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THE ENGLISH LANGUAGE PROFICIENCY OF SELECTED
GHANAIAN PRIMARY SCHOOL PUPILS

PHASE TWO RESEARCH REPORT

CENTRE FOR RESEARCH ON IMPROVING QUALITY
OF PRIMARY EDUCATION IN GHANA (CRIQPEG)

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INTRODUCTION

Since 1987, the government of Ghana has been pursuing an educational reform programme to restructure the educational system and the school curriculum. Among the objectives for the educational reforms are 1. The increase in access to education for all children and 2) The improvement on the quality of education for Ghanaian children. These objectives are in line with the 1992 Jomtien Declaration on Education for all by the year 2000.

Thus, in Ghana a number of projects have been launched in an attempt to achieve the objectives of the Reform Programme. Two such projects being funded by USAID are the Primary Reform Education Project (PREP) in conjunction with the Government of Ghana and the Improving Educational Quality(IEQ) Project. The IEQ project concentrates on classroom-based research to:

- understand among other things how and why interventions influence pupil performance,
- demonstrate a process whereby classroom research on improving educational quality is integrated into the educational system,
- create opportunities for dialogue and partnerships among researchers and educators who are seeking to improve educational quality at local, regional, national and international levels, and finally
- maintain an ongoing history of the project to document the rationale for choices made, opportunities and constraints encountered and lessons learned.

The IEQ Project in Ghana has therefore embarked upon a number of research activities in some selected primary schools in an attempt to improve quality of education at that level and thus help to achieve the goals of the educational reform. The project has four phases. During the first phase classrooms in six primary schools in the Central region of Ghana were observed to determine the availability, the source and use of instructional materials in the teaching of English, Mathematics, and Science. The findings revealed among other things that the textbook is the main instructional material available in the schools and even that, there were not enough of them to adequately cater for the

needs of the pupils. Secondly, those available were not given out to the pupils to use. The teachers preferred copying from the textbooks onto the chalkboard and engaging the pupils on the chalkboard in drills or repetition of words, sentences or passages.

In a nutshell, it was discovered that the children could not read the textbooks neither could they express themselves in the English Language. However, the levels at which the children operated in their English Language skills and the specific problems they and the teachers encountered in the teaching and learning of English were not identified. Therefore there was the need to investigate further the English Language skills acquisition of the pupils. Since English is the medium of instruction from grade four onwards in the educational system the acquisition of the English Language by the Ghanaian school child becomes paramount in the child's pursuit of education.

In the quest to improve the quality of education of Ghanaian children, it therefore becomes imperative to examine their English Language proficiency at the primary grades to determine the levels at which the children are operating and the specific problems they encounter in the learning of English. This will lead to the identification of appropriate intervention strategies that would increase the English Language proficiency levels of the children and, thereby prepare them better for their education. Therefore the phase two study focused on the English Language skills acquisition of some selected primary schools pupils in the Central and Western regions of Ghana.

PURPOSE OF THE STUDY

The purpose of the study for the second phase of the project therefore was to examine the teaching and learning of the English Language in some selected primary schools in the Central and Western regions of Ghana. The study was guided by three research questions. These are:

1. What are the English Language proficiency levels of Ghanaian primary school pupils?
2. What factors inside the classroom, for example, teacher and pupil characteristics and behaviors, and outside of the classroom, that is, influence of parents, community, etc., that affect oral, reading and written language learning?
3. What changes are necessary to enable teachers to use instructional materials effectively to promote English language competence?

SIGNIFICANCE OF THE STUDY

The importance of English Language in the Ghanaian society in general and in the schools in particular cannot be over-emphasized. With over 54 Ghanaian languages in use in the society, English language which is learned in the schools has become the official language for the country. It is a policy that local languages are used as the media of instruction in the first three years of the child's primary education but then from grade four onwards English becomes the medium of instruction. All subjects except Ghanaian languages are taught in English. Therefore, for a child to be successful in his or her academic pursuit the acquisition of English Language skills becomes very important. Without the acquisition of basic skills in English the learning of other subjects becomes almost impossible because apart from those subjects being taught in English all textbooks for these subjects are also written in English.

Moreover, results of a Criterion-Referenced Test in the English Language administered to grade six pupils recently indicate that not less than 95% of the grade six pupils who took the test are not achieving mastery of the basic skills in English. Also the recent Senior Secondary School examinations revealed that 95% of the candidates who sat for the examinations could not qualify to take the university entrance examination. The results revealed very low performance in English and many other subjects. Commenting on the SSS results the Director-General of Education intimated that according to the Chief Examiner' reports, the students lacked basic skills in communication and hence could not write meaningful sentences. It is therefore apparent that reading and writing skills in English are fundamental skills necessary to be acquired at the primary level. Where these are not required they affect pupils performance in other subject areas.

Therefore carrying out a study to determine the English Language skills acquisition of Ghanaian primary school children becomes very appropriate especially as an attempt to improve quality of education at the primary level in the educational system.

METHODOLOGY

A mixed method research design that draws from both quantitative and qualitative approaches was used to address the research questions. This method allowed the collection of observational data, interview data as well as performance scores.

Sample and Sampling Procedures

A sample of fourteen primary Schools were selected for the study, eight from the Central Region and six from the Western Region. The Central Region Schools included the six schools used for the phase one study. The selection of the schools was based on district, type of educational unit, location(urban/rural/semi-rural), and enrollment rates (high, medium, low).

Two of the schools were equity schools, that is, these schools have been identified as being deprived of the basic facilities, such as classroom structures, tables, chairs, and teaching and learning materials and have therefore been provided with some of these amenities to determine the effect it would have on enrollment and performance of the pupils. Four of the schools were urban schools, seven were rural schools and the remaining three were semi-urban.

TABLE 1
DISTRIBUTION PATTERN OF SCHOOLS

NAME OF SCHOOL	STATUS	CODE	LOCATION	REGION
Aboom A. M. E, Pry	Intensive	01	Urban	Central
Atwereboanda R. C. Pry	Intensive	02	Rural	"
Babinso D/A Primary	Intensive	03	Rural	"
Gomoa Brofoyedur R. C. Pry	Intensive	04	Rural	"
Mando D/A Primary	Intensive	05	Semi-Urban	"
Moree Methodist Primary	Intensive	06	Semi-Urban	"
Nyinase Catholic Primary	Non-Int	07	Rural	Western
Swedru A. D. C. Primary	Intensive	08	Urban	Central
Archbishop Porter Pry 'B'	Non-Int	09	Urban	Western
Daboase United Pry	Non-Int	10	Rural	"
Mporhor Methodist Pry	Non-Int	11	Semi-Urban	"
Nyankrom STMA Primary	Non-Int	12	Rural	"
Old Daboase Junction PRY.	Non-Int	13	Rural	"
Sekyere-Krobo D/C Primary	Non-Int	14	Rural	"

Note. Non-Int = Non-Intensive school; Pry = Primary.

Seven of the fourteen schools where intervention would be tried out and as a result be more involved in the research were designated

"intensive involvement" schools while the remaining seven were designated "non-intensive" schools. All the intensive schools were in Central Region. Table one shows the characteristics of the schools included in the sample.

For each school, grades 2 through 5 were selected for the study. A total of 261 primary two, 259 primary three, 265 primary four, and 254 primary 5 pupils were involved. In all, there were one thousand and thirty nine (1,039) pupils. Grade 1 was not included because the pupils had just been enrolled in the formal school system and were just about to start learning the English language. Grade 6 was also left out because the pupils at that stage would be getting ready to complete their primary education and they would be enrolled in different Junior secondary schools. Thus, it would have been difficult to carry out intervention strategies in those classes.

Instruments

In all, four sets of instruments were used for the data collection. These were a curriculum-based assessment instrument for oral proficiency, reading and writing; teacher rating scale; classroom observation schedule, and interview schedules for teachers, headteachers, circuit supervisors, parents and pupils.

Curriculum-based Assessment Instrument

A curriculum-based assessment instrument was prepared based upon the English syllabus and the English textbooks. The instrument included sub-tests for assessing pupils' oral proficiency, reading and writing skills. The oral proficiency sub-test comprised of functional use of English, oral expression and listening comprehension items. The functional items were made up of everyday expressions such as "Good morning", "How are you" etc. The reading included letter recognition, concept about print, reading most used words and reading passages and answering reading comprehension questions. The writing sub-test included copying of words and sentences, writing one's name and writing as many words as one could in 10 minutes. Refer to appendix 1 for samples of the sub-tests and how they were scored.

Teacher rating scale

A rating scale made up of nine items on reading, writing, and oral proficiency skills was prepared for the classroom teachers to use in rating the students selected for the assessment. The items were basically on the children's ability to express themselves in English,

write words and sentences correctly as well as write correct answers to questions and also read sentences and passages silently and aloud with understanding. Examples of some of the items for the oral, reading and writing skills were, "Ability to ask or answer questions in class", "Ability to pronounce words correctly", and "Ability to do written exercises from textbook and chalkboard". Refer to appendix 2 for the rating scale and how the items were scored

Classroom observation schedule

The classroom observation schedule in the form of a checklist was used to basically evaluate the availability and usage of instructional materials in the classroom. The observation schedule consisted of three sections. The first section included items that examined reading materials available to the pupils and the reading strategies used in the classroom, for example "Do pupils read from textbooks?". The second section dealt with the kinds of teaching materials and strategies employed in the teaching of Oral English and the pupils' use of English language in their interaction with one another, for example, "What audio-visual materials and teaching aids are available for the teaching of Oral English in the class?". Then the last section contained items to evaluate written language strategies encouraged by the classroom teacher; for example, "Which of the following aspects of written language is taught in class--dictation, sentence construction, composition/letter writing, creative writing, stories and rhymes). Refer to appendix 3.

Interview Schedules

Interview guides for the teachers to determine the strategies that they use for language instruction and explanations for using those strategies as well as other strategies they considered using were also prepared. In addition, interview guides determining further, the factors that influenced the teaching and learning of the English Language were also prepared for pupils, headteachers, circuit supervisors, parents and other stakeholders. Refer to appendix 4 for a sample of the interview schedule.

Data Collection Procedure

The research teams paid initial visits to the schools during which they introduced themselves and provided feedback on the results of the Phase One study. Discussions were also held during these initial visits to arrive at a consensus on the focus for the Phase Two study. Then the baseline data collection began with the pupil performance assessment

using the Curriculum-based assessment instruments for Oral Proficiency, Reading and Writing.

Curriculum-Based Assessment

Before the assessment was carried out the classroom teachers for grades 2 through 5 were asked to group their students into three categories representing good readers, average readers and poor readers in each of the four grades. For the intensive schools, a maximum of twenty-five pupils were randomly selected from the three categories while not more than fifteen were randomly selected for the non-intensive schools from each of the grades using the stratified random sampling technique, to ensure that students in the three reading ability groups were represented in the sample. In all one thousand, and thirty-nine (1,039) pupils in fourteen primary schools were assessed individually in Oral language proficiency, reading and writing. The pupils were assessed individually and the average time spent with each pupil was one hour fifteen minutes.

The Oral Proficiency test included listening and speaking items. The reading test was on letter recognition, concept about print, reading most used words, reading passages and reading comprehension, and the writing test included copying of words and sentences, writing one's name and writing as many words as one could in ten minutes.

Teacher Rating

The classroom teachers involved in the study were also asked to rate each of the pupils selected for the assessment with regard to their English Language competence in reading, writing, listening and speaking. Each pupil received three ratings using a scale with the following end points: 5 meant that the pupil's level of mastery is at or above the level expected in the Ghanaian syllabus and 1 meant the pupil had not mastered any English language skills

Observations

Observations were carried out in the four grades in all the fourteen schools after the assessment. Specifically, English Language lessons were observed in grades two through five while in addition the use of English language in the teaching of other subjects were observed in grades four and five. The observations focused mainly on how English Language was taught and used in the classrooms, the availability of English textbooks and how they were used by the teachers and pupils and finally, teacher-pupil and pupil-pupil interactions in the classrooms.

The observations were carried out in pairs, that is, two research team members paired up for the observations in the classrooms and compared their individual data after each day's observation to ensure reliability of the findings. At least 4 English lessons were observed and each classroom was visited 4 times.

Interviews

Semi-structured interviews were conducted with all the headteachers, and the teachers involved in the study. However, a sample of 9 students who were assessed from each of the 4 grades and their parents, as well as the circuit supervisors and the executives of the Parent-Teacher Associations for the various schools were also interviewed using the interview guides.

The purpose of the interviews was to find out the views of the various categories of individuals interviewed, about the opportunities and facilities available for the learning of English Language. From the Teachers and the Headteachers especially, explanations were sought concerning teaching strategies employed during the observations and other strategies they had considered using. On the whole, the interviews gave the researchers the opportunity to discuss and clarify issues on educational policies affecting the use of materials in the teaching and learning of the English Language. Triangulation was achieved by interviewing the different categories of individuals. The researchers were able to cross-check and confirm the information provided by each of the interviewees.

Data Analysis

An initial analysis of the data was done using both quantitative and qualitative strategies. With the performance data, frequencies and percentages were used to determine those who had mastered the various skills in the English Language. For the oral language proficiency and reading comprehension three categories of competence were determined. These were non-mastery, partial mastery and full mastery. With the writing performance, pupils were grouped under full mastery and non-mastery. Thus, the research teams summarised the data on record sheets for individuals, classrooms and schools. Further analysis will be done using the SPSS statistical program to make comparisons among schools, classes, and individuals and also draw inferences.

With the classroom observations the data for each visit were summarized on record sheets and examined to determine common

PROFILE OF THE FOURTEEN PRIMARY SCHOOLS INVOLVED IN THE STUDY

A.M.E. ZION PRIMARY 'C', ABOOM - CAPE COAST

The A.M.E. Zion Primary 'C' School was established in 1958 and has since been under the joint management of the A.M.E. Zion Church and the Government of Ghana. The School is situated on a hill at Aboom, a suburb of Cape Coast in the Central Region of Ghana. As part of the Cape Coast Municipality, Aboom residents enjoy almost all the facilities available to Ghanaian urban dwellers. Facilities like the availability of electricity and pipe borne water coupled with a relatively high standard of living have considerable impact on the quality of education in urban towns in general and Cape Coast in particular.

The School shares a common block with the A.M.E. Zion Junior Secondary School. Three of the six permanent classroom units are allocated to Primary One, Five and Six. While an open shed, converted into two classrooms, houses Primary Two and Three, Primary Four holds its classes in a basement. Though most of the classrooms are in very good condition, the wooden shed housing P2 and P3 has no window shutters and hence cannot be used whenever it rains.

Most of the pupils in the school, especially those in P3 to P5 share long benches and write on long tables. Each class does not only have a table and chair for the teacher, but also a chalkboard embossed on one of the walls. Every class has a cupboard where textbooks and other materials are stored.

Table 2 indicates that the A.M.E. Zion Primary 'C' school has a population of 255 pupils--153 boys and 102 girls. Table 3 shows that the school has a staff of six classroom teachers and a detached headteacher who oversees both Primary 'B' and 'C' schools. All of them are Certificate "A" teachers and have received training in elementary school teaching. They have also been teaching in this school for over

four years.

TABLE 2
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	17	12	29
2	21	17	38
3	27	14	41
4	33	15	48
5	21	26	47
6	21	27	48
TOTAL	140	111	251

TABLE 3
PARTICULARS OF TEACHERS

LEVEL	NUMBER OF TRS.	GENDER	QUALIFICATION	EXPERIENCE	POSITION	RANK
1	1	F	CERT. A	23 yrs	C/Tr	Sn/Sup
2	1	F	"	5yrs	"	Sup
3	1	F	"	20yrs	"	Sn/Sup
4	1	F	"	13yrs	"	Sup
5	1	M	"	26yrs	"	Sup
6	1	F	"	17yrs	"	Sup
Others	1	M	Cert. A P/S	23yrs	Head/Dt	Prin.Sup
TOTAL	7					

Note. Cert A = 4-year Post-Primary trained teacher; C/Tr = Classroom teacher; Cert. A P/S = Post Secondary trained teacher; Prin.Supt = Principal Superintendent; Head/Dt = Detached Headteacher. Sup = Superintendent

Though the school has a playground, it has neither toilet, canteen nor library facilities. Its empty first aid box is kept in the headteacher's

office. The school is also in short supply of textbooks in all the subject areas.

The school has a well established Parent-Teacher Association (PTA) that meets regularly not only to monitor and discuss the progress of the school, but also to identify problems facing the school and to deliberate on ways of making meaningful contributions towards the alleviation of the school's problems. Since its inception the PTA has played a vital role in the physical development of the school. For example, the Association has been instrumental in the repair and maintenance of the school building. However, the association could not sponsor all the programmes it draws up for the school due to financial constraints. It is also interesting to note that the current chairperson of the PTA is so concerned about the quality of the pupils' education that he frequently visits the school to encourage the teachers to give of their best when engaged in the teaching/learning process.

As already noted, the school is jointly managed by the A.M.E. Zion church and the Government of Ghana. Notwithstanding, the church has played insignificant role in the physical development of the school in recent years. The only financial assistance the church offers to the school is the proceeds raised from the yearly celebration of Children's Day and the organisation of Children's Harvest-activities organised by the church.

Similarly, the Cape Coast Municipal District Assembly which is supposed to oversee schools under its jurisdiction has as yet to make any meaningful impact on the development of the A.M.E. Primary 'C' school. The only provision the Assembly has made to the school, so far, was the supply of 15 bags of cement.

The school has an impressive pupils' attendance record. However, most of the classes are deserted on Fridays because the significant Muslim population in the school attends religious meetings.

The school's infrastructural facilities and its surroundings put it in the category of an "average urban school".

MOREE METHODIST PRIMARY SCHOOL

The Moree Methodist Primary School started in 1937 in an Old Court House and was later moved to the premises of the Methodist Chapel. In 1939 it was moved to its present site and housed in a permanent four classroom-unit block. In 1948 the remaining two classrooms for classes 5 and 6 were added.

The school is situated in the centre of Moree, a semi-urban fishing village in the Abura-Asebu District and about 21 km from the University of Cape Coast. Though it is a single stream school it runs a shift system with the D/C Primary school with which it shares the same premises.

There are no bill/bulletin boards in the school and the pupils sit in paired rows in the classrooms. The chalkboards in each of the classrooms are large enough and in good condition. These were installed by the Methodist Church.

Table 4 shows the enrolment figures of the pupils by class and gender. In general, there are 303 pupils in the school of which 167 are males and 136 are females. Table 5 indicates that the Moree Methodist Primary School has seven teachers including the headteacher who teaches P1.

TABLE 4
PUPILS' ENROLMENT

LEVEL	MALES	FEMALES	TOTAL
1	35	22	57
2	31	21	52
3	26	28	54
4	25	23	48
5	28	19	47
6	22	23	45
TOTAL	167	136	303

TABLE 5
PARTICULARS OF TEACHERS

LEVEL	NO. OF TRS.	GENDER	QUALIFICATION	EXPERI.	POSITION	RANK
1	1	F	Cert A	35yrs	Head/tr.	Prin.Sup
2	1	F	"	21yrs	C/T	SnrSup
3	1	F	"	3yrs	"	Teacher
4	1	F	"	21yrs	"	Sup
5	1	M	"	30yrs	"	Sup
6	1	F	"	3yrs	"	Teacher
Other	1	M	NVTI		Res.Per.	

Note. Cert A = Teacher Certificate "A"; Prin.Sup = Principal Supt.; Res.Per = Resource person in charge of the teaching of Craft.; NVTI = National Vocational and Technical Institute; Head/tr = Headteacher; C/T=Class Teacher.

While six of the teachers on staff, including the headteacher, hold the Teacher's Certificate 'A', the blind resource person holds a 3-year Certificate in Vocational Training awarded by the NVTI. These teachers have between 4 and 20 years teaching experience except the P6 teacher who is quite new in the teaching field.

The school has a large playground but has no canteen nor toilet facilities. Hawkers, however, sell food items in an open space about 50 meters away from the school. There are no wash basins either inside or outside the classrooms.

Absenteeism is a major problem in the school; full attendance was never observed in any of the classes involved in this phase of the research. It must be stated that the teachers and pupils were cordial in relating to the CRIQPEG team.

There was not much involvement of the community in the school. It seems that the economic activity of the community (fishing) has a considerable influence on not only the adults, but also on children's

perception of the value of education. This may have contributed to the high incidence of absenteeism among the children especially during the fishing season.

ATWEREBOANDA D/C PRIMARY

The school is located at Atwereboanda, a hamlet in a tropical forest area in the Twifo Lower Denkyira District of the Central Region of Ghana. One may reach Atwereboanda either through bush paths or by a timber truck road that starts from Wawase on the Cape Coast - Twifo Praso road. Practically speaking, Atwereboanda is accessible only on foot through the forest though it is not very far from the Cape coast - Twifo Praso road. The village is one of 132 settler communities constituting the school's community. The presence of the Primary school, a Junior Secondary School and a cocoa purchasing facility make Atwereboanda the headquarters of the settlements. The total population of the settlements is estimated at 3,000. There are 21 family compound houses at Atwereboanda, the inhabitants of which are Lartehs from the Eastern Region. Other migrant groups within the community are Ewes and Fantis.

The Atwereboanda D/C Primary is a single stream with six classes and a nursery. The classes are accommodated in two buildings that present a sharp contrast between them. The old block built in 1960 has aluminium roofing sheets and is comparable to blocks in the cities of Ghana. Classes 2, 4, 5, and 6 are in this block. The floors in this block are cemented with plastered and painted walls though the paint had virtually peeled off. The second block has mud walls and thatch roofs. The walls of this second block are plastered with red clay and the floors are dusty. Classes 1,3 and the nursery are housed in this second block.

The 6 classes have a total of 75 dual desks for pupils delivered to them in 1991 under the PREP/EIP scheme. The teachers in P1, P4,P5 and P6 had tables and chairs while those in P2 and P3 used pupils' desks.

Pupils sat in pairs except for P3 where there are 12 desks for 30 pupils. There is a table a large cupboard and 2 benches in the headteacher's office but no permanent chair there. The compound has no lock and chairs have to be moved from the classrooms to the office as and when needed.

As shown in Table 6, out of a total of 145 pupils 89 were boys and 56 girls. There were six teachers in the school three of whom were trained and other 3 non-professional teachers. These do not all

TABLE 6
PUPILS' ENROLMENT

LEVEL	MALES	FEMALES	TOTAL
1	10	10	20
2	16	7	23
3	17	13	30
4	11	12	23
5	16	6	22
6	19	8	27
TOTAL	89	56	145

stay at Atwereboanda. The headteacher grew up in one of the settlements nearby; he therefore feels quite at home in the community. He was clearly the most conscientious among the teachers in the school. His style of leadership could be described as open and democratic but as one PTA executive member remarked, "he is weak in exercising supervisory authority over his staff." The other teachers except one, walk distances of between 2 1/2 km and 6 1/2 km. Only one of the teachers stays in the village during the weekdays but he also leaves every weekend for his hometown, Twifo Praso.

TABLE 7
PARTICULARS OF TEACHERS

LEVEL	No. OF TRS.	GENDER	QUALIFICATION	EXPRI.	POSITION	RANK
1	1	M	Cert A	10yrs	Head/tr	
2	1	M	MSLC	6yrs	C/T	
3	1	M	MSLC	6yrs	"	
4	1	M	Cert A	8yrs	"	
5	1	M	MSLC	"	"	
6	1	M	Cert A	9yrs	"	
Total	6					

Note. MSLC = Middle School Leaving Certificate; Head/tr = Headteacher; CERT A = Certificate "A." C/T = Class Teacher.

There is an active PTA Executive which monitors what goes on in the school like checking pupils' exercise books, helping to collect textbook-user fees from defaulting parents, providing meals for national Service Personnel posted there as an incentive for keeping them there, providing furniture for the pupils and raising funds for other purposes as may arise. The main occupation of the people is farming.

The school had two urinals one for males and the other for females. There was no toilet facilities and the school relied on that of the community. There is also an undulating football field lying between the school and the houses in the village.

The second school block had no shutters for the windows and doors so domestic animals could enter and leave the classrooms at will, even when classes were in progress. Also poverty at Atwereboanda may be more apparent than real. They pay levies at their hometowns and like migrant farmers elsewhere, may be sending their savings home for building modern houses etc. One young man said during a conversation that most of them went to Larteh to continue their education after completing the primary school at Atwereboanda. It may be concluded that the people of Atwereboanda consider themselves temporary settlers and, therefore, do not consider putting up permanent school

structures as reasonable investment.

AJUMAKO MANDO D/A PRIMARY

School Profile

The Mando District Assembly Primary School was established in 1975 but was however, temporarily closed down due to the bad-condition of the sheds under which classes were held. It was however-re-opened in 1983 and shared the same block with the Methodist Primary School. While one school starts classes at 7.30 am and closes at 12 noon the other starts at 12.15 and close at 5.00 pm. Fortnightly, the schools change their shifts--that is, the morning session school swapped shift with the school organised in the afternoon. The Mando District Assembly Primary School is managed by the district Assembly but administered by the Ghana Education Service.

The school is situated at the western outskirts of Ajumako Mando, a village in the Ajumako-Enyan-Essiam district of the Central Region of Ghana. The village is reached through a 10 km road that joins the Accra-Takoradi trunk road at 13 KM from Mankesim a prominent market town in the Central Region. The school is near the Mando-Abaasa road and situated in an environment which may be described as an "Educational complex" that includes the two primary schools, Junior and Senior Secondary School and on the east by the Junior Secondary School.

The main block housing P1 - P5 together with the J.S.S. housing P6 are built with landcrete bricks and plastered. There is one verandah each in front and at the back of both blocks. The walls and floors of the classrooms have been cemented but there is no ceiling. There are charts, maps, calendars and graphs on the walls of the classroom. There are six classrooms though one of them, the P6 classroom is in a different block. Apart from 3 cupboards the school has no furniture of its own.

Table 8 shows that there are 183 pupils in the school. Ninty-seven of

this population is male and 86 female.

TABLE 8
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	23	20	43
2	17	18	35
3	15	16	31
4	15	19	34
5	12	10	22
6	15	3	18
TOTAL	97	86	183

The staff of the Mando D/A Primary School includes six teachers, three females and three males. Table 9 indicates that the teachers have teaching experience ranging between 2 and 25 years. Two retired teachers are offering their service on contract basis.

TABLE 9
PARTICULARS OF TEACHERS

LEVEL	NO. OF TRS	GENDER	QUALIFICATION	EXPERI.	POSITION	RANK
1	1	F	Cert A	25 yrs.	Head/tr	Snr/Sup
2	1	F	"	23yrs	Asst. H.	Supt
3	1	M	GCE O/L	2yrs	C/T	Teacher
4	1	F	Cert A	25yrs	C/T	Supt
5	1	M	"	35yrs	"	Snr/Sup
6	1	M	GCE O/L	8yrs	"	Teacher
Total	6					

Note: Cert A=Trained Certificated teacher; Snr/ Sup = Senior Superintendent; GCE O/L = General Certificate of Education, Ordinary Level; Asst H. = Assistant Headteacher.

Though the school has a urinal and toilet facilities it has no library.

The large playing ground in front of the school is well grassed and it is used for all the school's sporting activities. The shed for food vendors is sited at the South Eastern section of the school. Among the materials owned by the school are a set of sports jersey, talking drums, silver washing bowls, a clock, flag of Ghana and a container for storing water.

There is a very healthy relationship between the school and the community. This is because the community through the Town Development Committee actively assist the school in the maintenance of the building. In addition, the Parents-Teacher Association meets regularly to discuss problems facing the school.

Though the school is under the supervision of the Ghana Education Service, the day to day activities of the school is administered by the headteacher. The headteacher, in turn, has assigned duties such as secretary, welfare and health officers to the other members of staff. The pupils were also organised, within the school system, into sections and the with sectional names such as Aggrey, Dankwa, Nkrumah and Rawlings.

The research team was warmly received by the headteacher and her staff. It must be noted that the sharing of one premise by the two school, Mando D/A Primary School and the Mando Methodist Primary School poses a lot of administrative problems. For instance, the teachers of the school involved in the study complained that they could not permanently paste their labels on the walls for fear of their being destroyed by pupils of the other school.

GOMOA BROFOYEDUR R.C PRIMARY SCHOOL

School Profile

Gomoa Brofoyedur Roman Catholic Primary School was established in 1944 by the Local Roman Catholic Church. However, it is presently under the management of the Apam district Education Office of the

The school is located at a village called Gomoa Brofoyedur in the Central Region of Ghana. It is on the Winneba-Agona Swedru trunk road and 3 km from Swedru. The school is located at the south-Western end of the village, about 200 km off the main road and about 100 meters from the nearest house. It has no sign-board and not linked with any motorable road.

The school block which has landcrete walls (with some cracks) and roofed with corrugated iron sheets contains six classrooms, an office for the headteacher and a store adjacent to the office. The school block needs serious repairs. The P4 classroom for, instance, leaks so much that lessons could not be held whenever it rained. The doors to the classrooms are locked with padlocks. There are two verandahs one in front and the other at the back of the block.

As reflected in Table 10, the total population of the school is 198, made up of 101 boys and 97 girls. The pupils ages range between 6 and 15 years.

TABLE 10
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	16	16	32
2	21	18	39
3	17	14	31
4	14	19	33
5	16	20	36
6	17	10	27
TOTAL	101	97	198

There are six teachers on the staff and the ranks of two of them indicate that they are well experienced in the profession. As indicated in Table 11 the headteacher is a principal superintendent and the P6 teacher is a Senior Superintendent.

TABLE 11
PARTICULARS OF TEACHERS

LEVEL	NUMBER OF TRS	GENDER	QUALIFICATION	EXPERI.	POSITION	RANK
1	1	F	Cert A	4yrs	C/T	Teacher
2	1	F	Cert A	5yrs	C/T	"
3	1	M	Cert A	33yrs	Head/tr	PrinSup
4	1	F	Cert A	5yrs	C/T	Teacher
5	1	M	Cert A	35yrs	"	PrinSup
6	1	M	Cert A	21yrs	"	SnrSup
Total	6					

Note. Snr.Supt = Senior Suprentendant; PrinSup = Principal Superintendent; C/T = Class teacher.

The urinal was at the time of this research under construction. The school had neither a library nor toilet facilities. It had no garden nor farm though the community is predominantly farmers. The school had no first aid box. However, there was a hospital at Agona Swedru, not far from the village. There was no properly prepared football field so the school relies on an open field in the Eastern fringes of the village whenever the need arises. Since there was no permanent structures for canteen food peddlers sell their items under shady trees. There is a non-functioning water tap on the school premises.

It appears that majority of the parents and guardians do not have any positive attitude towards the quality of education their wards were receiving at school.

The school environment is generally very serene and ideal for effective teaching and learning. There is hardly any disturbances from the houses near the school.

However, there are cases of drop-out and especially absenteeism among pupils. There are also instances where some pupils do not participate in classwork because they do not have writing materials - pen, pencil or an exercise book for class exercises.

BABINSO PRIMARY SCHOOL

School Profile

Established in 1967 by the local authority and with the community assistance, Babinso Primary School is managed by the Adjumako-Enyan-Essiam district Assembly. As the name implies, this school is located at Babinso, a village in the aforementioned district of the Central Region of Ghana and on latitude 6 degrees North and Longitude 1.5 degrees West. The village is about 1.6 km from Ajumako, the district capital and has a population of 487.

