and stay there more, all along when I was staying with a friend I was ~~filling~~ like filling, ~~to that~~ I had ~~wanted~~ to stay there for ever. ~~thous~~ the way, the ~~station~~ was over made me humble of staying there.

Candidate's number 1202 Page 2

Question No

Write on both sides of the paper

09

An interested journey event which took place at my journey. 82

2/6 words

max.

6 C - 2 1/2

3 O - 1 1/2

9 E - 5

3 NA - 0

09