The school is at the outskirts of the village and close to the Ajumako Besiase road. At the time of the research, the school block had dwarf walls made of mud and plastered though parts of it had peeled off. The walls had never been painted but the floors of the rooms had been cemented. However, several "patches" of the floors were broken creating what can be described as "pot-holes" here and there. The school had three main classrooms which had been divided into two each by sawn boards. The store/office of the school is at the end of the front verandah. Virtually, all materials of the school like textbooks were kept in two cupboards in this office. The classrooms had no pictures on the walls.

Two concrete chalkboards were found in each classroom, one in front of the class and the other at the back. The only movable items in the classrooms were dual tables and forms for the pupils and tables and chairs for the teachers.

As Table 12 indicates, there were 46 boys and 33 girls--a total of 76 pupils in the school, during the period of the visits. The staff of Babinso Primary School included 3 teachers all of whom were 4-year Certificate 'A' holders with teaching experiences ranging between 2 and 25 years. Each of these teachers taught two classes-- "a combined class". It must be stated that only one of the teachers stayed at Babinso. The rest including the headteacher lived at Ajumako.

TABLE 12
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	8	6	14
2	7	4	11
3	4	5	9
4	8	4	12
5	6	7	13
6	13	7	20
TOTAL	46	33	79

TABLE 13
PARTICULARS OF TEACHERS

LEVEL	NUMBER OF TRS	GENDER	QUALIFICATION	RANK/EXPERI.	POSITION	RANK
1	1	F	Cert A	9yrs	C/T	Teacher
2						
3	1	F	Cert A	27yrs	Head/tr-	PrinSup
4						
5	1	M	Cert A	3yrs	C/T	Teacher
6						
Total	3					

Note. Head/tr = Headteacher; PrinSup = Principal Superintendent; C/T = Class teacher.

The school compound is dotted with mango trees. There is also a playing ground and a building for a kindergarten unit. However, the school does not have toilet and canteen facilities. Food is sold by individual vendors under mango trees.

The relationship between the school and the community is a healthy

one. The community takes an active role in the school's infrastructural expansion programmes and according to information received from the executives of the Town Development committee and the Parent-Teacher Association, the community has accepted the responsibility of maintaining the school block and the provision of furniture.

SWEDRU A.D.C PRIMARY "C"

School Profile

The school was built by the government of Ghana in 1961. It is situated at Agona Swedru in the Agona district of the Central Region of Ghana. Agona District (ADC) Primary 'C' school is located on the Swedru-Nsawam road in Swedru and about 3 km East of the town. The school borders the road with the Hospital to the West and *Safo* Village to the East of it. To the South of the school, across the road, is the Swedru Technical and Vocational Training Institute and bordering it to the North is a COCOBOD Workshop.

Swedru itself is a commercial town, 10 km north of the Cape Coast - Accra road branching off at Winneba Junction. It is 90 km from Cape Coast. As one of the active urban towns in Ghana, the citizens of Swedru enjoy a reasonably high standard of living and this relative advantage has a tremendous impact on their perception of the value of education. The keen interest shown by the PTA in the quality of the children's education demonstrates the high premium the people place on education.

The school has a block of 7 rooms. One of these rooms is used as the headteacher's office and a store room while the other rooms (6 rooms) are used as classrooms. To the North of the main block of classrooms is a three-room wooden structure built in 1992 to house a section of classes One, Two, and Three. The wooden structure is uncompleted but has been roofed with palm tree fronds and utilized in order to alleviate the problem of congestion in classes 1, 2, and 3 in the main block. The

floor of this structure is made of concrete and the rooms are as spacious as those in the permanent school block. An additional temporary classroom has been added to this B stream in the wooden structure to house class 4 B. This brings to ten the number of classes in the school at the time of the research.

The school in the 1993/94 academic year had a total pupil population of 408 of which 221 were boys and 187 girls. Table 14 gives the details of this enrolment class by class and gender. It must be mentioned that for the double stream classes only the "A" stream was used for the study.

TABLE 14
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1A	30	22	52
1B	31	18	49
2A	21	19	40
2B	25	20	45
3A	20	25	45
3B	14	18	32
4	22	21	43
5	30	17	47
6	28	27	55
TOTAL	221	187	408

Since the ADC Primary 'C' had ten classes during the 1993/94 academic year staffed with ten teachers all of whom were professionals or trained teachers, one for each class, Only one of the ten was a male teacher. These teachers had teaching experiences that ranged between two and 26 years. In addition to these ten teachers was the headteacher who was detached. Table 15 gives a full picture of the particulars of these teachers.

Between the primary School main block and the JSS building is the sports field for the JSS pupils. There is a Volley ball pit there. The

area between the Primary block and the main road is the sports field for the Primary School.

The school also has a partitioned urinal for boys and girls to the west of the wooden classroom block. There is a standing pipe between the Primary School and the Junior Secondary School. A plastic container of drinking water is at the primary school under a mango tree.

TABLE 15
PARTICULARS OF TEACHERS

LEVEL	NUMBER OF TRS.	GEN- DER	QUALI- FICATI ON	EXPERI	POSI- TION	RANK
1A	1	F	Cert A	21yrs	C/T	Snr.Sup
1B	1	F	Cert A	3yrs	C/T	Teacher
2A	1	F	Cert A	20yrs	C/T	Snr.Sup
2B	1	F	Cert A	14yrs	C/T	Teacher
3A	1	F	Diploma	22yrs	"	Snr.Sup
3B	1	F	Cert A	14yrs	"	Asst.Sup
4A	1	F	Cert A	16yrs	"	Prin.Sup
4B	1	F	Cert A	2yrs	"	Teacher
5	1	F	Cert A	16yrs	"	Asst.sup
6	1	M	Cert A	26yrs	"	Snr.Sup
Other	1	M	Cert A	20yrs	Head/Det	Snr.Sup
Total	11					

Note. Head/Det. = Detached Headteacher; Diploma = Diploma in Akan.

A group of trees located between the JSS building and the COCOBOD Workshop serve as the canteen for the two schools. Women sit under the trees and sell food to the pupils. There is a refuse dump at this spot in the bush near the Poultry Farm.

NYINASE CATHOLIC PRIMARY

School Profile

The school was established in 1985 to absorb the excess pupils in the Catholic Primary A at Nyinase. It is managed by the Catholic Educational Unit in Cape coast. The school is situated in a big village in the Twifu Hemang Lower Denkyira District in the Central Region of Ghana. The village, Nyinase, is about 85 km from Cape coast.

As at the time of the research, the schools' permanent building of six-classroom block with an office and store was under construction by the community. Hence, P1 - P3 were accommodated in the Catholic Church house while P4 - P6 used as classroom a wall-less shed on the same site.

The school is one of the equity schools so the Primary Education Project (PREP) has supplied a number of dual desks to P4 - P6 pupils. P1 and P3 pupils are using tables and chairs brought from their respective homes while P2 uses benches belonging to the church. Each of the 6 teachers has a table and a chair which are kept in the church.

Table 16 indicates that the school has a population of 209

TABLE 16
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	21	20	41
2	18	18	36
3	13	19	32
4	18	24	42
5	21	14	35
6	11	12	23
TOTAL	102	107	209

pupils made up of 102 boys and 107 girls. The detail of gender

per each class is outlined in the table.

Of the six teachers on staff only two are professionally trained. Incidentally, all the non-professional teachers handle the four classes selected for the study.

TABLE 17
PARTICULARS OF TEACHERS

LEVEL	NUMBER OF TRS	GEN- DER	QUALI- FICATI ON	EXPERI	POSI- TION	RANK
1	1	M	CERTA	25yrs	Head/tr	Snr.Sup.
2	1	F	MSLC	9yrs	C/T	Pup.Tr
3	1	M	MSLC	9yrs	"	"
4	1	M/	MSLC	15yrs	"	"
5	1	M	MSLC	11yrs	"	"
6	1	M	CERTA	22yrs	"	Snr.Sup
Total	6					

The school has neither toilet nor library facilities. There is a grassed playing ground between the Catholic Church house and the shed being used as classrooms. There is no permanent Canteen facilities so private sellers sell under a tree.

The school serves pupils from several villages including Abasa; Kojokrom, Ofeikrom, Goromesa and the Northern part of Nyinase Village. The school has a seemingly dormant Parent-Teacher Association. The only unifying factor between the school and the community is the construction of the community school block which occasionally brings the parents together to work and take decisions affecting the school.

Apart from granting permission to use the church premise for classes, the Catholic church which owns the school does nothing significant for the school in terms of the supply of teaching-

learning materials.

EBENEZER METHODIST PRIMARY SCHOOL, MPOHOR

School Profile

The school was founded by the local Methodist Church during the 1974/75 academic year as a private school but was absorbed into the public system in 1976/77 academic year. During the two years that it operated as a private school salaries of teachers were paid by a leading church member Mr. Stephen Krakue while the church provided sheds as classrooms near the chapel. (Mr. Krakue is a lawyer by profession and a businessman. He is the Managing Director of the Benso Oil Palm Plantation and in recent years, has become one of the leading philanthropist in the Western Region of Ghana.) The school's present premises was built by Mr. Stephen Krakue in 1985. It is managed by the Methodist Educational Unit and administered by the headteacher with the support of the other teachers.

The School is situated at the western part of the town, MpoHOR, in the MpoHOR-Wassa East District of the Western Region of Ghana. The town is 13 km off the Takoradi-Tarkwa road along a branch road at Apowa, 5 km from Takoradi. The school is about 0.5 km from the main lorry park of the town, along the state farms road. There was a main block which, at the time of the research, had unplastered dwarf walls made of cement blocks. This block contains P3 - P6 classrooms. Part of a large space in front of the block serves as the headteachers office. An office complex being built by the PTA was under construction. A shed houses P1 and P2.

The classrooms have no ceilings but the floors were cemented. There were neither pictures on the walls of the classrooms nor were there cupboards for the storage of children's books. So

pupils' textbooks and exercise books were kept in the teacher's homes and carried in baskets to and from the school each day. Each pupil had a table and a chair. The only things found in the classrooms were pupils' tables and chairs.

Table 18 shows that the school has a population of 463 pupils. Two hundred and forty of them are boys and 223 girls.

TABLE 18
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1A	18	17	35
1B	18	21	39
2A	24	17	41
2B	13	19	32
3A	20	22	42
3B	27	17	44
4A	21	17	38
4B	23	17	40
5A	15	21	36
5B	21	20	41
6A	17	22	39
6B	23	13	36
TOTAL	240	223	463

Table 19 indicates that there are 12 teachers on staff, 10 of whom are male and two female. The teaching experiences of the members of staff range between 3 and 20 years. Seven of the teachers on staff are professional teachers who have at least taken a four-year course in elementary school teaching. A careful study of the ranks of the teachers indicate that they are hard working and that it is possible to observe a good quality of teaching in this school. Though a few are untrained teachers

(5) they have in their midst experienced colleagues from whom they can acquire knowledge to enable them enrich their teaching skills.

TABLE 19
PARTICULARS OF TEACHERS

LEVEL	NUMBER OF TRS	GENDER	QUALIFICATION	EXPERI	POSITION	RANK
1A	1	M	GCE.OL	3yrs	C/T	Teacher
1B	1	M	CERT A	20yrs	Head/tr	Pri.Sup
2A	1	M	CERT A	7yrs	C/T	Asst.Sup
2B	1	F	MSLC	10yrs	C/T	Teacher
3A	1	M	MSLC	11yrs	C/T	"
3B	1	M	GCE.OL	11yrs	C/T	"
4A	1	M	CERT.A	8yrs	C/T	Sup.
4B	1	M	Cert A	15yrs	C/T	SnrSup
5A	1	M	MSLC	7yrs	C/T	Teacher
5B	1	F	CERT.A	9yrs	C/T	AsstSup
6A	1	M	CERT.A	5yrs	C/T	Teacher
6B	1	M	CERT A	3yrs	C/T	Teacher
Total	12					

Note. Pri. Sup. = Principal Superintendent; Asst. Sup = Assistant Superintendent; Snr.Sup= Senior Superintendent. C/T = Classroom teacher.

The school had urinals but no lavatories. It also had a small garden fenced with bamboo sticks and a large compound with a field as playing ground.

There is a healthy relationship between the school and the community, although the people's perception of the value of education was low. Though the teachers were initially suspicious of the intentions of the CRIQPEG research team, a warm reception was ultimately given to the team.

OLD DABOASE JUNCTION ISLAMIC PRIMARY

School Profile

The school was established in 1986 by the defunct local committee for the Defense of the Revolution (CDR) but now under the management of the Shama-Ahanta East District Education Office. It started with classes 1, 2 and 3 with children of the village who were attending Aboso Methodist Primary School. Presently there are 6 classes and a kindergarten department.

The school is located at a village called Old Daboase Junction on the Cape coast - Takoradi highway in the Western Region of Ghana. It is at the Eastern part of the village, about 200 m off the main road and about 100 m from the nearest house. The school has no signboard and is not linked with any motorable road.

At the time of the research, the school had 3 classroom blocks, 2 of which were in good condition and were used. The third, housing P1 - P3 classes and in bad condition, was built with mud and roofed with thatch. The permanent dwarf-walled block that housed P4 - P6 was built with cement blocks and roofed with corrugated roofing sheets. There were however, no shutters for the doors. The heateacher's office and the store are in an abandoned school block.

As indicated in Table 20, the school has a total population 112 pupils and its made up of 61 boys and 51 girls. Their ages range between 6 and 15 years.

Table 21 shows that four of the eight teachers in the school, are trained as elementary school teachers and the other four are not. The teaching experiences of all the members of staff range from 3 to 5 years. The four untrained teachers were National Service personnel.

TABLE 20
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	9	10	19
2	6	6	12
3	11	15	26
4	13	7	20
5	16	6	22
6	6	7	13
TOTAL	61	51	112

TABLE 21
PUPILS' ENROLMENT

LEVEL	NUMBER OF TRS	GENDER	QUALIFICATION	EXPRI.	POSITION	RANK
1	1	M	CERT A		C/T	Teacher
2	1	F	CERT A		"	"
3	2	F	R.S.A III	N/S	N/S	"
		M	R.S.A.III	N/S	"	"
4	1	F	CERT A	1yr	C/T	Teacher
5	1	M	CERT A	8yrs	"	AsstSup
6	1	M	Cert A	13yrs	C/T	Sup
Other	1	M	Cert A	25yrs	Head/dt	SnrSup
TOTAL	8					

Note: Sup. = Superintendent; SnrSup = Senior Superintendent; N/S = National Service; C/T = Classroom teacher

The school's cassava farm is behind the school block and through visits to this farm, the pupils were exposed to

practical agriculture. There is a first aid box in the school. Since the school does not have school canteen, food vendors sell food directly to the children under the shade of trees.

There is a cordial relationship between the school and the community. Some of the parents visit the school occasionally to interact with the teachers and to get acquainted with problems facing the school.

There is a high incidence of absenteeism and the school's drop-out rate is alarming. Pupils are Usually driven out of class for fees, especially the District Assembly Education Development levy of ₵1,500 per pupil.

ARCHBISHOP PORTER 'B' KEY PRIMARY

School Profile

Archbishop Porter 'B' Key Primary School is a Catholic School located at Effiakuma, a populous and fast expanding suburb of Takoradi. It is approximaely 60 km from Cape Coast. It shares the same compound with another primary school and a Junior Secondary School.

The school was established in 1965 and runs a shift system with another stream. The building is made out of concrete and consists of 6 classrroms. The walls of the building and the Classrooms are very dusty because the school is situated on a dusty compound. There is no common room for the teachers and the headteacher's office is in the Junior Secondary School block adjacent to the primary school. The headteacher is also the head of the Junior Secondary School.

Classes 3 and 4 are partitioned with plywood with a large section of it broken. Noise is therefore easily carried from one classroom to another. This affects both teaching and learning greatly since the teacher has to contend not only with noise coming from her classroom but also those of the next.

The roofing on the building is aluminium and it appears to be in good condition. The doors and windows are made of wood and are all in good condition while at the same time lending themselves to locking securely after school.

The furniture found in the classrooms are mainly desks, tables, chairs and cupboards. The desks have been made to accommodate 2 pupils but in some cases 3 or 4 pupils share one desk. Because of lack of sufficient desks and chairs, few of the pupils are often seen squatting behind their tables. The following are the furniture for P2 to P5 pupils:

P2 - 26 tables and 52 chairs

P3 - 28 tables and 56 chairs

P4 - 13 desks, 8 tables and 8 chairs

P5 - 20 desks

In each classroom there is a teacher's table and chair. P2 and 3 have 2 cupboards each while P4 and 5 have one each. These contain the pupils exercise books and textbooks.

For its size and resources the school has a rather large pupil population. This, according to the headteacher is because most parents in the Effiakuma area and even outside consider the school as a good one and therefore make all attempts to enrol their children there.

On the whole the school can be said to have an almost 1:1 boys to girls ratio since out of a population of 233 pupils in the classes being observed 166 are boys and 117 are girls. Table 22 reflects a class by class pupil distribution.

TABLE 22
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
2	28	32	60
3	34	22	56
4	24	36	60
5	30	27	57
TOTAL	116	117	233

Note. This table shows the enrolment figures for the classes used in the research.

Each of the 4 classes visited has 2 teachers, a regular and a sixth former national service personnel to assist. All the regular teachers are female with teaching experiences ranging between two and 27 years. The National Service personnel assists mainly in filling reports, checking the register and mark pupils exercises. Table 23 gives the particulars of the regular teachers.

TABLE 23
PARTICULARS OF TEACHERS

LEVEL	NUM- BER OF TRS.	GENDER	QUALIFI- CATION	EXPERI	POSI- TION	RANK
2	1	F	Cert A	7yrs	C/T	
3	1	F	CERTA	2yrs	"	
4	1	F	CERTA		"	SnrSup
5	1	F	CERTA		"	PrinSup
6	1	M	CERTA	27yrs	Head/De	
TOTAL	5					

Note. Head/De = Detached Headteacher.

The community has very little to do with the school except through the Parent-Teacher Association (PTA). The PTA

Executives organise parents through monetary contributions to assist the school whenever the need arises. They have been called upon mainly to assist in providing furniture for pupils and sometimes for general repairs. Parents hardly visit the school to find out how their children are doing.

DABOASE UNITED PRIMARY

School Profile

The school was established in 1943 on the premises of the local Methodist church. It was later moved to its present site after the land had been acquired for the purpose of establishing a school.

The present school building was put up with the assistance of the Department of Community Development following the collapse of the initial structure. The school was an upshoot of a joint Anglican and Methodist Church Educational initiative. Presently, however, it is solely an Anglican school.

Daboase United Primary school is situated in Daboase, a town in the Western Region of Ghana. Daboase is about 6 km from its junction (Daboase Junction) off the Cape Coast-Takoradi road. In all, the township is about 53 km from Cape Coast. The school which is locatable on a hill, overlooks the main road entering the town.

The school has its own compound even though this is not enclosed. At the time of the visits, the Daboase United Primary School had a double stream A and B but did not run any shifts system as each stream had its own classrooms. Classes 4 to 6 of both streams were in cemented block buildings that were well roofed and well ventilated with good window and door frames that can be secured; at the time of the research. Classes 1 - 3 of both streams were at the time, however, in what can be described as pavilions (ie. in raised poles, well roofed

and open on all sides). All the classrooms have adequate furniture for the school children and these were always well arranged.

The school has a total population of 469 pupils comprising 256 boys and 215 girls. Table 24 shows the breakdown of this by class and gender.

TABLE 24
PUPILS' ENROLMENT

LEVEL	MALES	FEMALES	TOTAL
1A	21	21	42
1B	18	19	37
2A	26	19	45
2B	19	22	41
3A	20	17	37
3B	17	19	36
4A	20	20	40
4B	23	18	41
5A	22	17	39
5B	22	15	37
6A	21	15	36
6B	24	14	38
TOTAL	253	216	469

The school is administered by a detached headteacher of a Principal Superintendent rank and who holds a Certificate 'A' (Post B) qualification. In addition, there are twelve other teachers for the two streams of which four are females and the remaining eight are males. Table 25 indicates the particulars of these teachers and the classes they teach.

TABLE 25
PUPILS' ENROLMENT

LEVEL	NO. OF TERS	GENDER	QULIFI CAT- ION	EXPERI	POSI- TION	RANK
1A	1	F	Cert A	12yrs	C/T	Sup
1B	1	F	Cert A	5yrs	"	AsstSup
2A	1	F	CertA	3yrs	"	Teacher
2B	1	M	Cert. A	2yrs	"	Teacher
3A	1	M	Cert. A	2yr	"	Teacher
3B	1	M	GCE.OL	10yrs	"	Teacher
4A	1	M	Cert A	1yr	"	Teacher
4B	1	F	CertA	1yr	"	Teacher
5A	1	M	Cert A	3yrs	"	Teacher
5B	1	M	CertA	3yrs	"	Teacher
6A	1	M	Cert A	8yrs	"	Teacher
6B	1	M	Cert A	1yr	"	Teacher
OTHER	1	M	Cert A	32yrs	Headtr	PrinSup
Total	13					

There is no water facilities on the school's premises and no recreational facilities for the children as well. It however, has toilet facilities even though these are in need of repair. Food vendors sell food and water under nearby trees.

The involvement of the community in the affairs of the school was very high. Parent Teacher Association (PTA) officials were seen, during the visits, coming to the school regularly to sometimes supervise constructional work on the school blocks. They got involved in disciplinary matters and even visited parents of some pupils.

NYANKROM S.T.M.A. PRIMARY

School Profile

This school was established in 1985 with the help of the Sekondi-Takoradi Metropolitan Authority. The school is situated at the Northern outskirts of Nyankrom, a village in the Ahanta East District of the Western Region of Ghana. Nyankrom is on a branch road and is 2 km North-East of Shama-Junction, a village on the Takoradi-Accra road. The school is very close to the only third class road that links Nyankrom with the Takoradi-Accra trunk road. It shares the same premises with the local New Apostolic Church. A few metres North of the School is the public cemetery which is at the moment creeping towards the school.

The school block is in the form of an uncompleted dwarf-walled building roofed with corrugated sheets. The walls were neither plastered nor painted. The dwarf walls of P1 and P2 were yet to be completed. The classrooms had doorways but there were no door frames. Each class had a chalkboard. While P4 and P5 had concrete chalkboards the other classes used easels.

The headteacher's office, a very small one, was temporarily located in a separate block housed on the local new Apostolic church premises. It is this block that accommodated the kindergarten section.

There were enough tables and chairs for the pupils but few for the teachers. These were conveyed into the Apostolic Church for safe keeping after classes each day.

Nyankrom has pipe-borne water and electricity from the national grid. The availability of electricity in the village has created the opportunity for television viewing. The Village Committee has provided the inhabitants with a 24-inch Television set which is operated every evening in the Village Hall. Since its viewing is open to the public, children utilize the opportunity and enjoy watching programmes produced on the television.

The school had a total population of 121 pupils. As Table 26 indicates, 74 of the pupils are boys and the remaining 44 girls.

TABLE 26
PUPILS' ENROLMENT

LEVEL	MALE	FEMALE	TOTAL
1	13	14	27
2	9	12	21
3	10	5	15
4	17	2	19
5	15	5	20
6	13	6	19
TOTAL	77	44	121

There were six teachers on staff, four trained and two untrained, as at the time of the research. However, two of the teachers were working on contract basis. The ranks of the teachers as reflected in Table 27 indicates that the P1, P2, P4 and P6 teachers are highly experienced teachers.

Notwithstanding, the P4 teacher seem physically weak for his present position as contracted teacher. A more energetic teacher would be of tremendous help to the P4 children who are already weak academically.

There were no toilet facilities but a urinal was under construction at the time of the research. The school had a garden close by. There is quite a sizeable playground which is part of the normal compound and in front of the school block. There were no canteen facilities nor food vendors. There was therefore the tendency for pupils to run to the village to buy food during recess. The headteacher had a store in the office that was not for use.

TABLE 27
PARTICULARS OF TEACHERS

LEVEL	NUNBE ROF TRS	GEN- DER	QUALI- FICATI ON	EXPER	POSI- TION	RANK
1	1	M	Cert A	22yrs	Headtr	SnrSup
2	1	F	Cert A	Retired c/trat	C/T-	SnrSup
3	1	F	Cert A	5yrs	"	Teacher
4	1	M	Cert A	Retired c/trat	"	PrinSup
5	1	M	GCE OL	3yrs	"	Teacher
6	1	M	Cert A	12 yrs	"	SnrSup
TOTAL	6					

The community shows apparently no interest in the "welfare" of the school.

The school is very close to the only third class road that links Nyankrom with the Takoradi-Accra trunk road. The implication is that passers-by and moving vehicles posed a nuisance to school work. The pupils run to the village for food during break time to buy food as there was no canteen facilities and food hawkers.

A good number of the pupils wore torn or patched up uniform. While majority of them went to school bare-footed.

SEKYERE-KROBO D/C PRIMARY

School Profile

The Sekyere-Krobo D/C Primary School was established as a community school in 1944 and housed in the local Methodist Church house. It was officially handed over to the Tarkwa Local Council in 1949. At the time of the research the school was administered by the District Council through the office of the District Director of Education.

The school is located on the North-Eastern fringes of Sekyere-Krobo, a town in the Western Region of Ghana. The town is 14 km North East of Daboase, the District Capital. The two towns are linked by an untarred road.

Sekyere-Krobo had a population of about 6,500 at the time of the reaserch with farming as the main occupation of the inhabitants. Apart from Sekyere-Krobo the school draws its population from 14 villages which are within 4 km radius from the school. Each of the villages has its own idiosyncrasy. For instance Nyakanakpoe and Tamakloe villages are predominantly Ewe speaking communities. Pupils from the communities walk daily to school.

The school is a double-streamed one and has a population of 302 pupils and 13 teachers. The size of the classes ranged from 19 to 33 and generally the ratio of boys to girls is 1:1. See Table 28 for details of the enrolment figures.

The 13 teachers for the 2 streams consist of 5 females and 8 males. Out of the 13, nine of them are professionally trained. Their teaching experiences range between 1 and 42 years. The headteacher is detached and the remaining 12 handle the 12 classes of the two streams. Table 29 is a summary of staff particulars.

TABLE 28
PUPILS' ENROLMENT

LEVEL	MALES	FEMALES	TOTAL
1A	15	9	24
1B	15	13	28
2A	15	15	30
2B	15	18	33
3A	17	15	32
3B	16	13	29
4A	11	9	20
4B	10	10	20
5A	11	8	19
5B	11	10	21
6A	16	10	26
6B	11	10	24
TOTAL	163	130	293

A library is under construction close to the school block. There is no urinal nor toilet facilities in the school. Parts of the bush close to the Eastern end of the classroom block is used by both the town folk and pupils as toilet. Water for drinking and washing of hands are kept in a pail in the school office for both teachers and pupils. There is no well built canteen so part of the school compound close to the road is used by food vendors for selling to the pupils.

The Parent-Teacher Association was recently formed and its impact on the development of the school has as yet to be felt.

TABLE 29
PARTICULARS OF TEACHERS

LEVEL	NUM- BER OF TRS	GENDER	QUALI- FICATI ON	EXPERI	POSI- TION	RANK
1A	1	F	Cert A	3yrs	-	Teacher
1B	1	M	Cert A	42yrs	SnrSup	SnrSup
2A	1	M	Cert A	5yrs	C/T	Teacher
2B	1	M	MSLC	9yrs	"	"
3A	1	M	MSLC	9yrs	"	"
3B	1	F	GCE O/L	13yrs	"	"
4A	1	M	MSLC	9yrs	"	"
4B	1	F	Cert A	2yrs	"	"
5A	1	F	Cert A	3yrs	"	"
5B	1	M	Cert A	5yrs	"	"
6A	1	M	Cert A	3yrs	"	"
6B	1	M	CERT	6yrs	"	AsstSup
OTHERS	1	F	Cert A	27yrs	Head/dt	SnrSup
Total	13					

Note. Headtr/d = Detached Headteacher; AsstSup = Assist
Superintendent; SnrSup = Senior Superintendent; C/T = Class;
Teacher. GCE O/L=General Certificate of Education-Ordinary
Level.

PUPILS PERFORMANCE ASSESSMENT RESULTS

INTRODUCTION

The assessment of pupils' proficiency in the English language was carried out on primary two to primary five pupils. A total of 261 primary two (P2), 259 primary three (P3), 265 primary four (P4) and 254 primary five (P5) pupils were involved. The areas assessed were oral proficiency, reading and writing. The results in these areas are reported for each primary level and in terms of the type of school, ie. rural, urban and semi-urban.

PRIMARY TWO

This section reported the performance of the pupils in the three areas.

ORAL PROFICIENCY IN ENGLISH

This area of the English proficiency test comprised functional items, listening comprehension and oral expression.

Functional Items

On the functional items which were made up of everyday expressions such as "Good morning", "How are you ?", "What is the name of your school ?" etc., pupils exhibited differential abilities. As shown in Table 30 only about 13% out of the 261 pupils tested performed at the full mastery level. None of the pupils in 6 of the 14 schools could perform to the full mastery level. One of these schools was urban based; one semi-urban and the remaining 4 were rural based schools. Three out of the five schools which recorded 25% mastery were urban based while the remaining two schools were rural and semi-urban based.

As many as 135 pupils representing 52% of pupils tested performed to the partial level of mastery while 32% could perform only to the border level of mastery.

Listening Comprehension

Test items in this area sought to find out the extent to which pupils could comprehend simple instructions such as "Point to the picture of a girl" "Stand beside me" etc. The trend of pupils' performance as depicted in Table 30 below did not differ markedly from that of the functional items. Though overall performance on the test was

better than on the Functional Items, the rural pupils performed far below the level of their urban counterparts. Not a single pupil in two of the rural based schools could perform to the full mastery level. One of the rural based schools (No. 4) which scored 0% at full mastery level on the functional items, topped the full mastery list on the Listening comprehension test. Twenty-two (88%) of the pupils in this school performed to the full mastery level. In all 27.2% of the pupils in the 14 schools performed at the non-mastery level while 34.5% performed to the partial mastery level. About 38.3% of the pupils performed to the full mastery level.

Oral Expression

Pupils performance in this area of the Oral Proficiency test was extremely poor. Only one pupil out of the 216 testees could perform to the full mastery level. As shown in Table 30 below, eight of the fourteen schools did not have a single pupil who could perform even to the partial level mastery. It was in this area that the rural-urban dichotomy in performance, observed in the earlier two areas, could not be clearly seen. As many as 53.6% performed at the non-mastery level while 36.4% performed to the border level. This means that only 10% achieved the partial level of mastery on the Oral Expression test.

Again school No.4 topped the list in performance by recording 60% partial mastery.

The above results indicate that pupils generally have poor oral proficiency skills in the areas of functional expressions, oral expression and listening comprehension. However, the pupils performance on the Listening Comprehension items which in contrast to the other two areas does not involve use of oral expression suggest that the pupils have more difficulties in expressing themselves orally than in responding through non-verbal cues.

Writing Abilities

The second area where the 261 pupils were tested to determine their level of English proficiency was their language writing abilities. As shown in Table 31, below, three main activities in writing were performed by the testees. These were:

- (a) ability to copy letters;
- (b) ability to write name;

Table 30

PERFORMANCE BY SCHOOL OF PRIMARY CLASS 2 PUPILS ON THE ORAL PROFICIENCY TEST*

Sch. Code	Functional Items				Listening Compreh.			Oral Expression				# Tested	# in Class
	Non	Border	Partial	Full	Non	Partial	Full	Non	Border	Partial	Full		
1	(0) 0	(8) 2	(64) 16	(28) 7	(4) 1	(32) 8	(16) 16	(16) 4	(64) 16	(16) 4	(4) 1	25	28
2	(22) 5	(48) 11	(30) 7	(0) 0	(83) 19	(17) 4	(0) 0	(96) 22	(4) 1	(0) 0	(0) 0	23	23
3	(0) 0	(18) 2	(55) 6	(27) 3	(27) 3	(45) 5	(27) 3	(27) 3	(73) 8	(0) 0	(0) 0	11	11
4	(0) 0	(32) 8	(68) 17	(0) 0	(4) 1	(8) 2	(88) 22	(4) 1	(36) 9	(60) 15	(0) 0	25	31
5	(8) 2	(60) 15	(32) 8	(0) 0	(12) 3	(64) 16	(24) 6	(88) 22	(12) 3	(0) 0	(0) 0	25	39
6	(0) 0	(48) 12	(44) 11	(8) 2	(72) 18	(20) 5	(8) 2	(36) 9	(60) 15	(4) 1	(0) 0	25	35
7	(13) 2	(0) 0	(80) 12	(7) 1	(0) 0	(53) 8	(47) 7	(87) 13	(13) 2	(0) 0	(0) 0	15	32
8	(0) 0	(48) 12	(52) 13	(0) 0	(48) 12	(52) 13	(0) 0	(76) 19	(20) 5	(4) 1	(0) 0	25	47
9	(7) 1	(27) 4	(40) 6	(27) 4	(7) 1	(33) 5	(60) 9	(33) 5	(53) 8	(13) 2	(0) 0	15	60
10	(0) 0	(0) 0	(47) 7	(53) 8	(0) 0	(13) 2	(87) 13	(27) 4	(60) 9	(13) 2	(0) 0	15	45
11	(0) 0	(7) 1	(60) 9	(33) 5	(20) 3	(47) 7	(33) 5	(73) 11	(27) 4	(0) 0	(0) 0	15	68
12	(7) 1	(40) 6	(53) 8	(0) 0	(40) 6	(47) 7	(13) 2	(73) 11	(27) 4	(0) 0	(0) 0	15	23
13	(8) 1	(42) 5	(50) 6	(0) 0	(25) 3	(17) 2	(58) 7	(75) 9	(25) 3	(0) 0	(0) 0	12	12
14	(0) 0	(20) 3	(60) 9	(20) 3	(7) 1	(40) 6	(53) 8	(47) 7	(53) 8	(0) 0	(0) 0	15	30
TOTAL	12	81	135	33	71	90	100	140	95	25	1	261	484
	4.6	31	51.7	12.6	27.2	34.5	38.3	53.6	36.4	9.6	0.4		

* Figures in parenthesis are percentages in individual schools.

(c) ability to write words.

Ability to Copy Letters and Write Name:

The two activities were performed concurrently. Pupils were asked to write their names after brief introduction by the researcher. Pupils who could not write their names were asked to copy letters either written on a sheet or dictated by the researcher. Table 31 shows how the pupils in the 14 schools performed. Six schools recorded 100% full mastery on the task of letters copying. With the exception of two schools (Nos. 2 and 4) which recorded 26% and 28% full mastery respectively, the remaining schools recorded over 50% full mastery in this area. Looking at the 14 schools in general, 21.5% performed below the mastery level while 78.5% were able to accomplish the task to full mastery level. On the task of writing own name, only two schools (Nos. 1 and 14) achieved 100% level of full mastery while two schools (Nos. 2 and 13) had 100% level of non-mastery. More than half of the pupils (51.7%) could not write their own names.

Ability to Write Words:

On this task, pupils were given ten minutes to write as many words as they can. Table 31 shows the level of performance of the pupils tested. One hundred and eighteen pupils (45.2%) could not write a single word correctly. About a third of the pupils (30.7%) could write between 1 and 5 words but could not go beyond that. Only 6.5% could write more than sixteen words within ten minutes.

As far as individual schools are concerned it was only School No 2 where not a single pupil could write a single word. Pupils in ten out of the 14 schools could not perform the activity beyond 15 words. The best performing school on this task was School No. 14, a rural-based school.

The general impression that can be formed from the foregoing trend of performance is that most of the pupils (75.9%) lacked vocabularies and thus, could not perform the task beyond 5 words.

READING AND COMPREHENSION

The reading test involved five main activities: namely: Letter Recognition, Concepts About Print, Aided Reading, Most Used Words and Passage Reading which was followed by comprehension. Table 32, below shows pupils performance on the aforementioned areas tested.

Table 31
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 2 PUPILS ON WRITING
PROFICIENCY TEST*

Sch. Code	Copy Letters		Write Name		Write Words				# Tested	# in Class
	Non Mastery	Full Mastery	Non Mastery	Full Mastery	None	1 to 5	6 to 15	16+		
1	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(32) 8	(48) 12	(20) 5	25	28
2	(74) 17	(26) 6	(100) 23	(0) 0	(100) 23	(0) 0	(0) 0	(0) 0	23	
3	(36) 4	(64) 7	(73) 8	(27) 3	(45) 5	(36) 4	(18) 2	(0) 0	11	11
4	(72) 18	(28) 7	(92) 23	(8) 2	(72) 18	(28) 7	(0) 0	(0) 0	25	31
5	(8) 2	(92) 23	(12) 3	(88) 22	(80) 20	(8) 2	(12) 3	(0) 0	25	
6	(40) 10	(60) 15	(52) 13	(48) 12	(36) 9	(44) 11	(20) 5	(0) 0	25	
7	(0) 0	(100) 15	(87) 13	(13) 2	(73) 11	(20) 3	(7) 1	(0) 0	15	32
8	(0) 0	(100) 25	(24) 6	(76) 19	(20) 5	(44) 11	(32) 8	(4) 1	25	
9	(0) 0	(100) 15	(47) 7	(52) 8	(13) 2	(60) 9	(0) 0	(27) 4	15	60
10	(7) 1	(93) 14	(40) 6	(60) 9	(20) 3	(33) 5	(47) 7	(0) 0	15	45
11	(0) 0	(100) 15	(47) 7	(53) 8	(33) 5	(60) 9	(7) 1	(0) 0	15	68
12	(13) 2	(87) 13	(93) 14	(7) 1	(60) 9	(40) 6	(0) 0	(0) 0	15	23
13	(17) 2	(83) 10	(100) 12	(0) 0	(67) 8	(25) 3	(8) 1	(0) 0	12	12
14	(0) 0	(100) 15	(0) 0	(100) 15	(0) 0	(13) 2	(40) 6	(47) 7	15	19
Total	56	205	135	126	118	80	46	17	261	413
%	21.5	78.5	51.7	48.3	45.2	30.7	17.6	6.5		

Letter Recognition And Concepts About Print

In the letter recognition , pupils were presented with a sheet on which the letters of the alphabets - both capital and small - had been written. Pupils were to identify either letter name or sound. As depicted in Table 32 below, 77% of the pupils could not perform the act of recognition to full mastery level. Only 23% of the pupils achieved full mastery of performance in letter recognition. Most of the pupils who could not perform the task of letter recognition to an appreciable level were from the rural-based schools. Only one of the urban schools (No. 8) could not have a single pupil who performed to full mastery level.

Pupils' performance on the Concepts About Print as shown in Table 32 did not differ markedly from that of the Letter Recognition. Seventy-eight pupils (29.9%) performed at non-mastery level while only 28% could perform to full mastery level. As many as 42.1% performed the task to partial mastery level. Though there was not much difference between the rural and urban schools in performance on the task on Concepts About Prints, the inability of pupils in one of the rural-based schools (no. 2) to perform even to partial level of mastery is indicative of how performance on English Language test could generally be alarming in the rural areas where lack of resources and qualified personnel are common phenomena.

Aided Reading and Most Used Words:

Pupils were presented with a list of most used words in their English Readers and were asked to read them, first, without the researcher's assistance. This was followed by aided reading especially where the pupil could not read all the words correctly. Table 32 shows how the pupils performed on the test.

Pupils' performance on the most used words generally was extremely low. Only 3.8% of the 261 testees could perform the task even to partial mastery level. The rest 96.2% performed at non-mastery level. Looking at the schools individually only five schools had one or more pupils performing to a partial level mastery. The performance of pupils from rural and urban schools was comparable. For example, five out of the ten pupils who performed to the partial mastery level were from the urban schools.

Pupil performance improved slightly when they were aided to read the most used words. This improvement was in favour of pupils in urban Schools. For example, 3.4% of the pupils could perform to the

Table 32
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 2 PUPILS ON READING AND
COMPREHENSION TASKS*

Sch. Code	Letter Recognition			Concepts Abt. Print			Aided Reading			Most Used Words		
	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full
1	(4) 1	(36) 9	(60) 15	(4) 1	(40) 10	(56) 14	(60) 15	(28) 7	(12) 3	(92) 23	(8) 2	(0) 0
2	(83) 19	(17) 4	(0) 0	(100) 23	(0) 0	(0) 0	(100) 23	(0) 0	(0) 0	(100) 23	(0) 0	(0) 0
3	(27) 3	(55) 6	(18) 2	(64) 7	(27) 3	(9) 1	(100) 11	(0) 0	(0) 0	(100) 11	(0) 0	(0) 0
4	(36) 9	(44) 11	(20) 5	(0) 0	(44) 11	(56) 14	(96) 24	(4) 1	(0) 0	(92) 23	(8) 2	(0) 0
5	(72) 18	(24) 6	(4) 1	(12) 3	(48) 12	(40) 10	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0
6	(24) 6	(44) 11	(32) 8	(56) 14	(36) 9	(8) 2	(88) 20	(4) 1	(16) 4	(96) 24	(4) 1	(0) 0
7	(60) 9	(27) 4	(13) 2	(7) 1	(67) 10	(27) 4	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0
8	(48) 12	(52) 13	(0) 0	(8) 2	(76) 19	(16) 4	(92) 23	(8) 2	(0) 0	(100) 25	(0) 0	(0) 0
9	(20) 3	(13) 2	(67) 10	(33) 5	(53) 8	(13) 2	(60) 9	(27) 4	(13) 2	(80) 12	(20) 3	(0) 0
10	(13) 2	(33) 5	(53) 8	(20) 3	(67) 10	(13) 2	(93) 14	(7) 1	(0) 0	(100) 15	(0) 0	(0) 0
11	(73) 11	(13) 2	(13) 2	(53) 8	(20) 3	(27) 4	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0
12	(67) 10	(27) 4	(7) 1	(27) 4	(67) 10	(7) 1	(93) 14	(7) 1	(0) 0	(100) 15	(0) 0	(0) 0
13	(42) 5	(33) 4	(25) 3	(58) 7	(17) 2	(25) 3	(100) 12	(0) 0	(0) 0	(100) 12	(0) 0	(0) 0
14	(0) 0	(80) 12	(20) 3	(0) 0	(20) 3	(80) 12	(67) 10	(33) 5	(0) 0	(87) 13	(13) 2	(0) 0
Total	108	93	60	78	110	73	230	22	9	251	10	0
%	41.4	35.6	23	29.9	42.1	28	88.1	8.4	3.4	96.2	3.8	0

* Figures in parenthesis are percentages.

full mastery level and 8.4% at the partial mastery level. The rest of the pupils (88.1%) performed at non-mastery level. Fifty-five per cent of the pupils who could perform to the full mastery level were from the urban schools while the remaining were from the semi-urban schools. About 64 % of the pupils who could perform the aided reading task to full mastery level were from the urban schools, while the remaining were from the semi-urban and rural schools.

Reading and comprehension

In this type of test, pupils were asked to read a passage from their Reader 2 textbook. This was followed by a short oral comprehension based on the passage read. Table 33 below shows pupils' performance on the task.

Most of the testees could not read the passage nor answer the comprehension questions. Only 0.8% of the 261 testees could perform the passage reading task to full mastery level. Thirty-three pupils (12.6%) could read at partial level of mastery, while as many as 86.6% of the pupils performed at the non-mastery level. Not a single pupil could perform the task of reading beyond the non-mastery level in 6 schools, 5 of which were rural based schools, while the remaining one was in a semi-urban setting. The few pupils who could read at partial and full mastery levels were mostly from the urban based schools. Twenty out of the 33 pupils who could read to the partial level of mastery were from the urban-based schools, while the remaining 7 and 6 pupils were from the semi-urban and rural based schools respectively.

Pupils' performance on the comprehension test was an exact replica of the reading results. Fifteen out of the 19 pupils who could perform the comprehension task up to the partial level of mastery were from the urban-based school while all the five pupils who performed at the full mastery level were from the urban schools.

Generally, 90.8% of the pupils could not perform the comprehension task. Only 19 and 5 pupils could perform the task to partial and full mastery levels respectively.

In general, the performance of the Primary Two pupils on the English Proficiency Test was very low. Table 4 which gives the general performance of the 261 pupils in terms of school type shows that pupils were very weak in reading and comprehension (mean % = 10) and Oral Proficiency (mean % = 17.0). The specific areas of difficulty

TABLE 33 ^Q
 PERFORMANCE BY SCHOOL OF PUPILS ON READING
 AND COMPREHENSION*

Sch.	P2 Passage			P2 Comprehen.			# Tested
	Code	N	P	F	N	P	
1	(52) 13	(44) 11	(4) 1	(52) 13	(36) 9	(12) 3	25
2	(100) 23	(0) 0	(0) 0	(100) 23	(0) 0	(0) 0	23
3	(100) 11	(0) 0	(0) 0	(100) 11	(0) 0	(0) 0	11
4	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	25
5	(92) 23	(8) 2	(0) 0	(100) 25	(0) 0	(0) 0	25
6	(80) 20	(20) 5	(0) 0	(96) 24	(0-) 0	(4) 1	25
7	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	15
8	(88) 22	(12) 3	(0) 0	(96) 24	(4) 1	(0) 0	25
9	(67) 10	(26) 4	(7) 1	(60) 9	(33) 5	(7) 1	15
10	(87) 13	(13) 2	(0) 0	(100) 15	(0) 0	(0) 0	15
11	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	15
12	(93) 14	(7) 1	(0) 0	(100) 15	(0) 0	(0) 0	15
13	(100) 12	(0) 0	(0) 0	(100) 0	(0) 0	(0) 0	12
14	(67) 10	(33) 5	(0) 0	(73) 11	(27) 4	(0) 0	15
Total	226	33	2	237	19	5	261
%	87.6	12.6	0.8	91	7	2	

* Figures in parenthesis are percentages

Note. N = Non-Mastery; P = Partial Mastery;
 F = Full Mastery

TABLE 34
SUMMARY OF FULL MASTERY LEVEL PERFORMANCE ON ENGLISH
PROFICIENCY TEST.

Type of English	Aspect of English Tested	Type of School	No. of Testees	Full Mast.	
				No.	%
Oral Proficiency	Functional Items	Urban	80	19	24
		Semi-Ur.	65	7	11
		Rural	116	7	6
	Listening Comprehension	Urban	80	38	48
		Semi-Ur.	65	13	20
		Rural	116	49	42
	Oral Expression	Urban	80	1	1
		Semi-Ur.	65	0	0
		Rural	116	0	0
	Mean %	All	261		17.0
Writing	Ability to Copy Letters	Urban	80	79	99
		Semi-Ur.	65	53	82
		Rural	116	73	63
	Write name	Urban	80	61	76
		Semi-Ur.	65	42	65
		Rural	116	23	20
	Ability to write more than 16 wd	Urban	80	10	13
		Semi-Ur.	65	0	0
		Rural	116	7	6
	Mean %	All	261		44
Reading/Compreh	Letter Reco.	Urban	80	33	41
		Semi-Ur.	65	11	17
		Rural	116	16	14
	Concept abt Print	Urban	80	22	28
		Semi-Ur.	65	16	25
		Rural	116	35	30
	Aided Reading	Urban	80	5	6
		Semi-Ur.	65	4	6

	Rural	116	0	0
Most Used words	All	261	0	0
Reading of Passage	Urban	80	2	2
	Semi-Ur.	65	0	0
	Rural	116	0	0
Comprehension	Urban	80	4	5
	Semi-Ur.	65	1	2
	Rural	116	0	0
Mean %	All	261		10

were oral expression, ability to write more than 16 words, reading common words and passages and comprehension of passages read. The table also shows that pupils performance in English proficiency was in general, directly related to school type, ie. urban, semi-urban, rural. Pupils problems in all the areas tested, generally, rose from mild to profound in the urban to the rural-based schools.

PRIMARY THREE PUPIL ASSESSMENT RESULTS

Primary three (P3) pupils' assessment result covered the three areas of English proficiency, namely, oral, reading and writing. In the reading area, pupils were also assessed on their reading and comprehension of passages in the P2 and P3 reading texts. The result is reported for a total of 259 P3 pupils in the 14 schools used in the study. Eighty of the pupils were from schools in urban areas, 65, from semi-urban schools and 114 from rural schools.

Oral Proficiency

Table 35 indicates the performance of primary 3 pupils in the 14 school on oral proficiency which covered the two aspects of language-listening and speaking. The results shows that on the average only a negligible proportion, 2.7% and 1.2% of the 259 pupils tested achieved full mastery of the functional use of English and oral expression respectively. On the other hand a reasonable proportion (42.1%) exhibited full mastery of listening comprehension.

The result also shows that there was higher percentage of pupils who had non-mastery of the functional (32%) and oral expression (60.6%) items (both of which require speaking) than those with non-mastery of the listening items (23.6%).

These results seem to suggest that the primary 3 pupils were better able to understand the spoken word but were unable to express themselves orally. Questions requiring non-verbal responses or physical activities such as those found in the listening comprehension task generated better performance than those requiring pupils to use the spoken word as in the functional items and oral expression tasks.

Although some of the functional and oral expression items required responses of similar lengths and complexities, the pupils did better on the former than on the latter as the results showed. This may be due to the higher frequency with which expressions which are similar to or identical with the expected responses of the functional items are heard or used by the pupils. It may also be due to the fact that some of the oral expression items required pupils to say the complete sentence, eg. *the colour of the cross on the ambulance is red* for the full marks.

However, the fact that more than half (57.9%) of the pupils tested failed to achieve full mastery of the listening items seems to

Table 35
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 3 PUPILS ON THE ORAL PROFICIENCY TEST*

Sch. Code	Functional Items				Listening Compreh.			Oral Expression				# Tested	# in Class
	Non	Border	Partial	Full	Non	Partial	Full	Non	Border	Partial	Full		
1	(0) 0	(40) 10	(44) 11	(16) 4	(0) 0	(16) 4	(84) 21	(0) 0	(64) 16	(24) 6	(12) 3	25	46
2	(100) 21	(0) 0	(0) 0	(0) 0	(67) 14	(24) 5	(10) 2	(100) 21	(0) 0	(0) 0	(0) 0	21	21
3	(44) 4	(56) 5	(0) 0	(0) 0	(33) 3	(56) 5	(11) 1	(89) 8	(11) 1	(0) 0	(0) 0	9	9
4	(0) 0	(48) 12	(52) 13	(0) 0	(0) 0	(40) 10	(60) 15	(0) 0	(24) 6	(76) 19	(0) 0	25	28
5	(56) 14	(28) 7	(16) 4	(0) 0	(20) 5	(60) 15	(20) 5	(76) 19	(24) 6	(0) 0	(0) 0	25	31
6	(72) 18	(28) 7	(0) 0	(0) 0	(76) 19	(24) 6	(0) 0	(100) 25	(0) 0	(0) 0	(0) 0	25	49
7	(13) 2	(52) 13	(0) 0	(0) 0	(20) 3	(60) 9	(20) 3	(93) 14	(7) 1	(0) 0	(0) 0	15	29
8	(20) 5	(56) 14	(24) 6	(0) 0	(12) 3	(20) 5	(68) 17	(32) 8	(64) 16	(4) 1	(0) 0	25	53
9	(7) 1	(53) 8	(27) 4	(13) 2	(13) 2	(7) 1	(80) 12	(33) 5	(27) 4	(27) 4	(0) 0	15	72
10	(0) 0	(93) 14	(7) 1	(13) 2	(13) 2	(73) 11	(13) 2	(73) 11	(27) 4	(0) 0	(0) 0	15	37
11	(20) 3	(73) 11	(7) 1	(0) 0	(20) 3	(53) 8	(27) 4	(93) 14	(7) 1	(0) 0	(0) 0	15	91
12	(71) 10	(29) 4	(0) 0	(0) 0	(43) 6	(43) 6	(14) 2	(100) 14	(0) 0	(0) 0	(0) 0	14	15
13	(13) 2	(47) 7	(33) 5	(7) 1	(7) 1	(20) 3	(73) 11	(47) 7	(33) 5	(20) 3	(0) 0	15	26
14	(20) 3	(67) 10	(13) 2	(0) 0	(0) 0	(67) 10	(33) 5	(73) 11	(27) 4	(0) 0	(0) 0	15	32
Total	83	122	47	7	61	89	109	157	66	33	3	259	
	32	47.1	18.1	2.7	23.6	34.4	42.1	60.6	25.5	12.7	1.2		

* Figures in parentheses are percentages.

indicate that many of the pupils find it difficult to comprehend spoken English. This was supported by instances, during the administration of the test, where some of the pupils either sat still and looked confused or performed irrelevant tasks. In some cases, although the pupils responded correctly, their responses were slow and hesitant. It appeared that such pupils lacked confidence in the correctness of their responses.

Mackay (1978) stated that fluency in expression is a function of vocabulary size and of frequency of use. It may thus be inferred that apart from the fact that the pupils tested lacked sufficient vocabulary to express their thoughts, they may also not have had ample opportunity in and outside school to use whatever vocabulary they might have acquired or were not confident enough to express themselves in English when the opportunity arose.

The pupils' limited vocabulary may also be the cause of their slow responses to spoken instructions and also of the inability of a large proportion of them to understand instructions and ideas expressed in English.

On the whole the lowest performance in the oral proficiency test was recorded in School 2, a rural based school, where all the 21 pupils scored non-mastery grades in the functional and oral expression tests with only 2 of them scoring mastery grades in the listening comprehension test.

An examination of Table 36 shows that pupils in the urban schools did slightly better in the Oral Proficiency Test than those in the rural schools. Pupils in the urban schools did much better than their counterparts in rural schools in all three aspects of oral proficiency. For example, 8% of pupils from urban schools achieved full mastery on the functional items while only 1% from rural school setting reached full mastery. Also, all those who attained full mastery on oral expression were from urban schools. This may be due to the access most pupils in the urban schools have to radio, television and library services (children's library). For instance, 19% and 11% of the urban pupils were able to read and comprehend the P2 reading passage compared to 2% and 0% of the rural pupils respectively. Also 31% and 4% of the urban pupils achieved mastery in reading and comprehending the P3 passage in contrast to rural pupils who had only 4% and 0% achieving mastery. A similar pattern was found on the letter recognition, concepts about print, aided reading and most used words tasks. Urban pupils (81% and 83%) had better skills in recognising the letters of the alphabet and concepts about useage of print than

TABLE 36

SUMMARY OF PRIMARY 3 PUPILS' MASTERY OF ENGLISH LANGUAGE PROFICIENCY BY SCHOOL TYPE (URBAN N=80; SEMI-URBAN, N=65; RURAL, N=114)

ENGLISH PROFICIENCY		SCHOOL TYPE	FULL MASTERY	
			#	%
Oral Proficiency	Functional Item	Urban	6	8
		Semi-Urban	0	0
		Rural	1	1
	Listening Comprehension	Urban	61	76
		Semi-Urban	9	14
		Rural	39	34
	Oral Expression	Urban	3	4
		Semi-Urban	0	0
		Rural	0	0
MEAN PERCENTAGE				15
READING AND P 2	Letter Recognition	Urban	65	81
		Semi-Urban	27	42
		Rural	50	44
	Concept About Print	Urban	66	83
		Semi-Urban	23	35
		Rural	61	54
	Aided Reading	Urban	35	44
		Semi-Urban	6	9
		Rural	7	6
	Most Used Words	Urban	25	31
		Semi-Urban	4	6
		Rural	6	5
	Passage Reading P 2	Urban	15	19
		Semi-Urban	0	0
		Rural	2	2

COMPREHEN.	Passage Reading P 3	Urban	25	31
		Semi-Urban	2	4
		Rural	5	4
	Reading Compreh. P 2	Urban	9	11
		Semi-Urban	0	0
		Rural	0	0
	Reading Compreh. P3	Urban	3	4
		Semi-Urban	0	0
		Rural	0	0
OVERAL MEAN		PERCENTAGE	21	
WRITING	Copy Letters	Urban	77	89
		Semi-Urban	65	100
		Rural	98	86
	Write Name	Urban	71	89
		Semi Urban	42	65
		Rural	41	36
	Write Words	Urban	34	43
		Semi Urban	0	0
		Rural	6	5
OVERAL MEAN		PERCENTAGE	56	

the rural pupils(44% and 54% respectively. Also 31% of the urban pupils as compared to 5% of rural pupils were able to pronounce the most used words. In aided reading, 44% of urban pupils compared to 6% rural pupils achieved mastery.

Of the pupils in the urban schools, the performance of those in school 1 in the oral proficiency test was better than their counterparts in the three other urban schools. These may be the result of the lower teacher to pupil ratio in the class (1:46) compared with that of for example, schools 8 (1:53) or school 9 (1:72).

Other remote factors may be the use of English in all lessons in school 1 irrespective of the class, the insistence of the teachers on the use of English in class and the frequent use of English among the teachers themselves.

Table 37 shows that an appreciable proportion (54.8%) of the pupils tested scored full mastery grades in the letter recognition test. The table also shows that 18.5% of the pupils had not mastered this skill which is an important pre-requisite for letter shaping, spelling, pronunciation and reading. This perhaps explains why a high proportion (59.8%) of the pupils scored non-mastery grades in the aided reading test.

The percentage failure in the unaided reading test is understandably higher - 81.4%. About 60% could not read at all even when help was being given. This higher figure may be due to the difficulty, the pupils in question face in identifying the letters that make up the words before making an attempt to pronounce such words. Words may be pronounced by analysis, by sight, or by context. Since an appreciable proportion of the pupils could not master the letter recognition task, it will be difficult for them to combine letters to form comprehensive words. On the other hand if a word was pronounced first by the researcher its visual identification was less difficult. In some cases the pupils first mouthed the words before going through the list of words.

The results showed that 57.9% of the pupils had fully mastered the concepts about print with 33.6% of them achieving partial mastery of the tasks involved. The rest scored non-mastery grades. This may be due to the fact that most of the pupils were not often given their class texts. Hence the inability of some of them to know how to use their class texts properly. Table 36 show that while 12.4% of the pupils showed full mastery of the P3 read ing passage only 6.6% of them achieved the same measure

Table 37
Performance by School of P3 Pupils On Reading Tasks*

Sch	Letter Recognition			Concepts About Print			Aided Reading			Most Used Word		
	Code	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full	Non	Partial
1	(4) 1	(16) 4	(80) 20	(0) 0	(12) 3	(88) 22	(24) 6	(12) 3	(64) 16	(32) 8	(32) 8	(36) 9
2	(62) 13	(33) 7	(5) 1	(0) 0	(0) 0	(100) 21	(100) 21	(0) 0	(0) 0	(100) 21	(0) 0	(0) 0
3	(0) 0	(56) 5	(44) 4	(56) 5	(44) 4	(0) 0	(89) 8	(11) 1	(0) 0	(78) 7	(22) 2	(0) 0
4	(20) 5	(44) 11	(36) 9	(0) 0	(32) 8	(68) 17	(76) 19	(24) 6	(0) 0	(84) 21	(16) 4	(0) 0
5	(12) 3	(36) 9	(52) 13	(0) 0	(36) 9	(64) 16	(68) 17	(28) 7	(4) 1	(72) 18	(24) 6	(4) 1
6	(28) 7	(36) 9	(36) 9	(0) 0	(80) 20	(20) 5	(72) 18	(16) 4	(12) 3	(88) 22	(4) 1	(8) 2
7	(20) 3	(47) 7	(33) 5	(0) 0	(27) 4	(73) 11	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0
8	(0) 0	(12) 3	(88) 22	(0) 0	(0) 0	(100) 25	(36) 9	(28) 7	(36) 9	(52) 13	(16) 4	(32) 8
9	(7) 1	(20) 3	(73) 11	(20) 3	(53) 8	(27) 4	(27) 4	(27) 4	(47) 7	(33) 5	(20) 3	(47) 7
10	(7) 1	(14) 2	(80) 12	(0) 0	(0) 0	(100) 15	(47) 7	(33) 5	(20) 3	(60) 9	(33) 5	(7) 0
11	(33) 5	(33) 5	(33) 5	(67) 10	(20) 3	(14) 2	(53) 8	(33) 5	(14) 2	(80) 12	(14) 2	(7) 1
12	(0) 8	(0) 0	(40) 6	(7) 1	(50) 9	(27) 4	(73) 11	(20) 3	(7) 0	(80) 12	(7) 1	(7) 1
13	(0) 0	(20) 3	(80) 12	(14) 2	(47) 7	(40) 6	(67) 10	(7) 1	(27) 4	(67) 10	(7) 1	(27) 4
14	(7) 1	(7) 1	(86) 13	(7) 1	(80) 12	(14) 2	(14) 2	(67) 10	(20) 3	(60) 9	(33) 5	(7) 1
Tot	48	69	142	22	87	150	155	56	48	182	42	3518.5
%	18.5	26.5	54.8	8.5	33.6	57.9	59.8	21.6	18.5	70.3	16.2	13.5

* Figures in parenthesis are percentages

of competence when asked to read the P2 passage. The results are interesting and perhaps surprising since the P2 passage (75 words and in bold print) was shorter than the P3 passage (164 words).

A possible reason why the pupils performed better when reading the P3 passage might be their recent exposure to the P3 text as compared to the P2 text - which they might not have completely treated with their teachers.

The results showed that while 85.3% of the pupils scored non-mastery grades in the comprehension P2 passage, 92.3% of them scored non-mastery grades in the P3 comprehension. These results are hardly surprising since the pupils were required to verbalize their answers - a task a high proportion of them found difficult to accomplish as the results of the oral proficiency task showed.

One other possible reason for the dismal performance of the P3 pupils in the reading test might be that many of them may have been promoted from P2 to P3 without having achieved a reasonable measure of competence in reading tasks in the P2 text. The receiving teachers in P3 may not have diagnosed the pupils' deficiencies and went on to build on foundations which did not exist.

Table 38 shows the low performance of the pupils in schools 2, 4 and 7. All the pupils tested in school 2 scored non-mastery grades in the reading of the P2 and P3 passages and also in the P2 and P3 comprehension. The same applied to the pupils tested in schools 4 and 7. It is noteworthy that all three schools are situated in rural settings.

On the whole, as seen in Table 36, the pupils from schools in urban settings performed slightly better on the reading tasks compared to their counterparts from the rural schools. One possible reason may be the availability of better educational provisions including better qualified teachers in the urban schools.

An examination of Table 37 shows that although all the pupils tested in school 2 mastered the concepts about print, all of them scored non-mastery grades in the aided and most used words reading tests while more than half of them (13 out of 21) scored non-mastery grades in the letter recognition test. This perhaps explains the low performance of pupils in this school in the P2

P
TABLE 38

PERFORMANCE BY SCHOOL OF P3 PUPILS ON READING AND COMPREHENSION*

Sch. Code	P2 Passage			P2 Comprehension			P3 Passage			P3 Comprehension		
	N	P	F	N	P	F	N	P	F	N	P	F
1	(28) 7	(56) 14	(16) 4	(56) 14	(28) 7	(16) 4	(28) 7	(24) 6	(48) 12	(80) 20	(20) 5	(0) 0
2	(100) 21	(0) 0	(0) 0	(100) 21	(0) 0	(0) 0	(100) 21	(0) 0	(0) 0	(100) 21	(0) 0	(0) 0
3	(78) 7	(22) 2	(0) 0	(100) 9	(0) 0	(0) 0	(78) 7	(22) 2	(0) 0	(100) 9	(0) 0	(0) 0
4	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	(0) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0
5	(76) 19	(24) 6	(0) 0	(100) 25	(0) 0	(0) 0	(52) 13	(44) 11	(4) 1	(100) 25	(0) 0	(0) 0
6	(84) 21	(16) 4	(0) 0	(100) 25	(0) 0	(0) 0	(80) 20	(16) 4	(4) 1	(100) 25	(0) 0	(0) 0
7	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0
8	(52) 13	(24) 6	(24) 6	(72) 18	(28) 7	(0) 0	(36) 9	(32) 8	(32) 8	(80) 20	(20) 5	(0) 0
9	(33) 5	(33) 5	(33) 5	(33) 5	(33) 5	(33) 5	(33) 5	(33) 5	(33) 5	(33) 5	(47) 7	(20) 3
10	(93) 14	(7) 1	(0) 0	(100) 15	(0) 0	(0) 0	(87) 13	(13) 2	(0) 0	(100) 15	(0) 0	(0) 0
11	(93) 14	(7) 1	(0) 0	(100) 15	(0) 0	(0) 0	(93) 14	(7) 1	(0) 0	(100) 15	(0) 0	(0) 0
12	(79) 11	(21) 3	(0) 0	(100) 14	(0) 0	(0) 0	(86) 12	(7) 1	(7) 1	(100) 14	(0) 0	(0) 0
13	(67) 10	(20) 3	(13) 2	(73) 11	(27) 4	(0) 0	(73) 11	(13) 2	(13) 2	(100) 15	(0) 0	(0) 0
14	(60) 9	(40) 6	(0) 0	(60) 9	(40) 6	(0) 0	(40) 6	(47) 7	(13) 2	(100) 15	(0) 0	(0) 0
Total	191	51	17	221	29	9	178	49	32	239	17	3
%	73.2	19.5	6.6	85.3	11.2	3.5	68.7	18.9	12.4	92.3	6.6	1.2

* Figures in parenthesis are percentages. Note. N = Non-Mastery; P = Partial Mastery; F = Full Mastery.

and P3 passage reading tests and the accompanying oral comprehension tests. It is understandable that pupils who cannot recognize letters and their sounds will be deficient in auditory and visual comprehension of words. They will also lack spelling skills.

The fact that pupils from the urban schools performed better in the letter recognition test than those from the rural schools, perhaps explains why they (the pupils from the urban schools) performed creditably in all the skills tested in this aspect of the assessment.

WRITING

The pupils were tested in two areas under this aspect of the assessment namely, copying letters and writing words including the pupils' own names. The results are shown in Table 39.

Table 39 shows that a high proportion (92.7%) of the pupils tested had mastered the skill of copying letters. It is noteworthy that 15 out of the 25 pupils (60%) tested in school 4 had not mastered this skill of writing. Non-mastery grades were also scored by 20% of the pupils in school 10 (3 pupils) and school 13 (17%). Incidentally, two out of the three schools are located in rural settings. Apart from school 10 which had a P3 class population of 37, the number of P3 pupils in schools 4 and 13 were 28 and 26 respectively. Some of the other schools in identical settings whose P3 pupils mastered the skill of letter copying also have similar teacher-pupil ratios. Examples are school 7, school 13 and school 14. Hence the inability of the pupils in schools 4 and 13 to master letter copying skills cannot be attributed to the nature of the schools' setting alone. There may be other underlying factors. It is possible that some of the pupils in these schools did not attend Day Nurseries where letter identification and letter copying skills were taught prior to their admission into P1. The receiving P1 teachers may have assumed this skill to have been acquired earlier and thus omitted its teaching, causing the pupils to be deficient in it.

The results also showed that, on the average, 40.5% of the pupils could not write their names. This was widespread as Table 39 shows. All the pupils in two schools, one each in an urban and a rural setting mastered this skill. All the pupils in semi-urban schools could not write their names. This shows that, in spite of the practice of asking pupils in P1 - P6 to write their names whenever they did exercises, an appreciable proportion of the pupils are wanting in this skill. This may partly be due to the

Table 39
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 3 PUPILS ON WRITING PROFICIENCY TEST*

Sch. Code	Copy Letters		Write Name		Write Words				# Tested	# in Class
	Non Mastery	Full Mastery	Non Mastery	Full Mastery	None	1 to 5	6 to 15	16+		
1	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(8) 2	(36) 9	(56) 14	25	46
2	(0) 0	(100) 21	(90) 19	(10) 2	(48) 10	(52) 11	(0) 0	(0) 0	21	21
3	(0) 0	(100) 9	(22) 2	(78) 7	(22) 2	(56) 5	(22) 2	(0) 0	9	9
4	(60) 15	(40) 10	(64) 16	(36) 9	(56) 14	(40) 10	(4) 1	(0) 0	25	28
5	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(64) 16	(36) 9	(0) 0	25	31
6	(0) 0	(100) 25	(72) 18	(28) 7	(72) 18	(8) 2	(20) 5	(0) 0	25	49
7	(0) 0	(100) 15	(100) 15	(0) 0	(73) 11	(27) 4	(0) 0	(0) 0	15	29
8	(0) 0	(100) 25	(8) 2	(92) 23	(0) 0	(12) 3	(56) 14	(32) 8	25	53
9	(0) 0	(100) 15	(20) 3	(80) 12	(13) 2	(20) 3	(33) 5	(33) 5	15	60
10	(20) 3	(80) 12	(27) 4	(73) 11	(0) 0	(7) 1	(47) 7	(47) 7	15	37
11	(0) 0	(100) 15	(33) 5	(67) 10	(33) 5	(40) 6	(27) 4	(0) 0	15	91
12	(0) 0	(100) 14	(79) 11	(21) 3	(36) 5	(36) 5	(29) 4	(0) 0	14	15
13	(7) 1	(93) 14	(20) 3	(80) 12	(7) 1	(40) 6	(27) 4	(27) 4	15	26
14	(0) 0	(100) 15	(47) 7	(53) 8	(13) 2	(27) 4	(47) 7	(13) 2	15	32
Total	19	240	105	154	70	78	71	40	259	527
	7.3	92.7	40.5	59.5	27	30.1	27.4	15.4		

cumulative effect of the inability of some of the pupils to correctly identify the letters of the alphabet - a task in which 45% of them failed to achieve full mastery.

From Table 39, 27% of the pupils could not write any word. The table also shows that all the pupils in four schools (1, 5, 8 and 10) could write at least a word. One of the schools is in a semi-urban setting while the other three are in an urban setting. The failure of the pupils in this task may be due to their inability to combine the letters to form comprehensive words.

Table 39 shows that only 15.4% of the pupils tested could write in excess of sixteen words while only 27.4% of them could write between six and fifteen words.

The results, in sum, point not only to the pupils' lack of vocabulary, but as stated earlier, their deficiency in combining the letters they could identify and copy to form words. It is to be noted that of the schools, some of whose P3 pupils could write in excess of sixteen words, four (schools 1, 8, 9 and 10) are urban schools while two (schools 13 and 14) are rural schools. The reason for this result is open to conjecture but it is noteworthy that the proportion of the P3 pupils in the urban schools who could write in excess of sixteen words is higher (43%) than that of P3 pupils (5%) in the rural schools who could perform the same feat (Table 36). In general Table 36 shows that the pupils from urban schools exhibited better writing proficiency than those from the rural or semi-urban areas.

Comparing the results in Tables 37 and 39, it can be inferred that although some of the P3 pupils tested could identify letters of the alphabet, they could not copy them. An examination of the results displayed in Tables 37 and 39 show that some of the pupils tested could not identify and copy letters of the alphabet, and they also could not combine these letters to form comprehensive words.

It was generally found that the pupils performed better when they were tested on the listening items compared with the functional and speaking items. Their performance generally increased from oral proficiency (15%) through reading proficiency (21%) to writing proficiency (56%). The pupils therefore had more problems in speaking English.

As observed earlier, the listening items did not require verbalizations on the part of the pupils. They were only required to carry out instructions.

The functional and the oral expression items on the other hand required pupils to speak out. This linguistic skill involves thinking of what is to be said while saying what has been thought of (Mackay, 1978). Hence any pupil who lacked a certain reservoir of vocabulary will find it difficult to choose the right word to fit the right situation.

A proof of the pupils' limited vocabulary size was given in the writing tasks where only few of them could write words in excess of 16 within 10 minutes.

One other factor that may be responsible for the pupils' inability to express themselves fluently in English is lack of practice. The more practice the pupils get in speaking English, the more fluent they will become. The opportunities for the practice must be created or provided by the teacher.

READING

This involves the visual recognition of words and the comprehension of their content. Since words are made up of written symbols it is pre-supposed that any pupil who cannot identify the letters of the alphabet will not be able to read (although words may be easier to recognize than the letters which are contained in them).

The fact that many of the pupils cannot read comprehensibly may be due to their unfamiliarity with the symbols used in the texts. In order to curtail this anomaly it is suggested that the teachers be asked to give the pupils the chance to read material from their class texts. This was not the case as the class observations showed later. Goodman (1973) in Oyetunde (1987) wrote that in every act of reading, the reader draws on the sum total of prior experience. Hence since the pupils were not previously given their texts in class, they found it difficult to read when they were asked to do so during the assessment.

WRITING

According to Mackay(1978) writing involves

- (1) the ability to shape letters of the alphabet (graphics)
- (2) knowledge of the right combination of letters (spelling) and
- (3) skill in expressing oneself through the written word (composition).

From the findings of this study, some of the pupils tested could not identify some of the letters of the alphabet. This implies that such pupils will experience difficulty spelling words that contain the letters they cannot identify.

It is suggested that the teachers rectify this anomaly through copying drills or transcription drills.

Once the pupils learn how to shape the letters they must then be taught which ones to use for each sound or word since some words are not pronounced the way they are written.

The results of the assessment on the whole shows that the pupils from the urban schools on the average performed better than their counterparts from the rural schools in all the skills that were tested. Reasons adduced for this observation included the availability of better educational provisions such as better qualified teachers.

PRIMARY 4 PUPIL ASSESSMENT RESULTS

Introduction

Primary four pupils' assessment covered the three areas of English proficiency--oral, reading and writing. In the area of reading the pupils were also tested on their ability to read and comprehend reading materials used at previous grade levels, namely, Primary two and three, as well as the Primary four reading books.

A total of 265 primary 4 pupils assessed in the study were sampled from 530 primary four pupils from 14 schools in the Central and Western Regions of Ghana. Eighty of the pupils assessed in the study were from four urban schools, 50 from three semi-urban schools while 135 were from seven rural school settings.

Oral Proficiency

The result of the analysis of Primary 4 pupils' performance on oral proficiency is presented in Table 40.

The table indicates that only 2.3% of the Primary 4 pupils achieved full mastery in oral expression while 20% and 38.5% showed full mastery of the listening comprehension and functional use of English language items respectively. A large percentage (67.5) of the pupils had non-mastery scores on oral expression while only 0.8% had non-mastery scores on the functional use of English language items. A sizable percentage of the pupils (45.3%) showed non-mastery on the listening comprehension items.

The performance of pupils at the school level on the functional use of English was much better than that on the listening comprehension and oral expression. The table shows that all but one school which happened to be a rural one had at least one person who showed full mastery in the functional use of English. All the pupils in one school (an urban school) showed full mastery. Only two school had pupils who exhibited full mastery in oral expression.

Table 40
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 4 PUPILS ON THE ORAL PROFICIENCY TEST*

Sch. Code	Functional Items				Listening Compreh.			Oral Expression				# Tested	# in Class
	Non	Border	Partial	Full	Non	Partial	Full	Non	Border	Partial	Full		
1	(0) 0	(0) 0	(32) 8	(68) 17	(0) 0	(4) 1	(96) 24	(4) 1	(48) 12	(28) 7	(20) 5	25	42
2	(0) 0	(24) 6	(72) 18	(4) 1	(80) 20	(12) 3	(8) 2	(100) 25	(0) 0	(0) 0	(0) 0	25	28
3	(0) 0	(25) 3	(67) 8	(8) 1	(75) 9	(25) 3	(0) 0	(92) 11	(8) 1	(0) 0	(0) 0	12	12
4	(0) 0	(4) 1	(80) 20	(16) 15	(60) 15	(36) 9	(4) 1	(92) 23	(8) 2	(0) 0	(0) 0	25	31
5	(0) 0	(16) 4	(56) 14	(28) 7	(64) 16	(20) 5	(16) 4	(80) 20	(20) 5	(0) 0	(0) 0	25	35
6	(0) 0	(12) 3	(60) 15	(24) 6	(80) 20	(20) 5	(0) 0	(96) 24	(4) 1	(0) 0	(0) 0	25	44
7	(0) 0	(0) 0	(47) 7	(53) 8	(47) 7	(40) 6	(13) 2	(53) 8	(47) 7	(0) 0	(0) 0	15	40
8	(0) 0	(4) 1	(24) 6	(72) 18	(20) 5	(52) 13	(28) 7	(68) 17	(24) 6	(4) 1	(4) 1	25	72
9	(7) 1	(7) 1	(53) 8	(27) 4	(27) 4	(53) 8	(20) 3	(40) 6	(47) 7	(7) 1	(0) 0	15	72
10	(0) 0	(0) 0	(0) 0	(100) 15	(13) 2	(67) 10	(20) 3	(60) 9	(33) 3	(7) 1	(0) 0	15	40
11	(0) 0	(0) 0	(40) 6	(60) 9	(67) 10	(33) 5	(0) 0	(40) 6	(60) 9	(0) 0	(0) 0	15	90
12	(8) 1	(38) 5	(54) 7	(0) 0	(54) 7	(38) 5	(8) 1	(100) 13	(0) 0	(0) 0	(0) 0	13	17
13	(0) 0	(7) 1	(47) 7	(47) 7	(20) 3	(67) 10	(13) 2	(60) 9	(40) 6	(0) 0	(0) 0	15	20
14	(0) 0	(20) 3	(47) 7	(33) 5	(13) 2	(60) 9	(27) 4	(47) 7	(47) 7	(7) 1	(0) 0	15	19
Total	2	28	131	102	120	92	53	179	68	11	6	265	530
%	0.8	10.6	49.4	38.5	45.3	34.7	20	67.5	25.7	4.2	2.3		

* Figures in parenthesis are percentages.

The result of the analysis of the assessment data in terms of the type of the school or where the school is sited as shown in Table 41 indicates that the urban schools generally performed better than semi-urban and rural schools in all the three areas of oral English proficiency. For example, on the functional use of English 68% of the urban pupils achieved full mastery while only 34% of the semi-urban and 22% of the rural pupils had full mastery. Also in oral expression only pupils in the urban schools (8%) demonstrated full mastery.

The above results seem to suggest that primary 4 pupils may have difficulty in using the English language to express themselves. This is shown by the negligible percentage (2.3%) that scored full mastery and the high percentage (67.5%) that exhibited non-mastery in oral expression. Even though the functional use of English items required pupils to express their responses in words, the performance here was far better than in the oral expression. This may be due to the fact that most of the items were familiar to the pupils who having practiced them over time may be able to parrot the answers without much difficulty. The pupils in this case may not be called upon to construct their own sentences as was required in the case of the oral expression items.

The better performance on the Listening Comprehension tasks as against the Oral Expression tasks (even though both require the pupils to listen to the questions, comprehend the questions and respond appropriately) may be the extra demand on the pupils to express their responses and therefore their thoughts in oral speech. The listening comprehension only require pupils to express their responses non-verbally through the use of physical expressions.

Also the finding that Primary 4 pupils from urban schools had better oral proficiency than those from semi-urban and rural schools may be explained by a number of factors including lack of resources such as trained teachers and textbooks in the rural schools.

TABLE 41
 SUMMARY OF PRIMARY 4 PUPILS' MASTERY OF ENGLISH LANGUAGE
 PROFICIENCY BY SCHOOL TYPE (URBAN N=80; SEMI-RURAL, N=65;
 RURAL, N=120)

ENGLISH PROFICIENCY		SCHOOL TYPE	FULL MASTERY	
			#	%
<i>Oral Proficiency</i>	Functional Item	<i>Urban</i>	54	68
		<i>Semi-Urban</i>	22	34
		<i>Rural</i>	26	22
	Listening Comprehen.	<i>Urban</i>	37	46
		<i>Semi-Urban</i>	4	8
		<i>Rural</i>	12	9
	Oral Expression	<i>Urban</i>	6	8
		<i>Semi-Urban</i>	0	0
		<i>Rural</i>	0	0
MEAN PERCENTAGE			20	
<i>READING AND</i>	Letter Recognition	<i>Urban</i>	48	60
		<i>Semi-Urban</i>	43	66
		<i>Rural</i>	73	61
	Concept About Print	<i>Urban</i>	50	63
		<i>Semi-Urban</i>	29	45
		<i>Rural</i>	54	45
	Aided Reading	<i>Urban</i>	45	56
		<i>Semi-Urban</i>	26	40
		<i>Rural</i>	14	12
	Most Used Words	<i>Urban</i>	29	36
		<i>Semi-Urban</i>	19	29
		<i>Rural</i>	8	7
	Passage Reading P 2	<i>Urban</i>	31	39
		<i>Semi-Urban</i>	4	6
		<i>Rural</i>	7	6
Passage	<i>Urban</i>	34	43	

COMPREHEN.	Reading P 3	<i>Semi-Urban</i>	5	8
		<i>Rural</i>	6	5
	Passage Reading P 4	<i>Urban</i>	32	40
		<i>Semi-Urban</i>	4	8
	Reading Comprehen. P 2	<i>Rural</i>	6	4
		<i>Urban</i>	10	13
		<i>Semi-Urban</i>	6	12
	Reading Comprehen. P 3	<i>Rural</i>	2	1
		<i>Urban</i>	5	6
		<i>Semi-Urban</i>	7	14
	Reading Comprehen. P 4	<i>Rural</i>	2	1
		<i>Urban</i>	12	15
<i>Semi-Urban</i>		0	0	
M E A N PERCENTAGE			1	23
WRITING	Copy Letters	<i>Urban</i>	80	100
		<i>Semi-Urban</i>	63	97
		<i>Rural</i>	120	100
	Write Name.	<i>Urban</i>	77	96
		<i>Semi-Urban</i>	57	88
		<i>Rural</i>	75	63
	Write Words 16+	<i>Urban</i>	29	36
		<i>Semi-Urban</i>	12	18
		<i>Rural</i>	11	9
M E A N PERCENTAGE			66	66

English Reading

The reading tasks for Primary 4 pupils were in six forms; namely, Letter Recognition, Concepts About Print, Aided Reading, Most Used Words. Passage reading and comprehension, tasks consisted of six subtasks; namely, P2 reading passage, P2 reading comprehension, P3

reading passage, P3 reading comprehension, P4 reading passage, P4 reading comprehension.

Table 42 shows the results of the analysis. Full mastery in the letter recognition task was shown by 61.9% of the Primary 4 pupils while only about a tenth (9.8%) exhibited non-mastery behaviour. At P4 level, it was expected that all the pupils would have developed the basic skill of recognizing the letters of the alphabet. A better performance was therefore expected.

About half of the pupils (50.2%) showed full mastery of Concepts About Print while 10.9% had non-mastery behaviour. This performance may be taken as satisfactory since concepts about print is best known by pupils who are used to reading books. Majority of the P4 pupils in the study are not used to reading because they do not have much access to printed materials either in school or at home.

The results also show that only a third of the P4 pupils (32.1%) had full mastery of the Aided Reading task while more than half (50.9%) had non-mastery scores. This shows that without the support given, the pupils would have performed poorly.

The pupils performance on the task covering the Most Used Words indicated that only about one fifth (that is, 21.1%) had full mastery of the words. As much as 59.2% did not have any mastery of the words which were common words found in the textbooks.

Results of the analysis of the performance on the reading passages showed the pupils lacked proficiency in reading in general. Table 43 shows that when given a P2 reading passage, only 15.8% were able to read it to a full mastery level while 64.5% could not read it.

Similarly, only 17% of the Primary 4 pupils had full mastery of the P3 reading passage while 61.1% had non-mastery. When given a passage from their own P4 reader only 15.8% of the Primary 4 pupils showed full mastery which again more than sixty percent (66.4%) showed non-mastery.

TABLE 42
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 4 PUPILS ON THE READING PROFICIENCY TEST*

Sch. Code	Letter Recognition			Concepts Abt. Print			Aided Reading			Most Used Words		
	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full
1	(0) 0	(0) 0	(100) 25	(0) 0	(4) 1	(96) 24	(0) 0	(4) 1	(96) 24	(4) 1	(8) 2	(88) 22
2	(0) 0	(55) 11	(45) 9	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0
3	(8) 1	(23) 3	(69) 9	(15) 2	(46) 6	(38) 5	(85) 11	(15) 2	(0) 0	(62) 84	(31) 4	(8) 1
4	(0) 0	(12) 3	(88) 22	(0) 0	(32) 8	(68) 17	(48) 12	(40) 10	(12) 3	(80) 20	(20) 5	(0) 0
5	(0) 0	(10) 2	(90) 18	(0) 0	(20) 4	(80) 16	(40) 8	(30) 6	(30) 6	(15) 3	(45) 9	(40) 8
6	6	6	13	1	5	7	10	3	12	16	5	4
7	4	6	5	0	2	13	13	2	0	15	0	0
8	2	23	0	0	12	13	8	7	10	11	6	8
9	0	1	14	1	6	8	2	5	8	4	7	4
10	1	2	12	4	7	4	6	1	8	15	0	0
11	2	2	11	3	6	6	15	0	0	5	4	6
12	1	4	8	0	9	4	13	0	0	12	1	0
13	2	4	9	0	5	10	4	4	7	5	6	4
14	0	3	12	0	5	10	3	7	5	7	6	2
Total	26	75	164	29	103	133	135	45	85	157	52	56
%	9.8	28.3	61.9	10.0	38.9	50.2	50.9	17	32.1	59.2	19.6	21.1

* Figures in parenthesis are percentages.

TABLE 43
PERFORMANCE BY SCHOOL OF P5 PUPILS ON READING AND COMPREHENSION*

ch.	P2 Passage			P2 Compreh.			P3 Passage			P3 Compreh.			P4 Passage			P4 Compreh.			# Tested	# in Class.
	N	P	F	N	P	F	N	P	F	N	P	F	N	P	F	N	P	F		
1	(16) 4	(20) 5	(64) 16	(40) 10	(24) 6	(36) 9	(16) 4	(26) 5	(64) 16	(40) 10	(40) 10	(20) 5	(16) 4	(16) 4	(68) 17	(40) 10	(24) 6	(36) 9	25	42
2	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	25	25
3	(50) 6	(50) 6	(0) 0	(100) 12	(0) 0	(0) 0	(42) 5	(58) 7	(0) 0	(100) 12	(0) 0	(0) 0	(58) 7	(42) 5	(0) 0	(100) 12	(0) 0	(0) 0	12	12
4	(92) 23	(8) 2	(0) 0	(100) 25	(0) 0	(0) 0	(88) 22	(12) 3	(0) 0	(100) 25	(0) 0	(0) 0	(92) 23	(8) 2	(0) 0	(100) 25	(0) 0	(0) 0	25	31
5	(96) 24	(4) 1	(0) 0	(32) 8	(44) 11	(24) 6	(100) 25	(0) 0	(0) 0	(40) 10	(32) 8	(28) 7	(100) 25	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	25	35
6	(64) 16	(24) 6	(12) 3	(92) 23	(8) 2	(0) 0	(52) 13	(32) 8	(16) 4	(96) 24	(4) 1	(0) 0	(64) 16	(20) 5	(16) 4	(100) 25	(0) 0	(0) 0	25	44
7	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0	15	40
8	(48) 12	(24) 6	(28) 7	(76) 19	(24) 6	(0) 0	(36) 9	(32) 8	(32) 8	(84) 21	(16) 4	(0) 0	(52) 13	(20) 5	(28) 7	(84) 21	(8) 2	(8) 2	25	40
9	(40) 6	(33) 5	(27) 4	(67) 10	(33) 5	(0) 0	(27) 4	(33) 5	(40) 6	(87) 13	(13) 2	(0) 0	(47) 7	(27) 4	(27) 4	(80) 12	(13) 2	(7) 1	15	60
10	(40) 6	(33) 5	(27) 4	(80) 12	(13) 2	(7) 1	(47) 7	(27) 4	(27) 4	(73) 11	(27) 4	(0) 0	(40) 6	(33) 5	(27) 4	(87) 13	(13) 2	(0) 0	15	40
11	(53) 8	(40) 6	(7) 1	(100) 15	(0) 0	(0) 0	(53) 8	(40) 6	(7) 1	(100) 15	(0) 0	(0) 0	(60) 9	(40) 6	(0) 0	(100) 15	(0) 0	(0) 0	15	90
12	(85) 11	(15) 2	(0) 0	(100) 13	(0) 0	(0) 0	(92) 12	(8) 1	(0) 0	(100) 13	(0) 0	(0) 0	(100) 13	(0) 0	(0) 0	(100) 13	(0) 0	(0) 0	13	15
13	(47) 7	(40) 6	(13) 2	(93) 14	(7) 1	(0) 0	(40) 6	(47) 7	(13) 2	(100) 15	(0) 0	(0) 0	(40) 6	(47) 7	(13) 2	(100) 15	(0) 0	(0) 0	15	20
14	(53) 8	(13) 2	(33) 5	(53) 8	(33) 5	(13) 2	(47) 7	(27) 4	(27) 4	(80) 12	(7) 1	(13) 2	(47) 7	(27) 4	(27) 4	(87) 13	(7) 1	(7) 1	15	19
Total	171	52	42	209	38	18	162	58	45	221	30	14	176	47	42	239	13	13	265	
%	64.5	19.6	15.8	78.9	14.3	6.8	61.1	21.9	17	83.4	11.3	5.3	66.4	17.7	15.8	90.2	4.9	4.9		

* Figures in parenthesis are percentages

The performance of the pupils decreased further on comprehension tasks which were based on the passage read. In the P2 comprehension task, only 6.8% showed full mastery while as many as 78.9% exhibited non-mastery behaviour. In the P3 comprehension task only 5.3% achieved full mastery while 83.4% obtained non-mastery scores. The performance decreased further on the P4 comprehension task--only 4.9% recorded full mastery behaviour while 90.2% had non-mastery scores.

The above results suggests that pupils in Primary 4 have a very inadequate reading proficiency as well as having a poorly developed comprehension skills. It stands to reason that if pupils cannot read they also cannot understand what is written. The poor performance (21.1%) on the Most Used Words also suggests that without mastery of the words used in the passage, the pupil can neither read nor comprehend the written passage. These findings point to the absence of a reading culture in the schools and in the country at large. In almost all the schools, English Readers were lacking and pupils were also not made to do much reading. Examination of the results in terms of the urban, semi-urban and rural trichotomy (Table 41) shows that even though the performance is generally poor, pupils from urban schools generally performed better than those from semi-urban and rural schools. The three groups had comparable performance on the Letter Recognition task. About 60% in each group achieved full mastery. The pupils from urban schools performed better than those from semi-urban and rural school on the concept about print, Most Used Words and Aided Reading tasks. For example, 63% of the urban pupils had a good concept about prints while 45% of semi-urban and rural pupils obtained full mastery scores on Concept About Print.

The relatively high percentage from the rural areas suggests that even in a situation where textbooks are generally unavailable in the rural areas they still have a good conception about prints.

The study shows that only 7% and 12% of the rural pupils performed to the mastery level on most used words and aided reading respectively. This again may be the result of the lack of readers in most of the rural primary schools. In the passage reading exercise, 39% of the urban pupils read the P2 reader to full mastery level as compared to 6% of the rural or semi-urban pupils. Forty-three percent of the pupils were able to read the P3 passage while only 5% of the rural pupils succeeded in doing this. Again 40% of the pupils were able to read the P4 passage to full mastery level as compared to the 4% who achieved this in the rural schools.

In the reading comprehension, 13% of the urban pupils as against 12% semi-urban and 1% rural pupils were able to exhibit full mastery. For the P3 comprehension 6% urban pupils as compared to 14% semi-urban achieved full mastery.

These minor differences may be due to the acute shortage of readers in the rural schools when compared to the urban schools.

English Writing

The writing tasks consisted of copying letters, writing names and writing words.

The performance of the pupils in this area of English proficiency is presented in Table 44. Almost all the pupils (99.2%) achieved full mastery on the letter copying task. The results indicate that 78.9% of the pupils were able to write their names while the rest (21.1%) showed non-mastery in this task.

The results in the table also shows that 9.1% were not able to write any word on the Word writing task. While 39.2% could write between 6 and 15 words. Only 19.6% could write 16 or more words. This low performance may be attributed to the lack of a repertoire of words. The finding that about a fifth of the pupils tested could not write their own names may be used to explain the inability of the pupils to write 16 or more words.

TABLE 44
PERFORMANCE OF PRIMARY CLASS 4 PUPILS' WRITING PROFICIENCY TEST*

Sch. Code	Copy Letters		Write Name		Write Words				# Tested	# in Class
	Non Mastery	Full Mastery	Non Mastery	Full Mastery	None	1 to 5	6 to 15	16+		
1	(0) 0	(100) 25	(4) 1	(96) 24	(4) 1	(4) 1	(20) 5	(72) 18	25	42
2	(0) 0	(100) 25	(80) 20	(20) 5	(52) 13	(48) 12	(0) 0	(0) 0	25	25
3	(0) 0	(100) 12	(0) 0	(100) 12	(0) 0	(92) 11	(8) 1	(0) 0	12	12
4	(0) 0	(100) 25	(32) 8	(68) 17	(4) 1	(48) 12	(44) 11	(4) 1	25	31
5	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(44) 11	(36) 9	(20) 5	25	35
6	(8) 2	(92) 23	(16) 4	(84) 21	(12) 3	(48) 12	(28) 7	(12) 3	25	44
7	(0) 0	(100) 15	(73) 11	(27) 4	(33) 5	(60) 9	(7) 1	(0) 0	15	40
8	(0) 0	(100) 25	(4) 1	(96) 24	(0) 0	(44) 11	(40) 10	(16) 4	25	40
9	(0) 0	(100) 15	(0) 0	(100) 15	(0) 0	(20) 3	(67) 10	(13) 2	15	60
10	(0) 0	(100) 15	(7) 1	(93) 14	(7) 1	(27) 4	(33) 5	(33) 5	15	40
11	(0) 0	(100) 15	(27) 4	(73) 11	(0) 0	(40) 6	(33) 5	(27) 4	15	90
12	(0) 0	(100) 13	(23) 3	(77) 10	(0) 0	(46) 6	(54) 7	(0) 0	13	15
	(0) 0	(100) 15	(7) 1	(93) 14	(0) 0	(20) 3	(47) 7	(33) 5	15	20
	(0) 0	(100) 15	(13) 2	(87) 13	(0) 0	(20) 3	(47) 7	(33) 5	15	19
		263	56	209	24	104	85	52	265	453
		99.2	21.1	78.9	9.1	39.2	32.1	19.6		

PRIMARY 5 PUPILS ASSESSMENT RESULT

INTRODUCTION

The assessment of primary 5 pupils' English language proficiency covered their oral, reading and comprehension and writing skills. For primary five, the reading and comprehension covered primary 2 to primary 5 reading materials.

A total of 254 primary five pupils were involved in the study. Eighty of the P.5 pupils were from urban schools while 60 and 114 were from semi-urban and rural schools.

ORAL PROFICIENCY

Table 45 shows primary five (P.5) pupils' proficiency in oral English usage. Three areas of functional use of the English language were identified and measured with the Pupil Assessment Instrument. The table indicates that more than half (54.3%) of the P.5 pupils involved in the study were proficient in the functional use of the English language. Thirty-Seven percent could partially use functional English and only a negligible percentage (0.4%) could not use English language functionally.

The assessment of the ability of the pupils to understand spoken English and respond in a non-verbal way revealed that only 17.7% could demonstrate full mastery while a comparable percentage (18.9%) could not even show partial understanding of spoken English.

The pupils' ability to express themselves in English was also investigated and the result as seen in the table is not encouraging. About 71% of the P.5 Pupils participating in the study could not express themselves orally in English. While 20% could barely express themselves orally in English only about one percent could express themselves completely in oral English.

The above results show that P.5 pupils found it moderately easy to express themselves well using functional English. The familiarity of the pupils especially those in Urban Schools with such items probably explains this performance. However, their greatest problem

Table 45
PERFORMANCE BY SCHOOL OF PRIMARY CLASS PUPILS ON THE ORAL PROFICIENCY TEST*

Sch. Code	Functional Items				Listening Compreh.			Oral Expression				# Tested	# in Class
	Non	Border	Partial	Full	Non	Partial	Full	Non	Border	Partial	Full		
1	(0) 0	(0) 0	(0) 0	(100) 25	(4) 1	(80) 20	(16) 4	(20) 5	(44) 11	(28) 7	(8) 2	25	53
2	(0) 0	(30) 6	(65) 13	(5) 1	(95) 19	(5) 1	(0) 0	(100) 20	(0) 0	(0) 0	(0) 0	20	20
3	(0) 0	(8) 1	(31) 4	(62) 8	(23) 3	(69) 9	(8) 1	(46) 6	(54) 7	(0) 0	(0) 0	13	13
4	(4) 1	(12) 3	(52) 13	(32) 8	(12) 3	(69) 17	(20)5 5	(96) 24	(4) 1	(0) 0	(0) 0	25	33
5	(0) 0	(10) 2	(20) 4	(70) 14	(15) 3	(85) 17	(0) 0	(95) 19	(0) 0	(5) 1	(0) 0	20	23
6	(0) 0	(4) 1	(16) 4	(80) 20	(20) 5	(76) 19	(4) 1	(96) 24	(4) 1	(0) 0	(0) 0	25	48
7	(0) 0	(13) 2	(27) 4	(60) 9	(27) 4	(73) 11	(0) 0	(100) 15	(0) 0	(0) 0	(0) 0	15	35
8	(0) 0	(0) 0	(56) 14	(44) 11	(0) 0	(60) 15	(40) 10	(32) 8	(56) 14	(12) 3	(0) 0		58
9	(0) 0	(0) 0	(13) 2	(87) 13	(0) 0	(53) 8	(47) 7	(33) 5	(27) 4	(33) 5	(7) 1	15	60
10	(0) 0	(7) 1	(27) 4	(67) 10	(20) 3	(40) 6	(40) 6	(53) 8	(33) 5	(13) 2	(0) 0	15	37
11	(0) 0	(0) 0	(47) 7	(53) 8	(20) 3	(67) 10	(13) 2	(93) 4	(7) 1	(0) 0	(0) 0	15	
12	(0) 0	(9) 1	(82) 9	(9) 1	(9) 1	(82) 9	(9) 1	(67) 10	(9) (0)	(0) 0	(0) 0	11	11
13	(0) 0	(20) 3	(33) 5	(47) 7	(0) 0	(47) 7	(53) 8	(53) 8	(27) 4	(20) 3	(0) 0	15	22
14	(0) 0	(7) 1	(73) 11	(20) 3	(20) 3	(80) 12	(0) 0	(87) 13	(13) 2	(0) 0	(0) 0	15	19
Total	1	21	94	138	48	161	45	179	51	21	3	254	432
%	0.4	8.3	37	54.3	18.9	63.4	17.7	70.5	20.1	8.3	1.2		

* Figures in parenthesis are percentage.

was in expressing themselves using sentences which they had to construct on their own. Only two schools had pupils who were able to do this. The performance on the listening comprehension task was between that of functional items and oral expression. The poor performance on the listening comprehension task indicates that the pupils lacked the ability to comprehend spoken English.

A study of Table 46 indicates that P.5 pupils in Urban Schools were more proficient in the use of oral English language than those in the rural areas. As regards the functional use of English, 74% of pupils from urban schools, compared to 70% and 32% from semi-urban and rural respectively achieved mastery. Also while 34% of the urban pupils achieved full mastering on the listening comprehension only 5% and 13% of semi-urban and rural pupils achieved full mastery, respectively. On the oral expression, only pupils from Urban Schools achieved mastering (even though this is low). These differences in performance could be partially attributed to the disparity in the distribution of the English text. Rural schools tend to be disadvantaged.

ENGLISH READING

The reading tasks consisted of letter Recognition, concepts about print, Most used words, Aided reading, P.2 passage reading and comprehension, P.3 passage reading and comprehension, P.4 passage reading and comprehension and P.5 passage reading and comprehension.

Table 47 shows that 84.6% of P.5 pupils were able to recognize all the letters of the alphabet. About 15 percent could either not read the letters of the alphabet or had a partial success.

Seventy-one percent of the pupils were found to be knowledgeable about the use of print while 9.1% had no idea about the usage of print.

The table also shows that 42.9% could not read the most used words selected from the P.5 English reading book. Less than half (33.9%)

TABLE 46
SUMMARY OF PRIMARY 5 PUPILS' MASTERY OF ENGLISH LANGUAGE
PROFICIENCY BY SCHOOL TYPE (URBAN N=80; SEMI-RURAL, N=6;
RURAL; N=114)

ENGLISH PROFICIENCY		SCHOOL TYPE	FULL MASTERY	
			#	%
<i>Oral Proficiency</i>	Functional Item	<i>Urban</i>	59	74
		<i>Semi-Urban</i>	42	70
		<i>Rural</i>	37	32
	Listening Comprehen.	<i>Urban</i>	27	34
		<i>Semi-Urban</i>	3	5
		<i>Rural</i>	15	13
	Oral Expression	<i>Urban</i>	3	4
		<i>Semi-Urban</i>	0	0
		<i>Rural</i>	0	0
MEAN		PERCENTAGE	24	
<i>READING AND</i>	Letter Recognition	<i>Urban</i>	79	99
		<i>Semi-Urban</i>	54	90
		<i>Rural</i>	82	72
	Concept About Print	<i>Urban</i>	75	94
		<i>Semi-Urban</i>	45	75
		<i>Rural</i>	60	53
	Aided Reading	<i>Urban</i>	62	78
		<i>Semi-Urban</i>	21	35
		<i>Rural</i>	19	17
	Most Used Words	<i>Urban</i>	47	59
		<i>Semi-Urban</i>	23	38
		<i>Rural</i>	16	14
	Passage Reading P 2	<i>Urban</i>	48	60
		<i>Semi-Urban</i>	22	37
		<i>Rural</i>	11	10

COMPREHEN.	Passage Reading P 3	Urban	49	61
		Semi-Urban	24	40
		Rural	12	11
	Passage Reading P4	Urban	52	65
		Semi-Urban	23	38
		Rural	13	11
	Reading Reading P 5	Urban	39	49
		Semi-Urban	17	28
		Rural	5	4
	Reading Comprehen. P 2	Urban	22	28
		Semi-Urban	3	5
		Rural	1	1
	Reading Comprehen. P3	Urban	12	15
		Semi-Urban	0	0
		Rural	0	0
Reading Comprehen. P4	Urban	17	21	
	Semi-Urban	0	0	
	Rural	0	0	
Reading Comprehen. P5	Urban	10	13	
	Semi-Urban	1	2	
	Rural	0	0	
OVERAL	MEAN	PERCENTAGE	38	
WRITING	Copy Letters	Urban	80	100
		Semi-Urban	60	100
		Rural	114	100
	Write Name	Urban	80	100
		Semi Urban	60	100
		Rural	100	88
	Write Words	Urban	61	76
		Semi Urban	33	55
		Rural	25	22
OVERAL	MEAN	PERCENTAGE	80	

TABLE 47
PERFORMANCE BY SCHOOL OF PRIMARY CLASS 5 PUPILS ON THE READING PROFICIENCY TEST*

Sch. Code	Letter Recognition			Concepts Abt. Print			Aided Reading			Most Used Words		
	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full	Non	Partial	Full
1	(0) 0	(0) 0	(100) 25	(0) 0	(4) 1	(96) 24	(0) 0	(4) 1	(96) 24	(4) 1	(8) 2	(88) 22
2	(0) 0	(55) 11	(45) 9	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0
3	(8) 1	(23) 3	(69) 9	(15) 2	(46) 6	(38) 5	(85) 11	(15) 2	(0) 0	(62) 84	(31) 4	(8) 1
4	(0) 0	(12) 3	(88) 22	(0) 0	(32) 8	(68) 17	(48) 12	(40) 10	(12) 3	(80) 20	(20) 5	(0) 0
5	(0) 0	(10) 2	(90) 18	(0) 0	(20) 4	(80) 16	(40) 8	(30) 6	(30) 6	(15) 3	(45) 9	(40) 8
6	(0) 0	(8) 2	(92) 23	(0) 0	(16) 6	(76) 19	(44) 11	(4) 1	(52) 13	(40) 2	(8) 2	(52) 13
7	(0) 0	(33) 5	(67) 10	(0) 0	(7) 1	(93) 14	(67) 10	(13) 2	(20) 3	(73) 11	(20) 3	(7) 1
8	(0) 0	(0) 0	(100) 25	(0) 0	(0) 0	(100) 25	(8) 2	(24) 6	(68) 17	(32) 8	(32) 8	(36) 9
9	(0) 0	(0) 0	(100) 15	(0) 0	(20) 3	(80) 12	(0) 0	(13) 2	(87) 13	(7) 1	(27) 4	(67) 10
10	(0) 0	(7) 1	(93) 14	(0) 0	(7) 1	(93) 14	(20) 3	(27) 4	(53) 8	(27) 4	(33) 5	(40) 6
11	(0) 0	(13) 2	(87) 13	(0) 0	(33) 5	(67) 10	(7) 1	(80) 12	(13) 2	(33) 5	(33) 8	(13) 2
12	(9) 1	(36) 4	(55) 6	(0) 0	(27) 3	(73) 8	(82) 9	(9) 1	(9) 1	(64) 7	(27) 3	(9) 1
13	(0) 0	(13) 2	(87) 13	(0) 0	(13) 2	(87) 13	(33) 5	(20) 3	(47) 7	(40) 6	(7) 1	(53) 5
14	(7) 1	(7) 1	(87) 13	(0) 0	(80) 12	(20) 3	(13) 2	(53) 8	(33) 5	(33) 5	(33) 5	(33) 5
Total	3	36	215	22	52	180	94	58	102	109	59	86
%	1.2	14.2	84.6	9.1	20.5	70.9	37	22.8	40.2	42.9	23.2	33.9

* Figures in parenthesis are percentages.

had full mastering in the identification and pronunciation of the words.

Furthermore, less than half of the P.5 pupils (i.e. 40.2%) were able to read to the full mastery level when aided. Despite the help given 37% could not read at all to any appreciable level.

A study of Table 48 reveals that 68.2% of P.5 pupils could not read the primary two reading passage selected for the study to the full mastery level. 40.6% of the 254 pupils read at non-mastery level. Only 31.9% were able to read the P.2 passage at full mastery level. About three quarters (73.2%) of the pupils could not comprehend the P.2 passage they had read - they therefore performed at the non-mastery level. A mere 10.2% managed to achieve comprehension at the full mastering level.

Similarly, a large proportion of the P.5 pupils could neither read the passage selected from the English Course Book - Pupils Book 3 nor comprehend what was read. 42.5% were unable to read the P.3 passage; only 33.5% succeeded in reading the passage to the full mastery level. As many as 82.7% could not comprehend the P.3 passage they had read while only about one in twenty (i.e. 4.7%) showed full comprehension of the passage.

In the same way, when the P.5 pupils were tested on their ability to read and comprehend the passage taken from the English Course for Primary Schools - Pupils Book Four, a large proportion could neither read the passage nor comprehend it. Specifically 48% could not read the passage while 86.6% could not show any comprehension. Only 34.6% read the passage to full mastery level while 6.7% showed comprehension at the full mastering level.

A similar pattern emerged when pupils were made to read the passage from the English Course for Primary Schools - Pupils Book Five. As many as 50.8% could not read the selected passage while 84.6% could not show any comprehension of the passage.

TABLE 48
PERFORMANCE BY SCHOOL OF P5 PUPILS ON READING AND COMPREHENSION*

Sch.	P2 Passage			P2 Compreh.			P3 Passage			P3 Compreh.		
	Code	N	P	F	N	P	F	N	P	F	N	P
1	(4) 1	(16) 4	(80) 20	(16) 4	(32) 8	(52) 13	(4) 1	(12) 3	(84) 21	(40) 10	(36) 9	(24) 6
2	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0	(100) 20	(0) 0	(0) 0
3	(65) 8	(38) 5	(0) 0	(100) 13	(0) 0	(0) 0	(62) 8	(31) 4	(8) 1	(100) 13	(0) 0	(0) 0
4	(68) 17	(32) 8	(0) 0	(100) 25	(0) 0	(0) 0	(72) 18	(24) 6	(4) 1	(100) 25	(0) 0	(0) 0
5	(35) 7	(40) 8	(25) 5	(60) 12	(30) 6	(10) 2	(40) 8	(30) 6	(30) 6	(90) 18	(10) 2	(0) 0
6	(16) 4	(16) 4	(68) 17	(80) 20	(16) 4	(4) 1	(16) 4	(12) 3	(72) 18	(56) 24	(4) 1	(0) 0
7	(67) 10	(27) 4	(7) 1	(93) 14	(0) 0	(7) 1	(100) 15	(0) 0	(0) 0	(100) 15	(0) 0	(0) 0
8	(12) 3	(36) 9	(52) 13	(68) 17	(24) 6	(8) 2	(16) 4	(36) 9	(48) 12	(64) 16	(36) 9	(0) 0
9	(7) 1	(40) 6	(53) 8	(67) 10	(33) 5	(0) 0	(13) 2	(7) 1	(80) 12	(47) 7	(13) 2	(40) 6
10	(47) 7	(7) 1	(47) 7	(73) 11	(27) 4	(0) 0	(47) 7	(27) 4	(27) 4	(80) 12	(20) 3	(0) 0
11	(47) 7	(53) 8	(0) 0	(100) 15	(0) 0	(0) 0	(67) 10	(33) 5	(0) 0	(100) 15	(0) 0	(0) 0
12	(64) 7	(27) 3	(9) 1	(67) 10	(33) 5	(0) 0	(33) 5	(40) 6	(27) 4	(73) 11	(27) 4	(0) 0
13	(27) 4	(40) 6	(33) 5	(67) 10	(33) 5	(0) 0	(33) 5	(40) 6	(27) 4	(73) 11	(27) 4	(0) 0
14	(47) 7	(27) 4	(27) 4	(73) 11	(27) 4	(0) 0	(60) 9	(13) 2	(27) 4	(100) 15	(0) 0	(0) 0
Total	103	70	81	186	42	26	108	61	85	210	32	12
%	40.6	27.6	31.9	73.2	16.5	10.2	42.5	24	33.5	82.7	12.6	4.7

* Figures in parenthesis are percentages

Table 48 continued.

P4 Passage			P4 Comprehen.			P 5 Passage			P5 Comprehen.		
N	P	F	N	P	F	N	P	F	N	P	F
(0)	(16)	(84)	(44)	(24)	(32)	(4)	(24)	(72)	(48)	(44)	(8)
0	4	21	11	6	8	1	6	18	12	11	2
(100)	(0)	(0)	(100)	(0)	(0)	(100)	(0)	(0)	(100)	(0)	(0)
20	0	0	20	0	0	20	0	0	20	0	0
(62)	(31)	(8)	(100)	(0)	(0)	(54)	(46)	(0)	(100)	(0)	(0)
8	4	1	13	0	0	7	6	0	13	0	0
(76)	(24)	(0)	(100)	(0)	(0)	(76)	(24)	(0)	(100)	(0)	(0)
19)	6	0	25	0	0	19	6	0	25	0	0
(60)	(10)	(30)	(85)	(15)	(0)	(55)	(35)	(10)	(85)	(10)	(5)
12	2	6	17	3	0	11	7	2	17	2	1
(24)	(8)	(68)	(100)	(0)	(0)	(24)	(16)	(60)	(92)	(8)	(0)
6	2	17	25	0	0	6	4	15	23	2	0
(60)	(33)	(7)	(100)	(0)	(0)	(60)	(33)	(7)	(100)	(0)	(0)
9	5	1	15	0	0	9	5	1	15	0	0
(12)	(32)	(56)	(76)	(16)	(8)	(28)	(32)	(40)	(68)	(24)	(8)
3	8	14	19	4	2	7	8	10	17	6	2
(13)	(7)	(80)	(47)	(13)	(40)	(13)	(40)	(47)	(33)	(33)	(33)
2	1	12	7	2	6	2	6	7	5	5	5
(53)	(13)	(33)	(87)	(7)	(7)	(53)	(20)	(27)	(80)	(13)	(7)
8	2	5	13	1	1	8	3	4	12	2	1
(93)	(7)	(0)	(100)	(0)	(0)	(100)	(0)	(0)	(100)	(0)	(0)
14	1	0	15	0	0	15	0	0	15	0	0
(64)	(27)	(9)	(100)	(0)	(0)	(73)	(18)	(9)	(100)	(0)	(0)
7	3	1	11	0	0	8	2	1	11	0	0
(33)	(33)	(33)	(93)	(7)	(0)	(47)	(33)	(20)	(100)	(0)	(0)
5	5	5	14	1	0	7	5	3	15	0	0
(60)	(7)	(33)	(100)	(0)	(0)	(60)	(40)	(0)	(100)	(0)	(0)
9	1	5	15	0	0	9	6	0	15	0	0
122	44	88	220	17	17	129	64	61	215	28	11
48	17.3	34.6	86.6	6.7	6.7	50.8	25.2	24	84.6	11	4.3

A rather low percentage (24%) showed full mastery in reading the P.5 passage while about one in twenty pupils (4.3%) showed full comprehension of the passage. A further study of the table reveals that those who were even able to read the passages given to them were unable to comprehend them. It is also clear that generally the P.5 pupils performance on the reading and comprehension passages generally decreased as they moved from P.2 passages to P.5 passages.

These findings give strong indications that P.5 pupils have poorly developed English reading and comprehension skills. The fact that at P.5 not all the pupils could recognize the letters in the alphabet or know the usage of prints should be worrying to educators. The inability of majority of the pupils to read the passages given to them may be partly due to the realisation that only about 34 percent could identify and pronounce the most common words that could be found in their reading passages. The seriousness of this was realized when even with the assistance of the investigator only 40.2% could read to the full mastery level. It seems that students do not read either at home or in school. It is argued that if they cannot identify and pronounce most of the common words that they might find in reading materials they come across, then any reading materials given to them outside school might not be useful. The need for pupils to be taught how to read should be looked into.

A further analysis of the data as indicated in Table 46 shows again that the pupils from Urban schools performed better than those from the semi-urban schools who in turn did better than those from rural schools. In the letter recognition task 99% of urban pupils achieved mastery while 90% and 72% of semi-urban and rural attained mastery. Also the Urban pupils (94%) seemed to have a better concept of print usage than semi-urban (75%) and rural (53%) pupils. In a similar manner, the urban pupils (59%) had were better able to pronounce the mastered words than the semi-urban (38%) and rural (14%) pupils. More Urban pupils (78%) benefited from the aided reading than the semi-urban or rural (17%). In the passage reading and comprehension more urban pupils were able to read the P.2 (60%), P.3 (61%), P.4 (65%) and P.5 (49%) books than the rural or

semi-urban pupils. Although the performance on reading comprehension was very low, the dominance of the urban pupils was also glaring here.

WRITING

The P.5 pupils performed well two of the writing tasks on the letter copying and name writing tasks (Table 49). All the P.5 pupils in the study showed full mastery of the letter copying task. Almost 95 percent were able to write their names while 46.7% were able to write 16 or more words. About 4% could not write any word while 49.2% were able to write 1 to 15 words.

There was no distinction in performance of the pupils on the letter copying task as a result of the location of the school. A few rural pupils could not write their names. Also most urban pupils (76%) were able to write 16 or more words as compared to 55% semi-urban and 22% rural pupils.

In general the performance of the P.5 pupils increased from oral proficiency in English (24%) through reading and comprehension (38%) to English writing (80%). The speaking of English therefore seems to be a major difficulty for the P.5 pupils.

COMPARISON OF THE FOUR CLASS LEVELS ON ENGLISH PROFICIENCY

Table 50 summarizes the percentage performance of the pupils at the different grade levels and for each of the three areas of oral proficiency, namely, functional items, listening comprehension and Oral Expression. It reveals that apart from P.3 pupils who had only 3% performing to full mastering level on the functional use of English, performance on this task increased from P.2 to P.5 level. Performance on the listening comprehension items increased slightly from P.2 (38%) to P.3 (42%) but decreased with grade level to P.5 (18%). All the classes exhibited very poor performance (from 0-2%) on the oral expression task.

Examination of the performance on the writing tasks (Table 51) reveals a very high performance on the copying letters task (79% to 100%) which increases with grade level. There was also an increase in the ability to write names from a low of 48% for P.2 to a high of

Table 49

*written*PERFORMANCE BY SCHOOL OF PRIMARY CLASS 5 PUPILS ON THE ~~WRITTEN~~ PROFICIENCY TEST*

Sch. Code	Copy Letters		Write Name		Write Words				# Tested	# in Class
	Non Mastery	Full Mastery	Non Mastery	Full Mastery	None	1 to 5	6 to 15	16+		
1	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(0) 0	(12) 3	(88) 22	25	53
2	(0) 0	(100) 20	(10) 2	(90) 18	(45) 9	(350) 7	(20) 4	(0) 0	20	20
3	(100) 13	(0) 0	(100) 13	(0) 0	(38) 5	(40) 6	(15) 2		13	13
4	(0) 0	(100) 20	(24) 6	(76) 19	(0) 0	(40) 10	(36) 9	(24) 6	25	33
5	(0) 0	(100) 20	(0) 0	(100) 20	(0) 0	(15) 3	(45) 9	(40) 8	20	23
6	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(0) 0	(24) 6	(76) 19	25	48
7	(0) 0	(100) 15	(7) 1	(93) 14	(7) 1	(33) 5	(60) 9	(0) 0	15	35
8	(0) 0	(100) 25	(0) 0	(100) 25	(0) 0	(4) 1	(36) 9	(60) 15	25	58
9	(0) 0	(100) 15	(0) 0	(100) 15	(0) 0	(0) 0	(20) 3	(80) 12	15	
10	(0) 0	(100) 15	(0) 0	(100) 15	(0) 0	(0) 0	(20) 3	(80) 12	15	37
11	(0) 0	(100) 15	(0) 0	(100) 15	(0) 0	(0) 0	(60) 9	(40) 6	15	81
12	(0) 0	(100) 11	(9) 1	(91) 10	(0) 0	(64) 7	(18) 2	(18) 2	11	11
13	(0) 0	(100) 15	(27) 4	(73) 11	(0) 0	(20) 3	(27) 4	(53) 8	15	22
14	(0) 0	(100) 15	(0) 0	(100) 15	(0) 0	(13) 2	(40) 6	(47) 7	15	19
Total	0	254	14	240	10	43	82	119	254	453
%	0	100	5.5	94.5	3.9	16.9	32.3	46.9		

TABLE 50
SUMMARY OF PERFORMANCE ON ORAL ENGLISH PROFICIENCY BY
GRADE LEVEL (%)

	Level 2--PM			Level 3 -- PM			Level 4 -- PM			Level 5-- PM		
	Non	Part.	Full	Non	Part.	Full	Non	Part.	Full	Non	Part.	Full
Functional Items	36	52	13	79	18	3	11	49	39	9	37	54
Listening Comprehension	27	35	38	26	32	42	45	35	20	19	63	18
Oral Expression	90	10	0	86	13	1	93	4	2	91	8	1

TABLE 51
PERCENT OF PUPILS TESTED WHO WERE ABLE TO PERFORM
THE TASK TO MEET AT LEAST MINIMUM STANDARDS

	Level 2	Level 3	Level 4	Level 5
Copying Letters	79	93	99	100
Write Name	48	60	79	95
Write Words-None	45	27	9	4
Write Words- 1 to 5	31	30	39	17
Write Words- 6 to 15	18	27	32	47
Write Words-16 or more	7	15	20	47

95% for P.5. No class level was able to have all its members write their names. The table also shows that the percentage of pupils who could not write a single word decreased from 45% for P.2 to 4% for P.5. Less than 50% in each grade level were able to write more than 15 words. However, ability to write more than 15 words increased from P.2 (7%) to P.5 (47%).

Table 52 which summarizes performance on the reading tasks shows that the ability to recognize the letters of the alphabet increased from P.2 (23%) to P.5 (85%). Pupils concept about the usage of print increased from a low of 28% for P.2 pupils to 58% for P.3. At P.4 level the performance decreased slightly to 50% and increased again to 71% at P.5. Although performance on the aided reading was low, it increased from 3% at P.2 to 40% at P.5. For the mastered words, performance again increased with grade level even though it was generally low. Passage reading and comprehension from P.2 text was low but it increased with grades level i.e. from P.2 to P.5. A similar pattern was found for performance on the reading and comprehension of the P.3 text. That is there was an increase from P.3 to P.5. The performance on the P.4 reading and comprehension passage followed a similar trend with increase from P.4 to P.5. The increase in comprehension was almost negligible.

TABLE 52
SUMMARY OF PERFORMANCE ON READING TASKS BY GRADE (%)

	Level 2--PM			Level 3 -- PM			Level 4. -- PM			Level 5-- PM		
	Non	Part.	Full	Non	Part.	Full	Non	Part.	Full	Non	Part.	Full
Letter Recognition	41	36	23	19	27	55	10	28	62	1	14	85
Concepts About Print	30	42	28	9	34	58	11	39	50	9	21	71
Aided Reading	88	8	3	60	22	19	51	17	32	37	23	40
Reading Most Used Words	96	4	0	70	16	14	59	20	21	43	23	34
Reading Passage from P2 Text	86	13	1	73	20	7	65	20	16	41	28	32
P2 Passage Comprehension	91	7	2	85	11	4	79	14	7	73	17	10
Reading Passage from P3 Text				69	19	12	61	22	17	43	24	34
P3 Passage Comprehension				92	7	1	83	11	5	83	13	5
Reading Passage from P4 Text							66	18	16	48	17	35
P4 Passage Comprehension							90	5	5	87	7	7
Reading Passage from P5 Text										51	25	24
P5 Passage Comprehension										85	11	4

CLASSROOM OBSERVATION

Classroom learning experiences play an important role in the teaching-learning process. Classroom observations were conducted, as part of the study, to record the learning experiences that occurred in the classrooms of the fourteen sampled primary schools in connection with the teaching and learning of the English language. The main focus of the observation therefore was to examine the teaching-learning characteristics that might influence pupils learning of the English language in the schools. The major areas that attracted the attention of the researchers were Reading, Written and Oral English. In each of the schools four observations were made during 4 visits to the schools to enable the researchers gather the required data.

LEVEL TWO

There were 56 classroom observations in the teaching of English Language in P2 classes throughout the fourteen schools. Fifty-seven percent (57 percent) of the observations were in English Reading, 16 percent were in Oral English while 27 percent were in English Written Language.

READING

Generally, silent reading did not feature much in P2 classes in the schools where the observations were done. Out of the 32 reading lessons observed, silent reading was done during two sessions representing only six percent. Time allotted for silent reading during the two sessions was very insignificant; fifteen and ten minutes were used respectively.

Specific difficulties encountered by the pupils during silent reading were the inability to prevent visible lip movements and lack of concentration (distractiveness).

Reading aloud featured prominently in all the classes. Out of the 32 reading sessions observed, 30 of them were in reading aloud representing 94 percent. On the average, 21 minutes were used for reading aloud during each session.

It was during the two sessions (six percent) that pupils read from textbooks and once (three percent) from flashcards. The main source of reading was from the chalkboard. The teachers usually copied the reading passages from the textbook onto the chalkboard from where the pupils read. This was done during 91 percent of the reading sessions.

Out of the fourteen classes where the observations were made, three classes did not have any English textbooks, two classes had textbooks in the ratio of 1:1 and one class had the textbook pupil ratio to be 1:2. The textbook-pupil ratio in five other classes was 1:3 while in three classes it was 1:4 or more.

Generally, the pupils could not read fluently. During 85 percent of the reading aloud sessions, the pupils did not exhibit any form of fluency. However, during the remaining 15 percent sessions, few pupils were able to read fluently.

The most glaring problems faced by the pupils were correct pronunciation, intonation and recognition of words in the passages read. Problems with pronunciation occurred during 67 percent of the sessions, Intonation occurred during 10 percent of the sessions, Pronunciation 10 percent, and Word Recognition, 13 percent.

Pupils mistakes were corrected instantly by the teachers during 69 percent of the reading sessions, and by the teachers and pupils during 25 percent of the sessions. Mistakes were not corrected during the other two reading sessions where pupils read silently.

Pattern reading usually preceded both silent and reading aloud sessions. Pattern reading was done during 78 percent of the reading sessions. On seven occasions, pupils read without any pattern reading from the class teacher.

It was evident that pupils did not understand the passages read as most of them could not answer simple questions based on such passages. During 78 percent of the reading sessions, the pupils exhibited lack of understanding of the passages read. However, few were able to answer questions posed by the class teachers during 22 percent of the sessions.

ORAL

Of the 14 classes that were under observation, Nine Oral English lessons were observed in 9 classes during the period. No Oral English was taught in the other 5 classes.

The aspects of the Oral English taught were composition, conversation, rhymes, picture description, English grammar and sentence construction. In the nine classes where oral English was observed composition was taught during one oral English period, rhymes, picture description, grammar, and sentence construction

were also taught once while conversation was taught in 4 oral English sessions.

On the average, 21 minutes were used during each Oral English session.

Performance of the pupils in Oral English was not encouraging. It was observed that pupils mixed up English with Vernacular during eight (89 percent) of the Oral English sessions. It was only during one session that pupils used English throughout and this was during a conversation lesson.

English was never used by the pupils in asking questions during all the Oral English sessions. Audio visual aids were used in teaching during 78 percent of the Oral English sessions and these ranged from chair, duster, cup, water, wall charts to chalkboard. The chalkboard was used in 33 percent sessions, wall charts 11 percent, flashcards 11 percent, real objects 22 percent). No audio visual aids were however used during 22 percent of the Oral English sessions.

WRITTEN

In all, 27 percent of the English Language sessions observed were in Written Language and covered only 12 schools. In five schools all the pupils took part while an average of 2 pupils did not take part in the other nine schools.

Aspects of written language observed were sentence construction, writing, dictation, comprehension, filling in blank spaces.

Sentence construction constituted 47 percent (7) writing, seven percent (1) dictation, 20 percent (3) comprehension, 13 percent (2) and filling in the blank spaces 13 percent (2).

The average time allotted for the written exercise was 18 minutes.

Out of the 15 sessions for Written Language Exercise, the class teacher went round the pupils during 80 percent of the sessions. However, no supervision took place during 20 percent of the sessions:

The class teacher went round to correct pupils' mistakes during 73 percent of the sessions. However, this was not so during 27 percent of the sessions.

Pupils were helped to do corrections during 67 percent of the written language session but this was not so during the remaining 33 percent of the sessions.

LEVEL THREE

There were a total of 4 observations for each of the 14 schools observed, and therefore a total of 56 observations were made out of which English Reading occurred 25 times (44.7 percent), Oral English 11 times (19.6 percent) and Written English Language 20 times (35.7 percent).

READING

The pupils in the classes observed normally read aloud and did very little silent reading. In all, reading aloud accounted for 88 percent with silent reading accounting for 12 percent. Chorus reading after the teacher was almost always the case. The children rarely did silent reading on their own. The specific difficulty experienced by the pupils when reading aloud was pronunciation (88 percent), with intonation and word recognition representing 4 percent and 8 percent respectively.

In 21.4 percent of the cases where silent reading was done the main difficulties were lack of concentration and visible movement of the mouth. Time allotted for reading aloud ranged from 7 minutes to 35 minutes representing an average of 21.5 minutes. Although this may represent sufficient time in a 35 to 40 minute class period, almost all of this time was spent in chorus, group or individual repetitions of what the teacher reads from the chalkboard.

The chalkboard was the source of reading in 80 percent of the observations, with the use of supplementary readers and flashcards being 16 percent and 4 percent, respectively.

Five out of the fourteen schools observed did not provide any reading text for the pupils. In the other cases, the textbook ratio were as follows: 1:2, (1 school), 1:3 (3 schools) and 1:4 or more (5 schools). In effect this shows that 10 out of the 14 schools had either insufficient textbooks and therefore were not distributed to the pupils or had none at all.

ORAL

Generally conversation formed a greater part of the Oral English taught in primary 3. In fact 63.6 percent of the oral English lessons were on the conversation aspect. Rhymes occurred in 18.2 percent of the cases, with poetry and story telling occurring 9.1 percent in each case. Other aspects of Oral English such as debating, was totally absent. In 72.7 percent of the observations made, pupils were observed to use the vernacular. Because of this pupils rarely asked no questions using English. In 81.8 percent of the cases pupils did not

use English in asking questions, in fact they did not ask questions at all.

Teaching aids were available in 63.6 percent of the observations showing that generally, teaching aids were not available for Oral work.

WRITTEN

In 85 percent of the observations made, pupils participated in the written exercise. The aspects of English Language taught were, sentence construction (65 percent), dictation (20 percent), and composition (15 percent). Aspects of written English such as creative writing, writing of stories and rhymes were never taught. It was observed that on assigned written tasks, teachers went round and corrected the pupils instantly and also helped the pupils to do their corrections during 80 percent of the observations.

LEVEL FOUR

READING

The observations identified some variables that impeded or promoted the acquisition of reading skills. These variables included the methods of reading, reading difficulties among pupils, sources of reading and supply of reading materials. The observations revealed that reading aloud was widely used in many of the primary four classrooms as an English practice technique. For instance about 85 percent of the observations conducted indicated that reading aloud was used. In most of the classrooms, about 30 minutes was devoted to reading aloud

The general trend of reading aloud among primary four pupils was that the pupils reading aloud followed pattern reading by the teacher. The observation revealed the critical situation of reading materials in the primary four classrooms. In about 98 percent of the classrooms observed the pupils-textbook ratio was 1:4 or more. In some cases, it was observed that only the teacher possessed a copy of the English textbook. In such situations the chalkboard became the major source of reading material. The shortage of English textbooks did not significantly vary among rural and urban schools.

Another significant feature that the observation data revealed was that about 98 percent of the primary four pupils were not fluent in English. Consequently a majority of them could not understand what they read from print. Some of the major reading difficulties primary four pupils faced included pronunciation, intonation,

inability to control lip movements during silent reading and pupils inability to understand what they read.

The pupils difficulties in reading was due to the fact that they rarely had the opportunities to learn to read because there were no textbooks or other printed materials.

ORAL

The that might affect the pupils acquisition of the spoken English were, time allotted, pupils use of English language to ask questions, the availability of teaching aids and pupils mixture of English with the Vernacular. The main strategies used in the primary four classrooms were conversation, narration and poetry.

The observations made in the classrooms revealed that about 50 percent of what pupils said was a mixture of English and Vernacular. Considering pupils use of English in asking questions the observations revealed that about 95 percent of the primary four pupils did not use English. The use of teaching aids to motivate pupils to be able to use the English language with confidence was minimal. Some of the teaching aids used included broom, pictures, textbooks, cups and boxes.

WRITTEN

Experts in the study of the language arts are aware that writing and printed materials can be very useful. Indeed without that the load on the primary four pupils' memory might become too great after the first few hours of oral study. This part of the observations therefore sought to find out the extent to which primary four pupils were taught to write English.

An overwhelming evidence from the observations indicates that primary four pupils were constantly engaged on written assignment in the primary four classroom situation. This suggests that the pupils were given ample opportunity to think about a content and to write their thoughts in English. The data, however, revealed that about 33 percent of the pupils did not have the opportunity to participate in the written exercises. The major types of writing assignments the teachers gave to enhance pupils' learning of English included dictation, composition and sentence construction. An average of thirty minutes was allotted to each of these aspects. In a majority of cases (90 percent), the teacher went round to guide pupils and to correct their mistakes while they undertook the written assignment.

LEVEL FIVE

Fifty-six observations were made out of which English Reading was observed 26 times (46.4 percent), Oral English 7 times (12.5 percent) and Written English 23 times (41.1 percent)

READING

In all the 26 observations done in the schools, pupils read aloud from either the textbook or chalkboard. Silent reading accounted for 15.4 percent. In 42.3 percent of the observations, pupils read from the textbook.

However, in half of the schools observed pupils did not have access to textbooks at all. For the other half the ratio of textbook to pupils were as follows: 1:1 (2 schools), 1:2 (2 schools) 1:3 (1 school), 1:4 or more (2 schools). Generally, pupils read in chorus after the teacher. Two schools, (Mando and Babinso) which had a textbook ratio of 1:1 were the only schools which did silent reading. Even though all the pupils in these two schools had textbooks to read from, silent reading was done on only four occasions. On those four occasions reading aloud was still done, with the time allotted for silent reading ranging from 10 to 14 minutes with an average of 11 minutes. The specific difficulty faced by these pupils on all four occasions was the inability to prevent the visible movement of their lips whilst reading silently. For those schools which had either insufficient textbooks, or none at all, the chalkboard became the main source from which pupils read.

In 73.1 percent of the cases where reading aloud was done pupils could not read fluently. The major source of difficulty for the pupils was pronunciation, that is 76.9 percent, with intonation and identification of words accounting for 19.2 percent and 3.9 percent respectively. The percent for identification of words was quite low because in most cases pupils were not given the opportunity to identify the words themselves. There was no comprehension of what pupils read either from the textbook or chalkboard in 65.4 percent of the observations. Pupils mistakes were always corrected instantly by the teacher.

ORAL

In 8 schools, no Oral English lessons were taught. For the other 6 schools which did Oral English the aspects taught were only sentence construction and conversation. The time allotted for Oral English ranged from 15 to 30 minutes averaging 24.2 minutes. Pupils

did not normally mix English with the Vernacular during Oral English. However, in all the 6 schools the pupils never used English in asking questions, in fact they did not ask questions at all. Only 3 schools were observed using teaching aids. These were in the form of live objects (shoes, bags, broom etc.) and weather chart.

WRITTEN

The aspects of written language taught were composition (34.8 percent), dictation (26.1 percent) and sentence construction (39.1 percent). Aspects like creative writing, stories and rhymes were never taught. The time allotted to the aspects taught ranged from 10 minutes to 45 minutes averaging 28.9 minutes.

Pupils written work were checked by the teacher during 73.9 percent of the time. However, in 39.1 percent of the observations the teachers did not help the pupils do their corrections. The books were collected to be marked later.

REPORT ON PUPILS' INTERVIEW

INTRODUCTION

This aspect of the research dealt with the interview of pupils from primary 2 to primary 5. The pupils were from the 14 primary schools selected from the Western and Central regions of Ghana. Four of the schools are located in urban centres while the remaining ten are located in rural and semi-urban areas.

This report deals with Reading, Oral and Written English. An attempt is made to compare the responses of urban and rural /semi-urban pupils in addition to reporting on all the pupils' responses generally.

LEVEL TWO

A total number of 112 level two (2) pupils were interviewed in all the fourteen schools.

READING

Thirty-four percent (34 percent) of the pupils noted that they read at home or after classes. In both the urban and rural/semi-urban schools 67 percent of the pupils cited the P2 English course Book as what they read. For instance, all the pupils in schools 08 (urban) and 03 (rural) said they read the P2 English book. Ten percent (10 percent) of the pupils also indicated that they read the letters of the

alphabets or other written materials prepared for them by their teachers.

Majority of the pupils (that is 67 percent) however confirmed that they did no reading at home. Fifty-one percent (51 percent) attributed this to the absence of reading materials such as books at home. This reason, it is to be noted, was cited in both urban and semi-urban schools. Though some (10 percent) pupils could not identify any specific reasons for their inability to read at home, others especially those in the urban schools (01 and 09) revealed that they were always so much occupied with household chores like helping mother to cook, selling minerals (soft drinks) or running errands, that they felt tired and were not able to read.

The above clearly indicate that reading at home (after classes) is not a popular practice among the P2 pupils interviewed. Lack of reading materials and the fact that the pupils are always pre-occupied with other activities at home negatively affect their desire to read. Even where reading is done, it is rarely diversified as pupils would always have to limit their efforts to the P2 English course book. If constant reading of as many relevant materials/sources as possible can enhance English (reading) proficiency then, the high percent (65 percent) of P2 pupils who rarely read at home would possibly have their English proficiency impaired.

Apart from indicating whether they read at home or not the pupils also were asked to name books that they had read. Twenty six (26 percent) percent of the pupils mentioned the P2 English Course Book. 17 percent mentioned story books like 'My Book of Bible Stories' 'ABC and General Information for Beginners' and so on. Fifty-six percent (56 percent) of the pupils however could not mention any book. This firstly, might be a confirmation of the fact that reading at home is not consciously pursued by most pupils. Alternatively, the pupils' inability to mention any book might be due to the fact that at this stage pupils find it difficult committing titles of books that they have read into memory.

In addition, the pupils encountered some problems when that read. Distractions or interferences were cited by 4 percent of the pupils. The major problems identified in both urban and rural schools however, were the inability to understand what was read (in English) (41 percent) or to pronounce English words (33 percent). That these two problems were related, could be attributed to the fact that most of the pupils who cited one also cited the other as a problem

(schools 01,05,09,10). Yet 25 percent of the pupils could still not identify any specific problem when reading.

As to whether they had libraries in their communities, 2 percent of the pupils answered in the affirmative. These pupils were from urban schools (01,08). The rest of the pupils (97 percent who were from both urban and rural/semi-urban schools) said there were no libraries in their communities. Of those who said they had libraries in their communities one pupil (08 percent) mentioned that he had stopped going to the library because he had no registration fees. 71 percent of the pupils said they did not use the library because there was none in their communities, others (24 percent) said they did not use the library because they did not know where it was.

It must be noted that apart from five pupils in two urban schools (01 and 09) who mentioned that besides the school their fathers or sisters gave them books, the rest of the pupils interviewed said that they got books from nowhere.

ORAL

All the pupils interviewed in urban, semi-urban and rural schools stated that they did not enjoy telling stories in English. Significantly, this response was given by pupils whose schools were in the rural/semi-urban setting (04, 05, 11). Twenty-one percent (21 percent) attributed their inability to narrate stories in English to the fear of committing errors and /or lack of the requisite English vocabulary to express their views. These reasons were in fact cited in most of the schools where the interviews were conducted. Twenty four percent (24 percent) of the pupils in all the schools could not explain why they were unable to narrate events in English.

Though pupils said they could not narrate stories in English some said they sometimes spoke English with their parents or siblings. Only 18 percent of the pupils interviewed in all the schools (urban and rural) gave this response. The rest, that is 81 percent said they neither spoke English with their parents, siblings nor friends.

Apart from a pupil in one of the urban schools (01) who said that he did not speak English with his relatives/friends because he was not encouraged to do so, 9 percent of the pupils gave no apparent reason for not speaking English with their relatives, 12 percent mentioned the fact that most of their relatives were illiterates while 19 percent attributed it to the fear of being laughed at. As many as 54 pupils (48 percent of those interviewed) indicated however that their inability to speak English with relatives/friends could be

traced to the fact that only the vernacular was used during conversations in the home.

What is evident (from the foregoing) is that the pupils do not use English at home. Though some pupils in the urban areas claim they sometimes speak the language with relatives this cannot be said to be characteristically unique to these areas as to present an obvious point of difference when a comparison is made with the situation in the rural areas. Consequently, in both the urban and rural schools pupils do not consistently speak English. Factors like fear which has become associated with the tendency to make mistakes in spoken English, lack of the requisite English conversational vocabulary, the prevalence of the use of the vernacular (especially during conversation) as well as the absence of encouragement on the part of significant others (parents, siblings, friends, etc.) to motivate or urge the pupils on to speak English are thus common to pupils in both the urban and rural settings.

WRITTEN

All but 2 of the pupils interviewed (that is 1 percent) said that they took part in English written exercises. The two who were from rural and semi-urban schools (03, 05) said they did not participate in written exercises because their exercise books were missing.

With regards to which English written exercises were frequently done in class the pupils gave varied responses. Fifteen percent (15 percent) mentioned comprehension, 9 percent composition, 29 percent copying, whilst 33 percent also mentioned dictation. Eighteen percent (18 percent) of the pupils however, could not mention the exercises that were frequently done.

Pupils were also asked to identify written exercises that they enjoyed most. Three percent (3 percent), indicated that they enjoyed all written exercises. Twenty five percent (25 percent) of the pupils said they enjoyed Dictation because to them they were good at spellings (e.g., School 01); 36 percent of the pupils mentioned copying from the board, citing as their reason the fact that this written exercise was very easy; 4 percent of the pupils mentioned composition without any apparent reason while 2 percent cited comprehension exercise because it helped them to understand the passages they read (e.g., school 05). Twenty-five percent (25 percent) of the pupils on their part could not mention (did not know) the written exercise that they enjoyed.

Twenty two percent (22 percent) of the pupils considered Comprehension as the most difficult aspect of written English

because according to them they usually did not understand most of the passages on which the exercises were set (schools 01, 02, 08); 19 percent said dictation was difficult while 4 percent mentioned composition. Forty one percent (41 percent) of the students however indicated that they did not know which of the exercises were difficult.

To explain this situation it can be said that, at this level most of the pupils could not easily know the different aspects of written exercise that they do in English.

The pupils also mentioned that they wrote assignments at home. However, Sixty-three percent (63 percent) of the pupils stated that they wrote assignments which were mainly given by the teachers. On the other hand, thirty-six (36 percent) percent of the pupils also explained that they were never given any assignments; that there were no books in which to write in (6 percent), that there was nobody to help them do the assignments (1 percent). However 10 percent could not give any specific reason .

Like the trend in the other aspects of English proficiency (that is reading and oral) on which the interview was based, pupils in both the urban and semi-urban/rural schools did not show any vivid differences in their responses. They appear to be engaged in common written exercises like dictation, copying and so on; have difficulties with such aspects as comprehension, composition, and so on; and have most of their assignments given by the teachers.

LEVEL THREE

One hundred and four (104) level 3 pupils were interviewed in the 14 schools.

READING

About forty percent (40.4 percent) of the pupils said they read after classes. This proportion was made up of 56.7 percent urban pupils and 33.8 percent of those in the semi-urban/rural schools. Materials read by pupils in both categories included story books Pupils' Reader 3 and notes or items copied from school.

The 59.6 percent (of the 104 pupils) who indicated that they did not read after class attributed this to the following : lack of reading materials, pupils engaged on household chores, nobody to assist them to read, and inability to read.

Pupils who claimed they did not read at home gave a number of reasons. These included lack of reading materials at home and lack of time because they were often engaged in doing household chores. Others included the absence of people in their homes to help them read.

Those who said they read were able to mention the titles of some of the books. Some could not give any titles, however.

Children who read at home sometimes met some difficulties; the major ones being pronunciation problems, lack of understanding, inability to recognise words and interference (e.g. noise).

Pupils' responses showed that libraries existed in only 2 communities; both were in the urban areas. Only 10 percent of the pupils in these communities used the library.

ORAL

Only 12.5 percent of the pupils said they enjoyed telling stories. Of this number 36.7 percent were from the urban areas while 12.2 percent were from the rural/semi-urban areas. About 36.7 percent of the pupils from the urban schools spoke English at home compared to 12.2 percent of the pupils from the rural/semi-urban schools.

The pupils gave similar reasons for not being able to tell stories or speak English at home. These included :

- Fear of making mistakes and being laughed at or ridiculed by their friends;
- Just cannot speak English because of very limited vocabulary;
- Parents and siblings also do not speak English at home.

WRITTEN

About 96.7 percent of pupils from the urban and 93.2 percent from the rural/semi-urban schools took part in exercises in class. All those who did not take part said they did not have any exercise books.

The aspects of written exercises which were frequently done were:

- dictation;
- copying of sentences from the chalkboard ;
- composition writing ;
- sentences completion and
- comprehension.

The aspect pupils claimed they liked most was dictation because, according to some of them, it was easier and they obtained higher scores in it.

English composition seemed to be the aspect of written exercise that the majority of the pupils found most difficult. They claimed that in composition writing, they had to do oral work first. Since most of them could not make sentences on their own, this aspect was very difficult for them.

About 63.3 percent of the pupils in urban and 58.1 percent of those in the rural/semi-urban schools indicated that they did written exercises at home.

Some of those who said they did not, stated that their teachers did not give them any homework. Others said their parents were illiterates so they were not in any position to assist them do their written assignments. Still, some indicated they did not have writing materials (exercise books) to do the written exercises in.

LEVEL FOUR

One hundred and eighteen (118) primary four pupils were interviewed on the three aspects of English language.

READING

The responses showed that 48.3 percent of the pupils do not read at home after classes. With regard to urban against rural/semi-urban pupils, the data show that 55.6 percent of the urban P4 pupils said they read at home while 46.2 percent of the rural P4 pupils said they read at home. The data indicate that 44.4 percent and 53.8 percent of the urban and rural/semi-urban pupils respectively do not read after classes.

Those pupils who read after classes, said they read the P4 English Reader, Story books, class notes, newspapers and P1 and P3 English textbooks etc. Pupils from 9 of the schools indicated that they read from the P4 English Reader. While pupils from 4 schools indicated they read from story books. From one or two schools pupils indicated they read from P1 and P3 English Readers, Social Studies and Science books. The following book titles were included in those mentioned by pupils who indicated they read after classes. "Building a House, "Looking after a Pet", "Cinderalla", "The Nose" "The Farm", "In the Home", "The Kite and other Stories", "Cock and Hen", "Mr. Gyebi", "Mr. Kuma has Two children", "The shy Fox and the Red Hen", "The Greedy Boy", "Peter and the Wolf", "P4 English Reader" etc.

Most of the titles of the books named came from P4 pupils from urban schools. Most of the pupils in the rural/semi-urban schools did not name any book titles.

From all the 14 schools, pupils indicated that they had no books at home for reading. Pupils from 3 schools indicated that they did not have time for reading. After classes, they used their time doing household chores: selling kerosene, cooking meals. Respondents from 2 schools indicated that they had no one in the house to help them in their reading. From a school a pupil reported that his mother did not allow him to read the book he had for fear of destroying it.

A number of difficulties which prevent pupils from reading were listed. Among the lot, difficulty in pronunciation of English words and lack of understanding of English words and sentences were prominent. Pupils from 12 out of 14 schools and 13 out of 14 schools indicated these two difficulties respectively. Two other difficulties identified were: inability to read; and interference in the form of noise. Pupils from 4 out of 14 and 3 out of 14 schools indicated these respectively.

The two prominent difficulties (lack of understanding and difficulty in pronunciation) apply equally to both urban and rural/semi-urban pupils. In addition rural/semi-urban pupils tend to have the other two difficulties of inability to read English and noise interference.

Apart from 11 pupils from two-urban schools who indicated that there were libraries in their communities, the remaining pupils indicated that there were no libraries in their communities. In other words only 9.3 percent of the P4 pupils indicated that libraries were available in their communities while 90.7 percent indicated there were no libraries in their communities. About 5.9 percent of the pupils however used the library.

In general, therefore, there are virtually no libraries in the areas sampled for the study.

With regard to urban and rural/semi-urban pupils, it was found that 40.7 percent of the urban P4 pupils indicated that there were libraries in their communities while 59.3 percent said there were no libraries in their communities. When asked about whether they use libraries, 25.9 percent of the urban pupils said Yes while 74.1 percent said No. With the rural/semi-urban pupils all of them (100 percent) said there were no libraries in their communities. All rural/semi-urban pupils, all of them (100 percent) said they do not make use of libraries because they were not available.

However, in the urban schools, pupils gave other reasons for not using the libraries, some of which are:

- i) Father provides books at home
- ii) No money for transport to go to the library
- iii) Pupil did not know the importance of making use of the library
- iv) Always engaged in household chores: selling in the market
- v) Do not know the location of the library
- vi) Lost library card and stopped going to the library
- vii) Stopped going to the library because of distance.

To conclude on the English Reading patterns of P4 pupils, the findings show that their reading level is generally poor. A little more than 50 percent of them cannot read materials in English. Even though a greater proportion of the urban pupils said they read after classes, the difference between them and the rural respondents is not much. Most titles of books read by P4 pupils were given by pupils in urban areas. Among the difficulties which contributed to lack of reading, lack of understanding words and sentences, and difficulty in pronunciation of English words dominated. Other difficulties mentioned by rural pupils are inability to read, and noise interference.

In general, P4 pupils are not used to libraries. Apart from the one urban school where all the pupils indicated there is a library in their community and majority of them indicated they use the library, all the pupils in the other schools (mostly rural) indicated there were no libraries and therefore they did not use them. In urban areas where there were them, pupils gave some other reasons why they do not use them. These were the distance from home or school, household chores, etc.

ORAL

Responses on Oral English indicate that most P4 pupils could not speak English. When asked if they enjoy telling stories in English, 16.9 percent said they do while 83.1 percent said they do not enjoy telling stories. The pupils indicated a number of reasons why they do not enjoy telling stories in English. The outstanding ones are:

- i) Fear of making mistakes and being laughed at (pupils from 9 schools indicated this)
- ii) Lack of sufficient vocabulary and inability to speak the language (pupils from 7 schools indicated this)
- iii) Inability to pronounce English words (pupils from 4 schools indicated this)

iv) . Shyness to speak the language (pupils from 3 schools indicated this).

When asked directly if they speak English 21.2 percent (i.e.. about 25 out of 118) of the pupils said Yes; while 78.8 percent (i.e.. 93 out of 118) of the pupils said No. The reasons for saying No are the following:

- Parents and Siblings (i.e.. brothers and sisters) are illiterates (pupils from 11 schools indicated this)
- Only vernacular is used at home, or, only illiterates are in the house; (pupils from 6 schools indicated this)
- Cannot speak or has not learned English (pupils from 8 schools indicated this)
- Fear of making mistakes and shyness (pupils from 5 schools indicated this).
- lack of English vocabulary (pupils from 3 schools)
- has no siblings to speak with
- siblings are too young to speak English with (pupils from 3 schools).
- friends do not speak English (pupils from 3 schools)
- parents do not encourage me to speak English (pupil from 1 school indicated this).

In comparing urban to rural pupils, it was found that 26.6 percent of the urban P4 pupils indicated that they enjoyed telling stories compared with 14.3 percent of the rural/semi-urban pupils. In answer to whether they speak English, 44.4 percent of the urban pupils said they speak English compared to 14.3 percent rural/semi-urban pupils.

From the above analysis it can be concluded that most P4 pupils do not speak English. Majority of them do not speak English for a number of reasons as indicated above. Even though this is the general situation more pupils in urban schools do speak English than their rural counterparts.

A much greater percent of rural pupils cannot speak English when compared to their urban counterparts.

WRITTEN

This part of the interview examined pupils habit of doing written exercises in English at school and at home. The responses indicated that most P4 pupils do written exercises at school and at home.

The responses of the P4 pupils to the item on whether they take part in written exercises indicated that 98.3 percent of the pupils said

they take part, while 1.7 percent of the pupils said they do not take part. One reason given by one of the 2 respondents for not taking part was lack of exercise books. The other respondent did not give any reason.

The aspects of written exercise which the P4 pupils indicated as being done most frequently are spelling and dictation, composition, comprehension, grammar, filling in the blank spaces, copying from the chalkboard, sentence construction, story writing, writing of sentences, English structure and rhymes. Out of these spelling and dictation, composition, comprehension and grammar stand out prominently with dictation leading followed by composition then comprehension and grammar. The pupils indicated that they enjoyed spelling and dictation most, followed by composition and then comprehension. One reason for enjoying spelling and dictation as stated by the pupils is that the teacher gives a lot of guidelines. The aspect they found difficult was composition, followed by dictation and then comprehension. It is likely that their limited vocabulary may be a big factor contributing to the difficulty in composition. The order in which these aspects of English come with regard to enjoying them or having difficulty with them does not make any logical sense. If composition is liked second, comprehension third, then it is envisaged that comprehension would have posed more difficulty than composition. However, the analysis did not give this logical ordering.

With regard to written assignments 98.8 percent indicated that they do while 21.2 percent said they do not. Those who indicated they do not do written assignments gave the following reasons:

- There is no one in the home to rely on to give written assignment (pupils from 6 schools indicated this)
- Teacher does not give home work (pupils from 2 schools indicate this)
- lack of exercise books (pupils from 3 schools indicated this)
- No light to study with (pupils from 1 school).

Those who indicated they do assignments responded that the following give them assignments at home:

- Teacher (pupils from 5 schools)
- Siblings or senior brother (pupils from 3 schools)
- a JSS pupil who is a neighbour;
- Teacher at home and mother (pupils from 1 school for each).

In comparing the responses of urban pupils to rural/semi-urban pupils, it was found that 96.3 percent of the urban pupils indicated they take part in written assignments while 98.9 percent of the

rural/semi-urban pupils said the same. However, 92.6 percent of the urban pupils said they do written work at home while 74.7 percent of their rural counterparts said the same. While there is practically no difference in their first responses, they vary greatly in their second responses. A greater proportion of the urban pupils do written work at home than their rural counterparts.

LEVEL FIVE

A total of one hundred and four primary five pupils were interviewed. Out of this number, 50 were from the urban schools whilst 54 were from the rural/semi-urban schools.

READING

The data shows that 30.0 percent of the pupils in the urban schools read after classes as against 32.4 percent of the pupils from the rural/semi-urban schools. This shows that a greater proportion of the pupils from both areas do not read after classes.

The pupils who read after class claimed that they read materials from library books, English Course Book 5, Story books, Play Pen Magazines, newspapers, and passages copied from the primary English Course Book 5. Those who admitted that they did not read after class either said they could not read because they had no reading books at home or they were engaged in many household chores, or were compelled to sell wares after classes. These reasons were common to both urban and rural/semi-urban pupils.

Recounting the difficulties that they had in reading, all the pupils said they found it difficult to recognize words and pronounce them well. They also had difficulty in understanding what they read.

On the availability of library, 50 percent of the pupils from the urban schools said there were no libraries in their communities compared to 70 percent from the rural/semi-urban schools. However, only 30 percent of the urban pupils made use of the libraries while none of the 30 percent of the rural/semi-urban pupils who had libraries in their communities use them. Pupils who had libraries in their communities but did not use them said they did not do so because the distance from their homes to the library was too long for them to walk there. Others complained that they either had no money to register with the libraries or could not get time to go there.

ORAL

Twenty-six percent (26 percent) of all the pupils interviewed in level 5 indicated that they did not enjoy telling stories in English. This group was made up of about 57 percent of pupils from urban and 25 percent of pupils from the semi-urban/rural schools.

Among the reasons given were :

- lack of vocabulary
- fear of making mistakes
- shyness and
- fear of being ridiculed by friends.

Again only 25 percent of all the pupils indicated that they spoke English at home with either their parents, friends or siblings. This included 50 percent of pupils from urban and 15 percent of those from semi-urban/rural schools.

Reasons which were given for not speaking English at home included

- lack of vocabulary
- parent and siblings do not speak English at home
- fear of making mistakes and being ridiculed by friends, and
- shyness

When the pupils were asked whether they enjoyed telling stories or not, only 18.9 percent of the rural/semi-urban pupils responded in the affirmative as compared to 56.7 percent of the urban pupils. Both the urban and rural/semi-urban pupils however, had the same reasons for not enjoying telling stories. These were inability to express themselves well in English or speak the English Language. They also either felt shy or feared they would be laughed at by the other pupils in the class when they made mistakes.

Half of the urban pupils claimed that they spoke English Language at home compared to 14.9 percent of the rural/semi-urban pupils. All those who said they did not speak English at home (50.0 percent from urban schools and 85.1 percent from rural/semi-urban schools) did not do so because they either could not express themselves well in English due to lack of vocabulary, or they feared they would make mistakes for their siblings and friends to laugh at them. Others also said the people in their houses, that is, their parents and siblings could not speak English so they could not get people to speak English with.

WRITTEN

With exception of 2.7 percent of pupils from the rural/semi-urban schools who did not take part in written exercises in classes, all the other students said they took part in class exercises. Those who did

not take part in class exercises said they did not have exercise books to write in.

REPORT ON INTERVIEW OF PARENTS/GUARDIANS

A total of 441 parents/guardians who had their wards in the 14 schools covered by the study were interviewed. Table 53 presents the distribution of the parents/guardians by the schools and levels of their wards.

The percentage distribution of the parents/guardians indicates that they were a fair representation of the pupils at the various levels. Generally, the interview sought to obtain information from the parents/guardians on the attitudes of their wards towards the study of English language at home and the contributions the parents/guardians were making to improve the performances of their wards in the study of English language.

TABLE 53
PARENTS/GUARDIANS OF PUPILS FROM THE FOUR LEVELS

SCHOOL	P2	P3	P4	P5	Total
Daboase	6	6	6	6	24
Moree Methodist Primary	9	9	9	9	36
Nyinase Catholic Primary	7	5	6	3	21
Aboom	8	8	9	8	33
Archbishop Porter	5	4	4	4	17
Atwereboanda D/C	9	9	9	9	36
Swedru ADC Primary C	12	12	12	12	48
Sekyere Krobo D/C Primary	6	6	6	6	24
Mando D/A Primary	9	9	9	9	36
Nyankrom S.T.M.A.	6	6	6	6	24
Mpohor Ebenezer Methodist	9	9	9	9	36
Gomoa Brofoyedur R.C.	12	12	9	12	45
Babinso D/C Primary	9	5	11	12	37
Old Daboase	6	6	6	6	24
TOTAL	113	106	111	111	441
percent	25.6	24.0	25.2	25.2	100.0

The interview focused on three areas - Reading, Oral and Written English.

READING

Pupils reading habit at home

Table 54 presents parents/guardians responses on the question as to whether their wards read at home or not. The table shows that majority of the parents/guardians reported that their wards normally read at home. This positive comment runs through all the levels.

TABLE 54
SUPPORT GIVEN TO WARDS TO READ AT HOME.

LEVEL	YES		NO		Total
	No	percent	No	percent	
2	73	64.6	40	35.4	113
3	67	63.2	39	36.8	106
4	75	67.5	36	32.4	111
5	78	70.5	33	29.7	111
TOTAL	293	66.4	148	33.6	441

Parent /Guardians support to pupils

Most parents/guardians interviewed claimed that they provided support to their wards at home to facilitate their reading. They however, gave varied and different responses as to the type of support given to their wards. Table 55 presents the responses of the parents/guardians and the frequency at which they occurred.

Table 55 reveals that majority of parents provided support to their wards in the form of encouraging them, supervising them and buying study materials for them.

Community library facilities

Majority of the parents/guardians interviewed reported that there were no libraries in their communities as shown in Table 56. The few parents who indicated that there were libraries in their communities were in the urban centres.

Table 55
SUPPORT GIVEN TO WARDS TO READ AT HOME.

TYPE OF SUPPORT	Frequency
Encourage them	238
Supervised them	134
Buy them study materials	180
Teach them (e.g. parents, hired teachers, etc.)	84
Prompt them to study	46
Send them out to study with friends	8
Not worried with home duties	16
Promised further studies	10
Punished for not learning	7
Provide them with room and lantern	7

Table 56
CHILDREN'S USE OF LIBRARY IN THE COMMUNITY

LEVEL	YES		NO		Total
	No	percent	No	percent	
2	15	13.3	98	86.7	113
3	19	17.9	87	82.1	106
4	10	9.0	101	91.0	111
5	17	15.3	94	84.7	111
TOTAL	61	13.8	380	86.2	441

The lack of library facilities in the various communities could definitely have adverse effects on the pupils efforts to study English language.

Pupils' use of community library

Table 57. presents parents/guardians responses on whether they encourage their wards to use the library in their communities or not.

TABLE 57
PROPORTION OF CHILDREN ENCOURAGED TO
USE THE LIBRARY

LEVEL	YES		NO		Total
	No	perce nt	No	perce nt	
2	3	16.7	15	83.3	18
3	3	23.1	10	76.9	13
4	5	29.4	12	70.6	17
5	4	25.0	12	75.0	16
TOTAL	15	24.6	46	75.4	61

As can be seen from the table, majority of the few parents/guardians who claimed to be sure of the existence of libraries in their communities did not encourage their wards to use the libraries. Some of the reasons they gave for not encouraging their wards to use the libraries were that they had their own libraries at home, that they considered the community libraries to be too far from their houses; that their wards read their school books; that they could not afford the registration fees for the use of the libraries and that they did not know the locations of the libraries.

ORAL

Pupils' expression at home

Table 58 presents the distribution of the responses of the parents/guardians on whether their wards speak English Language at home or not. The data shows that majority of the pupils do not speak English language at home.

Some of the parents complained that their wards feel shy to speak English language. Others felt that their wards were too young to know how to speak English language.

Facilities at home

Table 59 presented the distribution of the responses of the parents/guardians as to the type of facilities they had at home that encouraged their children / wards to improve their oral language skills.

TABLE 58:
PROPORTION OF CHILDREN ENCOURAGED
TO SPEAK ENGLISH LANGUAGE AT HOME.

LEVEL	YES		NO		Total
	No	percent	No	percent	
2	28	24.8	85	75.2	113
3	33	31.1	73	68.9	106
4	32	28.8	79	71.2	111
5	38	34.2	73	65.8	111
TOTAL	131	310	441	70.3	441

Table 59 shows that majority of the parents interviewed had some facilities at home to encourage their wards to improve their oral language skills. It is also significant that a substantial number of parents did not have any facilities at all.

TABLE 59
OF FACILITIES AT HOME THAT ENHANCE
PUPILS' ORAL PROFICIENCY.

TYPE OF FACILITY	FREQUENCY	percent OF PARENTS
RADIO	258	58.5
TELEVISION	136	30.8
AUDIO CASSETTE	41	9.3
NO FACILITY	168	38.1

Pupils' Use of facilities at home

Most parents interviewed who claimed to have facilities at home (e.g. radio, television) stated that their wards used them. However, majority of them observed that their wards were more interested in watching or listening to programmes in the Ghanaian languages. A few others stated that their wards watched T.V. programmes for children produced in English language. Some of the parents stated that their wards were not interested in programmes on the radio. Table 60 presents the distribution of the responses.

TABLE 60
DISTRIBUTION OF PARENTS/GUARDIANS
RESPONSES ON HOW PUPILS USE FACILITIES

TYPE OF SUPPORT	Frequency
Listen or watch programmes in Ghanaian Language	124
Watch children's program in English on T.V	86
Listen to News	30
Imitate and repeat words	26
Not interested in Radio programs	34
Children do not facilities	21
Children play music on cassette in father's absence	8

WRITTEN

Pupils' written assignment at home

Item 9 of the parents/guardians interview guide sought to find out whether they encouraged their children/wards to do their written assignments given to them by their teachers at home. Table 61 presents the distribution of the responses of parents/guardians

TABLE 61
PROPORTION OF STUDENTS ENCOURAGED
TO DO ASSIGNMENTS AT HOME.

LEVEL	YES		NO		Total
	No	percent	No	percent	
2	97	85.8	16	14.2	113
3	86	81.1	20	18.9	106
4	95	85.6	16	14.4	111
5	91	82.0	20	18.0	111
TOTAL	396	83.7	72	16.3	441

As could be seen from Table 61 majority of the parents/guardians interviewed indicated that they encouraged their wards to do their written assignments at home. Most of the parents who gave negative responses remarked that they had never seen their children / wards bringing assignments from school. Amongst those who gave the positive response a few of them said they gave their wards written assignments themselves since the teacher did not give them any.

Table 62 presents parents / guardians responses on the question as to whether they gave their children/wards written assignments to be done at home apart from those given by their classteacher.

TABLE 62
CHILDREN/WARDS ASSIGNED WRITTEN WORK AT HOME.

LEVEL	YES		NO		Total
	No	percent	No	percent	
2	60	53.1	53	46.9	113
3	56	52.8	50	47.2	106
4	61	55.0	50	45.0	111
5	42	37.8	69	62.2	111
TOTAL	219	49.7	222	50.3	441

It is worthy to note that some of the parents/guardians stated that they did not give the written assignments themselves but they were given by their children in the upper levels to the children covered by the study.

Reasons for parents/guardians not giving written assignments to their children/wards:-

Majority of the parents/guardians who indicated that they did not give written assignments to their children gave the reason that they were illiterates. Others stated that they were always too busy to help their children/wards in their studies. Few others stated that the children did not show interest or were truants. Yet, others said they were too old to assist their children/wards in their studies. Still others said their children/wards had no books at home and their parents had no money to buy books for them to study. Others also said they thought their children could study on their own while others said they had no light at home to make it possible for their children/wards to study at night.

Provision of writing materials at home.

In Table 63 presents the distribution of the responses of parents/guardians by the levels of their wards on whether they provide writing materials at home for their children/wards.

TABLE 63
PARENTS AND GUARDIAN WHO PROVIDED
MATERIAL FOR THEIR CHILDREN AT HOME

LEVEL	YES		NO		Total
	No	percent	No	percent	
2	100	88.5	13	11.5	113
3	96	90.6	10	9.4	106
4	95	85.6	16	14.4	111
5	96	85.6	15	13.5	111
TOTAL	387	87.8	54	12.2	441

Table 63 shows that majority of parents/guardians in the sample indicated that they provided writing materials for their wards at home. This shows that parents/guardians are interested in the education of their children/wards.

The few parents who did not provide writing materials for their children/wards gave a number of reasons including the following: that they had no money to buy the materials; that their children hardly do written assignment at home; that they thought the children have enough tuition at school; and that parents are ignorant about the need to provide those materials.

General comments by parents/guardians:-

The last item on the interview guide sought to elicit any general comment parents/guardians had on the education of their children/wards. A list of the most recurring or prominent comments is provided below:

- a. Pupils should be allowed to bring textbooks home to study
- b. Government should supply pupils with adequate quantity of textbooks.
- c. Parents have no money to buy study materials for their children. Government should provide them.
- d. Teachers should be more serious with their work. They should give pupils more work to do at school and at home.
- e. Teacher should speak English language to their pupils.

- f. Pupils should be encouraged to speak English language at all levels .
- g. Community libraries should be established in the various communities for use by children.
- h. Textbooks should be made available in the market and shops so that parents could buy them for their children.
- i. The system of wholesale promotion for pupils should be given a critical look.
- j. Each school should have its own library so that pupils could borrow books for study.
- k. Children should be helped after school hours through extra classes especially in English.
- l. Discipline in the schools should be raised.
- m. Pupils should be advised to refrain from wasting too much time on playing and watching T.V. programmes which may corrupt their morals.

REPORT ON PUPILS' INTERVIEW

INTRODUCTION

This aspect of the research dealt with the interview of pupils from primary 2 to primary 5. The pupils were from the 14 primary schools selected from the Western and Central regions of Ghana. Four of the schools are located in urban centres while the remaining ten are located in rural and semi-urban areas.

This report deals with Reading, Oral and Written English. An attempt is made to compare the responses of urban and rural /semi-urban pupils in addition to reporting on all the pupils' responses generally.

LEVEL TWO

A total number of 112 level two (2) pupils were interviewed in all the fourteen schools.

READING

Thirty-four percent (34 percent) of the pupils noted that they read at home or after classes. In both the urban and rural/semi-urban schools 67 percent of the pupils cited the P2 English course Book as what they read. For instance, all the pupils in schools 08 (urban) and 03 (rural) said they read the P2 English book. Ten percent (10 percent) of the pupils also indicated that they read the letters of the alphabets or other written materials prepared for them by their teachers.

Majority of the pupils (that is 67 percent) however confirmed that they did no reading at home. Fifty-one percent (51 percent) attributed this to the absence of reading materials such as books at home. This reason, it is to be noted, was cited in both urban and semi-urban schools. Though some (10 percent) pupils could not identify any specific reasons for their inability to read at home, others especially those in the urban schools (01 and 09) revealed that they were always so much occupied with household chores like helping mother to cook, selling minerals (soft drinks) or running errands, that they felt tired and were not able to read.

The above clearly indicate that reading at home (after classes) is not a popular practice among the P2 pupils interviewed. Lack of reading materials and the fact that the pupils are always pre-occupied with other activities at home negatively affect their desire to read. Even where reading is done, it is rarely diversified as pupils would always have to limit their efforts to the P2 English course book. If constant reading of as many relevant materials/sources as possible can enhance English (reading) proficiency then, the high percent (65 percent) of P2 pupils who rarely read at home would possibly have their English proficiency impaired.

Apart from indicating whether they read at home or not the pupils also were asked to name books that they had read. Twenty six (26 percent) percent of the pupils mentioned the P2 English Course Book. 17 percent mentioned story books like 'My Book of Bible Stories' 'ABC and General Information for Beginners' and so on. Fifty-six percent (56 percent) of the pupils however could not mention any book. This firstly, might be a confirmation of the fact that reading at home is not consciously pursued by most pupils. Alternatively,

the pupils' inability to mention any book might be due to the fact that at this stage pupils find it difficult committing titles of books that they have read into memory.

In addition, the pupils encountered some problems when they read. Distractions or interferences were cited by 4 percent of the pupils. The major problems identified in both urban and rural schools however, were the inability to understand what was read (in English) (41 percent) or to pronounce English words (33 percent). That these two problems were related, could be attributed to the fact that most of the pupils who cited one also cited the other as a problem (schools 01,05,09,10). Yet 25 percent of the pupils could still not identify any specific problem when reading.

As to whether they had libraries in their communities, 2 percent of the pupils answered in the affirmative. These pupils were from urban schools (01,08). The rest of the pupils (97 percent who were from both urban and rural/semi-urban schools) said there were no libraries in their communities. Of those who said they had libraries in their communities one pupil (08 percent) mentioned that he had stopped going to the library because he had no registration fees. 71 percent of the pupils said they did not use the library because there was none in their communities, others (24 percent) said they did not use the library because they did not know where it was.

It must be noted that apart from five pupils in two urban schools (01 and 09) who mentioned that besides the school their fathers or sisters gave them books, the rest of the pupils interviewed said that they got books from nowhere.

ORAL

All the pupils interviewed in urban, semi-urban and rural schools stated that they did not enjoy telling stories in English. Significantly, this response was given by pupils whose schools were in the rural/semi-urban setting (04, 05, 11). Twenty-one percent (21 percent) attributed their inability to narrate stories in English to the fear of committing errors and /or lack of the requisite English vocabulary to express their views. These reasons were in fact cited in most of the schools where the interviews were conducted. Twenty four percent (24 percent) of the pupils in all the schools could not explain why they were unable to narrate events in English.

Though pupils said they could not narrate stories in English some said they sometimes spoke English with their parents or siblings. Only 18 percent of the pupils interviewed in all the schools (urban

and rural) gave this response. The rest, that is 81 percent said they neither spoke English with their parents, siblings nor friends.

Apart from a pupil in one of the urban schools (01) who said that he did not speak English with his relatives/friends because he was not encouraged to do so, 9 percent of the pupils gave no apparent reason for not speaking English with their relatives, 12 percent mentioned the fact that most of their relatives were illiterates while 19 percent attributed it to the fear of being laughed at. As many as 54 pupils (48 percent of those interviewed) indicated however that their inability to speak English with relatives/friends could be traced to the fact that only the vernacular was used during conversations in the home.

What is evident (from the foregoing) is that the pupils do not use English at home. Though some pupils in the urban areas claim they sometimes speak the language with relatives this cannot be said to be characteristically unique to these areas as to present an obvious point of difference when a comparison is made with the situation in the rural areas. Consequently, in both the urban and rural schools pupils do not consistently speak English. Factors like fear which has become associated with the tendency to make mistakes in spoken English, lack of the requisite English conversational vocabulary, the prevalence of the use of the vernacular (especially during conversation) as well as the absence of encouragement on the part of significant others (parents, siblings, friends, etc.) to motivate or urge the pupils on to speak English are thus common to pupils in both the urban and rural settings.

WRITTEN

All but 2 of the pupils interviewed (that is 1 percent) said that they took part in English written exercises. The two who were from rural and semi-urban schools (03, 05) said they did not participate in written exercises because their exercise books were missing.

With regards to which English written exercises were frequently done in class the pupils gave varied responses. Fifteen percent (15 percent) mentioned comprehension, 9 percent composition, 29 percent copying, whilst 33 percent also mentioned dictation. Eighteen percent (18 percent) of the pupils however, could not mention the exercises that were frequently done.

Pupils were also asked to identify written exercises that they enjoyed most. Three percent (3 percent), indicated that they enjoyed all written exercises. Twenty five percent (25 percent) of the pupils said they enjoyed Dictation because to them they were good

at spellings (e.g., School 01); 36 percent of the pupils mentioned copying from the board, citing as their reason the fact that this written exercise was very easy; 4 percent of the pupils mentioned composition without any apparent reason while 2 percent cited comprehension exercise because it helped them to understand the passages they read (e.g., school 05). Twenty-five percent (25 percent) of the pupils on their part could not mention (did not know) the written exercise that they enjoyed.

Twenty two percent (22 percent) of the pupils considered Comprehension as the most difficult aspect of written English because according to them they usually did not understand most of the passages on which the exercises were set (schools 01, 02, 08); 19 percent said dictation was difficult while 4 percent mentioned composition. Forty one percent (41 percent) of the students however indicated that they did not know which of the exercises were difficult.

To explain this situation it can be said that, at this level most of the pupils could not easily know the different aspects of written exercise that they do in English.

The pupils also mentioned that they wrote assignments at home. However, Sixty-three percent (63 percent) of the pupils stated that they wrote assignments which were mainly given by the teachers. On the other hand, thirty-six (36 percent) percent of the pupils also explained that they were never given any assignments; that there were no books in which to write in (6 percent), that there was nobody to help them do the assignments (1 percent) or could not give any specific reason (10 percent).

Like the trend in the other aspects of English proficiency (that is reading and oral) on which the interview was based, pupils in both the urban and semi-urban/rural schools did not show any vivid differences in their responses. They appear to be engaged in common written exercises like dictation, copying and so on; have difficulties with such aspects as comprehension, composition, and so on; and have most of their assignments given by the teachers.

LEVEL THREE

One hundred and four (104) level 3 pupils were interviewed in the 14 schools.

READING

About forty percent (40.4 percent) of the pupils said they read after classes. This proportion was made up of 56.7 percent urban pupils and 33.8 percent of those in the semi-urban/rural schools. Materials read by pupils in both categories included story books Pupils' Reader 3 and notes or items copied from school.

The 59.6 percent (of the 104 pupils) who indicated that they did not read after class attributed this to the following : lack of reading materials, pupils engaged on household chores, nobody to assist them to read, and inability to read.

Pupils who claimed they did not read at home gave a number of reasons. These included lack of reading materials at home and lack of time because they were often engaged in doing household chores. Others included the absence of people in their homes to help them read.

Those who said they read were able to mention the titles of some of the books. Some could not give any titles, however.

Children who read at home sometimes met some difficulties; the major ones being pronunciation problems , lack of understanding, inability to recognise words and Interference (e.g. noise).

Pupils' responses showed that libraries existed in only 2 communities; both were in the urban areas. Only 10 percent of the pupils in these communities used the library.

ORAL

Only 12.5 percent of the pupils said they enjoyed telling stories. Of this number 36.7 percent were from the urban areas while 12.2 percent were from the rural/semi-urban areas. About 36.7 percent of the pupils from the urban schools spoke English at home compared to 12.2 percent of the pupils from the rural/semi-urban schools.

The pupils gave similar reasons for not being able to tell stories or speak English at home. These included :

- Fear of making mistakes and being laughed at or ridiculed by their friends;
- Just cannot speak English because of very limited vocabulary;

-Parents and siblings also do not speak English at home.

WRITTEN

About 96.7 percent of pupils from the urban and 93.2 percent from the rural/semi-urban schools took part in exercises in class. All those who did not take part said they did not have any exercise books.

The aspects of written exercises which were frequently done were:

- dictation;
- copying of sentences from the chalkboard ;
- composition writing ;
- sentences completion and
- comprehension.

The aspect pupils claimed they liked most was dictation because, according to some of them, it was easier and they obtained higher scores in it.

English composition seemed to be the aspect of written exercise that the majority of the pupils found most difficult. They claimed that in composition writing, they had to do oral work first. Since most of them could not make sentences on their own, this aspect was very difficult for them.

About 63.3 percent of the pupils in urban and 58.1 percent of those in the rural/semi-urban schools indicated that they did written exercises at home.

Some of those who said they did not, stated that their teachers did not give them any homework. Others said their parents were illiterates so they were not in any position to assist them do their written assignments. Still, some indicated they did not have writing materials (exercise books) to do the written exercises in.

LEVEL FOUR

One hundred and eighteen (118) primary four pupils were interviewed on the three aspects of English language.

READING

The responses showed that 48.3 percent of the pupils do not read at home after classes. With regard to urban against rural/semi-urban pupils, the data show that 55.6 percent of the urban P4 pupils said they read at home while 46.2 percent of the rural P4 pupils said they read at home. The data indicate that 44.4 percent and 53.8 percent

of the urban and rural/semi-urban pupils respectively do not read after classes.

Those pupils who read after classes, said they read the P4 English Reader, Story books, class notes, newspapers and P1 and P3 English textbooks etc. Pupils from 9 of the schools indicated that they read from the P4 English Reader. While pupils from 4 schools indicated they read from story books. From one or two schools pupils indicated they read from P1 and P3 English Readers, Social Studies and Science books. The following book titles were included in those mentioned by pupils who indicated they read after classes. "Building a House, "Looking after a Pet", "Cinderella", "The Nose" "The Farm", "In the Home", "The Kite and other Stories", "Cock and Hen", "Mr. Gyebi", "Mr. Kuma has Two children", "The shy Fox and the Red Hen", "The Greedy Boy", "Peter and the Wolf", "P4 English Reader" etc.

Most of the titles of the books named came from P4 pupils from urban schools. Most of the pupils in the rural/semi-urban schools did not name any book titles.

From all the 14 schools, pupils indicated that they had no books at home for reading. Pupils from 3 schools indicated that they did not have time for reading. After classes, they used their time doing household chores: selling kerosene, cooking meals. Respondents from 2 schools indicated that they had no one in the house to help them in their reading. From a school a pupil reported that his mother did not allow him to read the book he had for fear of destroying it.

A number of difficulties which make pupils not to read were listed. Among the lot, difficulty in pronunciation of English words and lack of understanding of English words and sentences were prominent. Pupils from 12 out of 14 schools and 13 out of 14 schools indicated these two difficulties respectively. Two other difficulties which came next were: Inability to read; and Interference in the form of noise. Pupils from 4 out of 14 and 3 out of 14 schools indicated these respectively.

The two prominent difficulties (lack of understanding and difficulty in pronunciation) apply equally to both urban and rural/semi-urban pupils. In addition rural/semi-urban pupils tend to have the other two difficulties of inability to read English and noise interference.

Apart from 11 pupils from two urban schools who indicated that there were libraries in their communities, the remaining pupils

indicated that there were no libraries in their communities. In other words only 9.3 percent of the P4 pupils indicated that libraries were available in their communities while 90.7 percent indicated there were no libraries in their communities. About 5.9 percent of the pupils however used the library.

In general, therefore, there are virtually no libraries in the areas sampled for the study.

With regard to urban and rural/semi-urban pupils, it was found that 40.7 percent of the urban P4 pupils indicated that there were libraries in their communities while 59.3 percent said there were no libraries in their communities. When asked about whether they use libraries, 25.9 percent of the urban pupils said Yes while 74.1 percent said No. With the rural/semi-urban pupils all of them (100 percent) said there were no libraries in their communities. All rural/semi-urban pupils, all of them (100 percent) said they do not make use of libraries because they were not available.

However, in the urban schools, pupils gave other reasons for not using the libraries, some of which are:

- i) Father provides books at home
- ii) No money for transport to go to the library
- iii) Pupil did not know the importance of making use of the library
- iv) Always engaged in household chores: selling in the market
- v) Do not know the location of the library
- vi) Lost library card and stopped going to the library
- vii) Stopped going to the library because of distance.

To conclude on the English Reading patterns of P4 pupils, the findings show that their reading level is generally poor. A little more than 50 percent of them cannot read materials in English. Even though a greater proportion of the urban pupils said they read after classes, the difference between them and the rural respondents is not much. Most titles of books read by P4 pupils were given by pupils in urban areas. Among the difficulties which contributed to lack of reading, lack of understanding words and sentences, and difficulty in pronunciation of English words dominated. Other difficulties mentioned by rural pupils are inability to read, and noise interference.

In general, P4 pupils are not used to libraries. Apart from the one urban school where all the pupils indicated there is a library in their community and majority of them indicated they use the library, all the pupils in the other schools (mostly rural) indicated there are no libraries and therefore they do not use libraries. In urban areas

where there are libraries, pupils gave some other reasons why they do not use the library. These included long distance from home or school, household chores, etc.

ORAL

Responses on Oral English indicate that most P4 pupils could not speak English. When asked if they enjoy telling stories in English, 16.9 percent said they do while 83.1 percent said they do not enjoy telling stories. The pupils indicated a number of reasons why they do not enjoy telling stories in English. The outstanding ones are:

- i) Fear of making mistakes and being laughed at (pupils from 9 schools indicated this)
- ii) Lack of sufficient vocabulary and inability to speak the language (pupils from 7 schools indicated this).
- iii) Inability to pronounce English words (pupils from 4 schools indicated this)
- iv) Shyness to speak the language (pupils from 3 schools indicated this).

When asked directly if they speak English 21.2 percent (i.e., about 25 out of 118) of the pupils said Yes; while 78.8 percent (i.e., 93 out of 118) of the pupils said No. The reasons for saying No are the following:

- Parents and Siblings (i.e., brothers and sisters) are illiterates (pupils from 11 schools indicated this)
- Only vernacular is used at home, or, only illiterates are in the house; (pupils from 6 schools indicated this)
- Cannot speak or has not learned English (pupils from 8 schools indicated this)
- Fear of making mistakes and shyness (pupils from 5 schools indicated this).
- lack of English vocabulary (pupils from 3 schools)
- has no siblings to speak with
- siblings are too young to speak English with (pupils from 3 schools).
- friends do not speak English (pupils from 3 schools)
- parents do not encourage me to speak English (pupil from 1 school indicated this).

In comparing urban to rural pupils, it was found that 26.6 percent of the urban P4 pupils indicated that they enjoyed telling stories compared with 14.3 percent of the rural/semi-urban pupils. In answer to whether they speak English, 44.4 percent of the urban

pupils said they speak English compared to 14.3 percent rural/semi-urban pupils.

From the above analysis it can be concluded that most P4 pupils do not speak English. Majority of them do not speak English for a number of reasons as indicated above. Even though this is the general situation more pupils in urban schools do speak English than their rural counterparts.

A much greater percent of rural pupils cannot speak English when compared to their urban counterparts.

WRITTEN

This part of the interview examined pupils habit of doing written exercises in English at school and at home. The responses indicated that most P4 pupils do written exercises at school and at home.

The responses of the P4 pupils to the item on whether they take part in written exercises indicated that 98.3 percent of the pupils said they take part, while 1.7 percent of the pupils said they do not take part. One reason given by one of the 2 respondents for not taking part was lack of exercise book. The other respondent did not give any reason.

The aspects of written exercise which the P4 pupils put down as being done most frequently are spelling and dictation, composition, comprehension, grammar, filling in the blank spaces, copying from the chalkboard, sentence construction, story writing, writing of sentences, English structure and rhymes. Out of these spelling and dictation, composition, comprehension and grammar stand out prominently with dictation leading followed by composition then comprehension and grammar. The pupils indicated that they enjoyed spelling and dictation most, followed by composition and then comprehension. One reason for enjoying spelling and dictation as stated by the pupils is that the teacher gives a lot of guidelines. The aspect they found difficult was composition, followed by dictation and then comprehension. It is likely their lack of vocabulary may be a big factor contributing to their difficulty in composition. The order in which these aspects of English come with regard to enjoying them or having difficulty with them does not make any logical sense. If composition is liked second, comprehension third, then it is envisaged that comprehension would have posed more difficulty than composition. However, the analysis did not give this logical ordering.

With regard to written assignments 98.8 percent indicated that they do while 21.2 percent said they do not. Those who indicated they do not do written assignments gave the following reasons:

-There is no one in the home to rely on to give written assignment (pupils from 6 schools indicated this)

-Teacher does not give home work (pupils from 2 schools indicated this)

-lack of exercise books (pupils from 3 schools indicated this)

-No light to study with (pupils from 1 school).

Those who indicated they do assignments responded that the following give them assignments at home:

-Teacher (pupils from 5 schools)

-Siblings or senior brother (pupils from 3 schools)

-a JSS pupil who is a neighbour;

-Teacher at home and mother (pupils from 1 school for each).

In comparing the responses of urban pupils to rural/semi-urban pupils, it was found that 96.3 percent of the urban pupils indicated they take part in written assignments while 98.9 percent of the rural/semi-urban pupils said the same. However, 92.6 percent of the urban pupils said they do written work at home while 74.7 percent of their rural counterparts said the same. While there is practically no difference in their first responses, they vary greatly in their second responses. A greater proportion of the urban pupils do written work at home than their rural counterparts.

LEVEL FIVE

A total of one hundred and four primary five pupils were interviewed. Out of this number, 50 were from the urban schools whilst 54 were from the rural/semi-urban schools.

READING

The data shows that 30.0 percent of the pupils in the urban schools read after classes as against 32.4 percent of the pupils from the rural/semi-urban schools. This shows that a greater proportion of the pupils from both areas do not read after classes.

The pupils who read after class claimed that they read materials from library books, English Course Book 5, Story books, Play Pen Magazines, newspapers, and passages copied from the primary English Course Book 5. Those who admitted that they did not read after class either said they could not read because they had no

reading books at home or they were engaged in many household chores, or were compelled to sell wares after classes. These reasons were common to both urban and rural/semi-urban pupils.

Recounting the difficulties that they had in reading, all the pupils said they found it difficult to recognize words and pronounce them well. They also had difficulty in understanding what they read.

On the availability of library, 50 percent of the pupils from the urban schools said there were no libraries in their communities compared to 70 percent from the rural/semi-urban schools. However, only 30 percent of the urban pupils made use of the libraries while none of the 30 percent of the rural/semi-urban pupils who had libraries in their communities use them. Pupils who had libraries in their communities but did not use them said they did not do so because the distance from their homes to the library was too long for them to walk there. Others complained that they either had no money to register with the libraries or could not get time to go there.

ORAL

Twenty-six percent (26 percent) of all the pupils interviewed in level 5 indicated that they did not enjoy telling stories in English. This group was made up of about 57 percent of pupils from urban and 25 percent of pupils from the semi-urban/rural schools.

Among the reasons given were :

- lack of vocabulary
- fear of making mistakes
- shyness and
- fear of being ridiculed by friends.

Again only 25 percent of all the pupils indicated that they spoke English at home with either their parents, friends or siblings. This included 50 percent of pupils from urban and 15 percent of those from semi-urban/rural schools.

Reasons which were given for not speaking English at home included

- lack of vocabulary
- parent and siblings do not speak English at home
- fear of making mistakes and being ridiculed by friends, and
- shyness

When the pupils were asked whether they enjoyed telling stories or not, only 18.9 percent of the rural/semi-urban pupils responded in the affirmative as compared to 56.7 percent of the urban pupils. Both the urban and rural/semi-urban pupils however, had the same reasons for not enjoying telling stories. These were inability to

express themselves well in English or speak the English Language. They also either felt shy or feared they would be laughed at by the other pupils in the class when they made mistakes.

Half of the urban pupils claimed that they spoke English Language at home compared to 14.9 percent of the rural/semi-urban pupils. All those who said they did not speak English at home (50.0 percent from urban schools and 85.1 percent from rural/semi-urban schools) did not do so because they either could not express themselves well in English due to lack of vocabulary, or they feared they would make mistakes for their siblings and friends to laugh at them. Others also said the people in their houses, that is, their parents and siblings could not speak English so they could not get people to speak English with.

WRITTEN

With exception of 2.7 percent of pupils from the rural/semi-urban schools who did not take part in written exercises in classes, all the other students said they took part in class exercises. Those who did not take part in class exercises said they did not have exercise books to write in.

TEACHERS' INTERVIEW REPORT

INTRODUCTION:

Fourteen teachers were interviewed across sites using structured individualized face-to-face interview approach. Questions on the Interview Guide covered 3 areas of interest, namely, reading, oral and written aspects of English Language instruction at the Primary school level. On each aspect, teachers were asked to react to 6 questions. These questions were posed with the intent to illicit teachers' responses on the kinds of instructional strategies they employ in the teaching of the 3 areas of English, their reasons for choosing the methods used and to report any attendant difficulties encountered. A discussion of the analysis is presented below.

LEVEL 2

READING

The teachers were asked to state and describe what methods they used in teaching English reading. Model reading was used by 28.6 percent of the teachers, Phonic method (14.3 percent), and Flash

cards (21.3 percent) The rest were explanation of words before reading (21.3 percent). and description of pictures accompanying lessons followed by model reading (7.1 percent)

Model reading

Those who used this method usually had the teaching of new and unfamiliar words pronounced and explained first. The new words having been written on the chalkboard. The children then read directly from the textbook. In the event of insufficient textbooks, these passages were copied on the chalkboard. However, the teachers who used this method complained that inadequate textbooks made the teaching of reading very difficulty . Hence the teachers go round this problem by copying full passages on the chalkboard in order for all the children to get access to the reading passage. This always wasted time and ate into the time allotted for the actual reading. exercise

Flash cards

Those who used this method complained that there were no textbooks thus losing the chain of following up the flash card vocabulary to text. The effectiveness of this method in most cases was marred by the largeness of the classes, thus disallowing greater individual participation. However, those teachers who used this method insisted that it enabled children who were weak f to learn to read, quite easily and so the method was appropriate.

Picture Description

The teachers who used this method agreed that Flash Cards could also be used. They complained of insufficient funding to effect their choice of method. They however, suggested the use of drama to illustrate the passages read.

Phonic Method

New or unfamiliar words were written on the chalkboard. The desired sound was then modeled by the teacher. The teachers felt this method was effective except for large classes where there were always chorus responses, since the children could not be attended to individually.

ORAL ENGLISH

Here the researchers wanted to know the kind of methods teachers used in teaching Oral English, the steps used, the difficulties encountered and what methods (steps) which were most effective. The responses were as follows :

1) Modeling

5

- ii) - Conversation and Chain drill -2
- iii) Questions and Answers 4
- iv) Story telling 3

In modeling, the teacher's sentences were repeated by the class since most of the children could not express themselves on their own. However, large class made the monitoring of the progress of individual children difficult.

Chain drill and use of rhymes helped children to become conversant with oral English. Yet still some children had difficulty in speaking English using this method and the teachers had not also thought of any other approach.

The conversation method was used simply because according to the teachers it had been prescribed by the syllabus suggested by the Ghana Education Service. Since most of the children could not express themselves this method was ineffective.

Conversation and Chain Drill

Those who indicated chain drill as a method of teaching oral English said it helped the children to become conversant with spoken English. They had difficulty though with this method but could not think of any other method to supplement it.

Question and Answer method.

Teachers who used this method said they did so because of lack of teaching aids This method was easy to use but they also felt role-playing would be a better method.

Only 21.3 percent of the teachers had thought of changing the existing methods to make them more effective whilst 71.4 percent of them had not thought of any methods yet while the others did not react to the question at all.

WRITTEN ENGLISH.

Various methods were suggested for the teaching of written English. These were :

- i) Filling in/Supplying missing words 6
- ii) Modeling 5
- iii) Use of substitution table 3

Predominantly teachers used Filling-in-the blanks approach usually after oral discussion.

All of them thought this was the easiest way of getting children to write meaningful compositions. Only in one case did the teacher say there were no problems. The problems the rest faced were mostly inability to identify the appropriate words to be used. Some of them suggested using modeling

Modeling:

These teachers said they would copy whole composition for children to copy outright into their exercise books. sometimes the children take this copying assignment home. Even with this the teachers said the children's work was too poor.

Substitution Table:

All of those who used substitution tables argued that their method was very good and that it was a very effective way of preparing children for writing full composition.

All teachers had encountered some difficulties however with the method while half of them had not considered any new methods of learning to write composition. These offered suggestions such as going back to remedial work in level 1, copying work for children to go home and rewrite, modeling for children, the need to take pains to explain things to children very well etc.

LEVEL THREE

READING

Majority of the 14 teachers did not state any specific methods for teaching English reading at level three. Rather, they described the steps they took in teaching it. All of them used Various approaches were used e.g. the use of Flash Cards, Word Cards, Writing of key words on chalkboard to introduce any unfamiliar words in the passages to pupils etc.

Pupils were assisted by various means to learn the pronunciation of the key words; the meanings of words being given by the teacher. Some of the teachers then assisted their pupils to use these words in sentences on their own.

Several reasons were given by the teachers concerning the approaches they used in teaching English reading. The reasons given included :

- (i) Helping pupils to identify and pronounce key words well;
- (ii) Promoting pupils' understanding of the passage read;

The teachers stated that they often met some difficulties while using the said methods. Some of the pupils could not recognise either letters or words, others had difficulty in pronouncing certain words. Two of the teachers observed that the methods they used involved much time and were also tiresome.

On the use of other steps or methods, 28.6 percent of the teachers said the use of flash cards could help. However, half of them had not thought of any other methods yet.

Those who suggested alternate methods were of the view that those methods might be more effective than what they were currently using but they had not tried them.

ORAL ENGLISH

The aspects of oral English taught at level three were conversation, story telling, rhymes, language games and picture description

In teaching any of these, the teacher generated the oral discussion or provided the necessary environment for the pupils to talk. In teaching picture description for example, the teacher provided the picture and posed leading questions. He then helped the pupils to describe the picture the way it was. In story telling, the teacher first told the story and allowed the pupils too to tell theirs.

All the 14 teachers were of the view that the various methods/steps really helped the pupils in their oral work. They promoted pupils' competence in oral English language.

However, numerous problems were encountered in using these steps/methods. They include pupils inability to understand the teacher sometimes, inability to form their own sentences and shyness on the part of others.

Other steps or methods suggested were picture description or dramatization by the pupils.

Those who gave the alternate methods felt they would help the pupils in their oral language.

WRITTEN ENGLISH

The various aspects of written English taught at level three included dictation, grammar, composition, comprehension and sentence completion (fill-in-the-blanks).

All the teachers indicated that they normally did very vigorous oral work with the pupils first. Correct responses from pupils were usually written on the chalkboard. The class was then drilled orally after which the pupils were asked to write what had been written on the chalkboard into their exercise books.

According to the teachers this approach enabled the pupils to do very effective oral work that always preceded the written assignments:

The teachers indicated that they often met encountered difficulties. Some of these were:

1. Pupils' inability to read words from the board;
2. Pupils' inability to construct their own sentences during oral work.
3. Low level of English proficiency by majority of the pupils.

All the teachers stated that they had not considered any other methods of teaching written English more effectively.

LEVEL FOUR

READING

On organizing teachers' responses given on the interview items, 4 categories of methods for teaching English reading to the pupils emerged.

One category consisted in the teacher copying the key words and passages to be read on the chalkboard from the textbook; The pupils were then drilled in the pronunciation of these key words followed by pattern reading of the sentences, first by the whole class and then by some appointed individuals. This method seemed to be popular with the teachers. Analysis of the data shows that 57.1 percent of the teachers subscribed to the use of this instructional strategy, though sometimes with little variations which may involve the use of flash cards. These teachers argued that the method was suitable for teaching English reading in that it enabled them to circumvent the problem of the lack or inadequacy of textbooks. They, however, indicated that the pupils had difficulty in recognising words either from the chalkboard or flash cards.

Another method described consisted of the teacher putting the class into groups and giving each group a textbook. In some cases group

leaders were appointed. On treating pronunciation of key words either from the chalkboard or by using flash cards, pupils then proceed to read on group basis. Twenty-one percent of the teachers used this method in teaching reading in class. According to them, it enabled them to overcome the problem of inadequate textbooks and in addition enabled the pupils to learn from one another. However, they noted that pupils found it difficult to identify printed words in textbooks and the words in general.

The third category described consisted of the use of flash cards. Pronunciation of key words was treated using the cards. The passage was read through by the teacher and then by the class followed by appointed individuals. The passages were read from the chalkboard or textbooks if available. Fourteen percent of the teachers used this method. According to them this teaching strategy "had proved useful". Among the difficulties mentioned were poor foundation of pupils in English which required that they spend a longer time on a particular unit.

The fourth category of teaching method which was used by 7.1 percent of the teachers was picture description. A picture on the passage to be read was first discussed with the pupils before the passage was read. Teachers claimed that the method promoted understanding of the passage which the picture depicted.

ORAL ENGLISH

Under this section, the instructional strategies described by the 14 teachers were as varied as the sites visited. However, one thing was common to all of them: the teachers attempted to engage the pupils in one form of conversational discussion or another. For instance questions were asked on a demonstration or passage read to which pupils responded individually, sometimes, by reading written answers from the chalkboard or textbook. Another common feature was sentence construction by pupils using words provided or written by the teacher on the chalkboard.

Analysis of data reveals that a combination of questions and answers, dialogue and demonstration methods were used by 42.9 percent of the teachers. Two of them explained that they, at times, supplemented these methods by using story-telling, poems/rhymes, language games, dramatization and lip and tongue movement. They asserted that the methods helped the pupils to speak English fluently, increased their vocabulary and improved on their grammar. By using question and answer method, they noted that it enabled them to detect difficulties each child had in expressing himself or

herself and provided them with the opportunity to give immediate remediation. They also noted that even though the methods encouraged pupils to speak English some of them still found it difficult to talk when spoken to. In addition, some of the pupils were forgetful and quickly forgot the correct expressions to use as and when it was required. Twenty-nine percent of the teachers stated that they used a method which involved writing words on the chalkboard, teaching the pronunciation of the words, explaining them and asking the pupils to identify letters in each word. Pupils were then asked to use the words in sentence construction and to demonstrate the meaning of each word used. Example, a pupil who made use of a word like "sleep" would have to lie on his or her table as a demonstration of the act of sleeping.

The teachers who used this method said that they supplemented these instructional strategies with picture description and teacher demonstration. They also suggested the use of poems and rhymes as methods which could be used to encourage pupils to speak English. Some of the teachers believed that shyness and forgetfulness were factors that prevented some of the pupils from expressing themselves in English.

One teacher mentioned that he used the phonic method in teaching Oral English. The steps constituting the phonic method, he claimed, depended on the topic under consideration. According to him, the use of this method encouraged the pupils to speak English. However, the tendency for pupils to forget expressions learnt contributed to their inability to speak English.

One other teacher stated that he used the Direct method for teaching Oral English. This method consisted of writing simple sentences on the chalkboard and explaining them through demonstration. Pupils were then asked to construct their own sentences based on the activity demonstrated. The reason given for using this method was that it was "recommended by policy". He explained, however, that pupils find it difficult to pick English expressions through the use of this method.

Oral treatment of comprehension questions copied from textbook onto the chalkboard, picture description carried out by pupils with the assistance of the class teacher and the use of P.3. English Workbook were three different methods used by 21.4 percent of the teachers in teaching oral English. Even though all of these methods were thought to promote speaking of English among pupils, it was realized by the teachers that children found it so difficult

expressing themselves in English that some of them had a tendency of resorting to the use of the Ghanaian language.

WRITTEN ENGLISH

The data revealed that written English in P4 was taught mainly through written exercises on dictation, composition and comprehension as well as filling in of blank spaces left out in the structure of sentences written on the chalkboard. In certain cases, pupils were asked to complete written exercises given at the end of passages/units studied. Invariably, these exercises were preceded by oral discussions and then written on the chalkboard for pupils to copy into their exercise books.

Half of the teachers used all or some of the exercises involving composition writing, offering of written answers to comprehension questions, writing of some selected words dictated by teachers from written passages on the chalkboard and filling in the gaps created in sentences with words supplied and written by the teacher on the chalkboard. These teachers felt that the written exercises done by the pupils tend to enhance their understanding of passages treated, increase their vocabulary, encourage them to describe things and improved upon their spelling ability. Among the difficulties they encountered were poor spelling ability of some of the pupils and the inability of others to read. They complained that frequent writing of passages/exercises on the chalkboard for pupils to copy was time consuming and tiresome.

A method which consists of copying of sentences from the textbook onto the chalkboard, identification of letters in each word by pupils, explanation of meanings of words, discussion of sentences and finally, copying of sentences into exercise books by pupils was used by 35.7 percent of the teachers. These teachers however, indicated that pupils taught by this method had difficulty in constructing correct sentences independently.

One teacher who taught written English using question and answer method noted that inattentiveness on the part of the pupils and lack of exercise books were the main difficulties, he encourage.

LEVEL FIVE

READING

English Reading lessons in P5 were mainly 'reading aloud'. All the 14 teachers interviewed indicated that they used this method in various forms; either chorus or individual reading.

Only 28.6 percent of the teachers used silent reading in addition to reading aloud. The lessons started with the teacher copying new and or difficult words in the passage onto the chalkboard. About 29 percent of the teachers indicated that they copied out a whole passage from the textbook onto the chalkboard due to lack of sufficient textbooks to go round the pupils. The teacher treated pronunciation and meanings of the new and or difficult words, and guided the pupils to use them in sentence construction

Spelling drills in the words were given and this was followed by dictation. Model reading was then given by the teacher, and pupils were then called to read aloud individually or in chorus. With the teachers who used silent reading in addition, to reading aloud pupils were allowed between 10 to 15 minutes silently after the teacher's model reading after which reading aloud was done .

According to the teachers, reading aloud enabled each pupil to get the chance to read to the class and helped them (the teachers) to identify pupils who could not read fluently, and thus needed remediation. It also promoted effective pronunciation and understanding of unfamiliar words. Model reading helped the pupils to follow a pattern of good reading whilst silent reading helped them to be acquainted with the subject matter.

Apart from 21 percent of the teachers who didn't have any difficulties with their methods of teaching the others indicated that they encountered some difficulties. Pupils could not read fluently and most of them traced words while reading. Some pupils even found it difficult identifying new words that had been treated. Copying of passages onto the chalkboard was tiresome and time-consuming yet this had to be done since pupils did not have any textbooks. One teacher indicated that he had 5 textbooks for 35 pupils, while another had 3 for 68 pupils.

During silent reading some pupils moved their lips and made noise while others looked through their books absent-mindedly, little progress was thus made.

Teachers who had not considered any other steps/methods to use accounted for 42.9 percent while 7.1 percent wished the textbook-pupil ratio would increase to make it possible for pupils to read directly from the textbooks instead of the chalkboard. About 43 percent of the teachers indicated that they had considered the use of word and sentence cards to help weak pupils, while 7.1 percent said pupils were helped to form sentences with words written on the chalkboard before reading.

The teachers felt the methods were effective. According to them, flash cards were less costly and could be replaced easily. Pupils could thus send them home to practice with. This way, pupils would be conversant with printed material and or characters which were usually different from what the teacher wrote on the chalkboard.

ORAL ENGLISH

Oral English was taught through dialogue, picture description, story-telling, conversation, questions and answers and discussion.

Forty-three percent of the teachers used the question and answer method. Fifty percent used conversation and other methods, while story-telling was used by 7.1 percent of the teachers. Discussion, dialogue and picture description were used with some of the methods mentioned.

Seventy-nine percent of the teachers observed that these methods promoted fluent oral expression; 14.3 percent indicated that pupils learnt best by doing while 7.1 percent gave no reason for the choice of method.

Twenty-one percent of the teachers did not have any difficulties with the methods they used while the other teachers indicated that lack of vocabulary on the part of the pupils made it difficult for them (the pupils) to answer questions put to them, and if they did answer at all, some of them mixed up English with the local language. Other pupils feared or felt shy of making mistakes and thus attracting laughter from their colleagues.

Other methods/steps identified included poem recitals, rhymes, songs, prayer and recitation of the national pledge or singing the national anthem. Teachers also wrote short conversation sentences for pupils to read in pairs. According to the teachers these methods had helped majority of the pupils to be able to feel free to talk, and also encouraged them to participate in class exercises.

WRITTEN ENGLISH

Three teachers could not describe the strategies they used although all of the 14 teachers indicated that they taught some or all of the following: comprehension, composition, dictation and writing. Sixty-four percent emphasised composition while writing was talked about by only 21 percent of the teachers.

Composition lessons started with the teacher writing the topic on the chalkboard - example: 'MY FAMILY'. The teacher discussed the

topic with the pupils, whose contributions were then written on the chalkboard. The teacher then organised these contributions into suitable essays and asked the pupils to copy them into their exercise books. Sometimes, certain words were left out for the pupils to supply them. At other times pupils were asked to write the essays on their own after the class discussions.

Writing lessons sometimes entailed the teacher copying a sentence from the English textbook onto the chalkboard and asking pupils to copy them 4 to 6 times into their exercise books after the teacher had read through the sentences with the pupils.

With comprehension, the teacher copied a passage from the English text onto the chalkboard and read through with the pupils. Pupils were then asked to read the passage silently from the chalkboard if textbooks were not sufficient to go round. The teacher wrote questions about the passage on the chalkboard and having discussed them with the pupils, asked them to answer the questions into their exercise books.

The teacher conducted dictation by first writing selected words on the chalkboard, drilling pupils on the spellings of the words, and then asking them to write them into their exercise books as the words were mentioned and erased in turns.

According to the teachers, they taught writing to help pupils improve on their writing skills, and also as a way of getting them to be familiar with words they encountered in their reading and comprehension lessons.

They also indicated that comprehension was taught to help pupils to read with understanding, while composition also gave them an idea on how to write out a topic.

The main difficulty identified by teachers was the inability of pupils to understand what they read. Others added that pupils wrote very slowly and thus, made class progress rather slow.

Other methods considered by some of the teachers included making passages for pupils to copy where textbooks were not sufficient to go round. Essay topics were also given to pupils to prepare in their homes before they were treated in class.

Seventy-nine percent of the teachers could not assess the effectiveness or otherwise of their methods, while the remaining said their pupils were improving.

HEADTEACHERS' INTERVIEW REPORT

A total of 14 headteachers from the 14 schools used in the study were interviewed on a 23 item interview-schedule. Their responses have been summarized and discussed as follows:

Teaching Periods For English Language

The first item sought information on whether the teaching periods allotted for English Language were adequate. About 57.1 percent responded yes while 42.9 percent said no. Table 64 gives the hours per week according to the individual schools.

From Table 64 it is clear that the number of hours spent in teaching English each week in the individual schools differed widely. It ranged from 10 hours per week in Nyinase Catholic Primary 'B,' to 2 hours per week in Moree Methodist Primary School, both being rural schools. Both rural and urban schools varied in the number of hours spent in teaching English. The factors that contributed to this wide variation were not known. But one thing was however clear that the schools that had 4.5 hours or less a week considered it inadequate for the teaching of English.

The table also shows that the number of hours per week spent in teaching English was either the same from P2 to P5 or decreased slightly from P2 to P5. Since officially English has to be used as a medium of instruction from P4 upwards one would have expected that more English language periods would have been allocated to P4 and P5.

When asked about who allocated the periods for the various aspects of the Language in the individual classrooms, all the headteachers indicated that teachers had the freedom to allocate any number of periods to English language in their individual classrooms. Majority of the headteachers (78.6 percent) indicated that teachers generally did not adhere to the official time on the time table for the teaching of English Language Skills. However, 21.4 percent made a strong case that their teachers stuck to times stated on the time table.

TABLE 64
ENGLISH PERIODS PER WEEK PER SCHOOL IN HOURS

NAME OF SCHOOL	Classes			
	P 2 hr/week	P 3 hr/week	P 4 hr/week	P 5 hr/week
Nyinase Catholic Primary B	10	11	10	10
Nyankrom Primary	9	9	9	8
Sekyere Krobo Primary	8	8	7	7
Swedru ADC Primary	8	8	7	7
Atwereboanda Primary	7	6.5	5.5	5.5
Brofeyedur Catholic Prim	5.5	5.5	5	4
Babinso D/A Primary	5	5	5	5
Mpohor Methodist primary	4.5	4.5	4	4
Daboase Primary	4.5	4.5	4	4
Old Daboase Islamic Prim.	4.5	4.5	4	4
Mando D/A Primary	3.5	3.5	3.5	3.5
Aboom AME Zion	2.5	2.5	2.5	2.5
Archbishop Porter Prim. 'B'	2.5	2.5	2.5	2.5
Moree Methodist Primary	2	2	2	2

The headteachers gave various strategies they employed to ensure effective use of times allotted to the teaching of the various English Language Skills. Among these were visits to individual classrooms which were adopted by 78.6 percent of the headteachers. During these visits they interacted with the teachers to find out their problems and assisted them. They also observed lessons taught by teachers and gave their suggestions for the improvement of the teaching of English Language and other subjects. The other strategies adopted were:

- Inspecting Lesson notes which they insisted should be dated
- Organising workshops for their teachers
- Inspecting work and exercises done by pupils.

However, in one school (Nyinase Catholic Primary 'B') the headteacher indicated that there was no way he could ensure the use of the time allocated since he was not a detached headteacher.

If headteachers actually adopted these measures but teachers still did not stick to the official periods then those measures might be ineffective.

Books Supply

All the headteachers interviewed indicated that Pupils' Readers and Teachers' Copies were not in sufficient quantities. About 43.0

percent of the headteachers indicated that they had sufficient Teachers' Copies, 35.7 percent did not have any while 21.4 percent had them in some classes.

All the headteachers saw the supply of textbooks as irregular. They hinted that the Ministry of Education and Ghana Education Service did not have any scheme in place to replace worn - out books. This observation confirms the view point of the circuit supervisors on the supply of Pupils' Readers to the Schools. In quite a few schools, supply came in once a year in very small quantities.

On the replacement of worn-out textbooks, heads were of the opinion that it was the responsibility of the government through the sector Ministry and Ghana Education Service to replace textbooks which were worn out by their normal use in the school. But that if a book was deliberately or carelessly destroyed by a child, parents were to be surcharged. The irregular supply of textbooks was attributed to Lack of funds, Lack of back up stock, Non availability of statistical information on the state of book supply in the schools.

About twenty-nine percent of the headteachers attributed it to lack of back up stock by the Ministry and the Ghana Education Service. But a majority of 62.3 percent did not have any idea as to why the situation was so.

Storage

Seven schools (50.0 percent) indicated that they had facilities for storage of reading materials. These were made up of cupboards in the individual classrooms (as was the case of 3 of the schools), or big cupboards in the headteacher's office where all the books in the school were kept (as was the case of the other 4 schools). It is pertinent to note that all these schools were in urban and semi-urban towns. The other 7 schools which were rural schools had a big problem with security. Most of their classrooms were without doors, windows, walls or proper roofing. Thus at the end of each day of classes, the books ended up in cartons or baskets which were then sent to the headteacher's house or that of any of the teachers who lived nearest to the school .

Library

Only Mpohor and Archbishop Porter Primary Schools (14.3 percent) had library facilities. The majority (62.3 percent) did not have any such facilities while 21.4 percent had library books but had no room for them.

ACTIVITIES TO PROMOTE ENGLISH PROFICIENCY

Reading

The following were some of the steps adopted by heads and staff of the schools to promote reading:

Reading Textbooks in Class

- Awarding prizes to best readers.
- Encouraging pupils to go to the central library to borrow books
- Giving pupils supplementary books to read
- Reading story books available
- Reading competition among pupils
- Reading games
- Organizing quizzes on reading.

Two schools, Gomoa Brofoyedur Catholic Primary and Old Daboase Junction Islamic, did not have any designed activity aimed at promoting reading among their pupils.

ORAL

When asked to specify the activities that they have designed to encourage oral proficiency among pupils the following responses were given:

- Making English speaking compulsory in school
- Encouraging teachers to speak English to colleagues and pupils
- Encouraging story telling and rhymes
- Encouraging the acting of plays
- Using conversation lesson in class
- Encouraging pupils to speak English as a school rule

The latter strategy, encouraging pupils to speak English, was not supported by sanctions or incentives and therefore failed to achieve its purpose.

However, two schools (Gomoa Brofoyedur and Daboase Primary) had no such activities. In the case of Daboase Primary, it had no programme aimed at promoting any other aspect of English Language.

WRITING

Writing was another area headteachers were to indicate the types of activities they pursued to promote it. The following were their responses:

- copying sentences on the chalkboard
- asking parents to buy both work and copy books for their words
- competition in essay writing
- writing compositions in class
- doing exercises in class which involve writing and writing tests

- encouraging pupils to write letters to friends.
- dictation

In this area also four schools (Old Daboase Junction Islamic Primary, Gomoa Brofoyedur Catholic Primary, Nyinasi Catholic Primary and Daboase Primary) did not have any activities in place aimed at consciously promoting writing skills among their pupils.

SUPPLEMENTARY MATERIALS

About 43 percent of the headteachers indicated they had supplementary materials available, 35.7 percent responded negatively and 14.3 percent indicated that they had but very few copies.

The headteachers used the following to ensure that good methods were adopted in teaching:

- Vetting notebooks and lesson notes of teachers
- Encouraging teachers to attend in-service training courses.
- Organizing workshops on teaching methods periodically in the term.
- Giving demonstration lessons in collaboration with the Circuit Supervisors.
- Headteachers attend in-service training courses and come back to brief their staff.

WORKSHOPS/IN-SERVICE TRAINING

When asked about when last an interview was organised, the following were the responses. Table 65 spells out the various years. From Table 65 it is clear that in-servicing courses have not been regular though about seven had one in 1993. It is worth noting that others have not had any in-service training courses for the past five or more years. Generally, in-service training are organised for teachers not only to augment their knowledge in English but also to keep them abreast with current and effective methods of English language teaching.

All the headteachers indicated that in-service training courses were organised by the Ghana Education Service through their district offices and most of them occurred in 1993

POLICY ON USE OF ENGLISH LANGUAGE AND ITS EFFECT ON PRIMARY SCHOOL PUPILS

Majority of the headteachers (92.2 percent) were aware of the existence of a policy on English language usage with only one headteacher (Babinso D/A Primary School) indicating otherwise. The policy is simply that English must be used as a medium of

TABLE 65
 DATES IN-SERVICE TRAINING WAS ORGANISED FOR SCHOOLS

School	Year of Service					
	Before 1980	1987	1990	1991	1992	1993
Nyinase	1					
Aboom AME Zion		1				
Babinso DA			1			
Daboase Presby				1		
Nyankrom Primary					1	
Atwereboanda						1
Brofoyedür						1
Swedru						1
Sekyere-Krobo						1
Mpohor Primary						1
Old Daboase						1
Moree Methodist						1
Mando D/A					2	

instruction only in the upper primary (P4 - P6) and treated as a subject in the lower primary (P1 - P3) with the local vernacular being used as the medium of instruction and this policy was being followed.

CIRCUIT SUPERVISORS' INTERVIEW REPORT

Fourteen Circuit Supervisors, one representing each of the fourteen circuits from which the sample schools were selected, were interviewed.

The interview guide used had eight items which elicited information on the supply of English reading materials to the schools, organisation of English Language workshop/ in-service-training for teachers, the nature of supervision provided by the circuit Supervisors, Supervisor's knowledge of the existing government policy on the supply and use of textbooks in the schools and the supervisor's view on the effects of the policy on the textbook supply and usage.

FINDINGS

Supply Of English Reading Materials

Table 66 presents the distribution of the responses of the circuit supervisors on the question as to whether schools in their circuits had been supplied with sufficient number of English reading materials or not and whether the supply had been regular or not.

TABLE 66
DISTRIBUTION OF RESPONSES OF CIRCUIT SUPERVISORS ON THE SUFFICIENCY AND REGULARITY OF THE SUPPLY OF ENGLISH READING MATERIALS.

RESPONSE	SUFFICIENT NUMBER (percent)		REGULAR NUMBER (percent)	
YES	1	7	2	14
NO	13	93	12	86
TOTAL	14	100	14	100

Table 66 indicates that virtually all the schools had insufficient and irregular supply of textbooks. This supported the views of the headteachers and the teachers.

Contributions Of Supervisors To The Teaching And Learning Of English

Majority of the circuit supervisors interviewed reported that they had been organizing workshops/in-service training on the teaching and learning of English Language for their teachers as shown in Table 67.

TABLE 67
WORKSHOPS ON ENGLISH ORGANISED BY CIRCUIT OFFICERS.

RESPONSE	NUMBER	PERCENT.
YES	10	71
NO	4	29
TOTAL	14	100

Table 68 presents the supervisors' responses on the question as to the last time English Workshop was organised for their teachers. As can be deduced from the table majority of the teachers in the sampled schools had recently attended English Workshops. The responses of the circuit supervisors essentially supported headteachers' views on the number of in-service courses attended by the teachers. But it is clear that circuit supervisors organised more workshops in 1993 than in any other year.

TABLE 68
MOST RECENT WORKSHOPS ORGANISED ON THE TEACHING OF
THE ENGLISH

RESPONSE	NUMBER	PERCENT.
1993	8	57
1992	3	22
1991	1	7
NO WORKSHOP	2	14
TOTAL	14	100

Table 69 shows how the supervisors had been ensuring effective teaching and learning of English in their schools.

TABLE 69
RESPONSES ON HOW THEY ENSURE EFFECTIVE
TEACHING AND LEARNING OF ENGLISH IN THEIR SCHOOLS.

RESPONSE	NUMBER	percent
• Observe lessons and give comments	5	36
• Suggest teaching methods to teachers	3	22
• Give demonstration teaching	2	14
• Vet teachers notes and pupils Exercise Books	2	7
• Make follow-up after workshops	1	7
• Insist that teachers use English as medium of instruction	1	7
• Suggest ways of planning lesson notes	1	7

Circuit supervisors are expected to support teachers to be effective in the classroom. However, it was found that only one circuit supervisor helped teachers in planning lesson notes, making follow-up after workshops. Only two circuit supervisors gave demonstration lessons, whilst three suggested teaching methods to teachers. Mobility may be one factor that prevented the supervisors from performing their duties.

CIRCUIT SUPERVISORS' KNOWLEDGE ON EXISTING GOVERNMENT POLICY AND ITS EFFECT ON SUPPLY AND USE OF TEXTBOOKS IN THE SCHOOLS

Sixty-five percent of the circuit supervisors interviewed indicated that textbooks were supplied free of charge by the government to the schools. While 14 percent noted that there was no definitive policy, seven percent had no comment to make on the policy since according to them they had nothing to do with supply and use of textbooks.

On the policy of the use of textbooks, virtually all the supervisors interviewed explained that pupils were not to be allowed to take the books home unless their parents or guardians guaranteed their security and undertook to pay for the cost of the books in case of damage or loss. On the cost of replacing a lost textbook, one of the supervisors mentioned that the pupil would pay three-times the price whilst another mentioned twice the price. All the others were silent on this issue.

TABLE 70
DISTRIBUTION OF CIRCUIT SUPERVISOR'S RESPONSES AS TO THE EXISTING GOVERNMENT POLICY ON TEXTBOOK SUPPLY.

RESPONSE	NUMBER	PERCENT.
• Free supply by the government	9	65
• No definite policy	2	14
• Supply for a fee of ₦2.50 per pupil	2	14
• Cannot comment	1	7
TOTAL	14	100

Circuit Supervisors gave a number of varied opinion on the effects of the existing government policy on the supply and use of textbooks in the schools. These were generally indicated that the policy has adverse effects on teaching and learning in the schools as seen in Table 71. For example pupils cannot use their books at home to consolidate classroom learning since they are not allowed to take the books home. This tend to affect pupils performance.

TABLE 71

DISTRIBUTION OF RESPONSES OF CIRCUIT SUPERVISORS AS TO THE EFFECT OF EXISTING GOVERNMENT POLICY ON SUPPLY AND USE OF TEXTBOOKS

RESPONSE	NUMBER
•The fact that pupils cannot take books home affects their studies since they cannot consolidate what they learn	7
•Supply is not sufficient and regular	3
•Adversely affects pupils performance	5
•Teachers waste a lot of time copying passages on the chalkboard	3
	2
Headteachers fear to give books to pupils	1

COMMENTS FROM CIRCUIT SUPERVISORS:

The Circuit supervisors provided a number of comments as to what could be done to improve teaching and learning of English in the schools. These comments are presented in Table 72.

TABLE 72

DISTRIBUTION OF COMMENTS BY CIRCUIT SUPERVISORS ON HOW TO IMPROVE TEACHING AND LEARNING IN THE SCHOOLS

COMMENT	NUMBER	PERCENT.
•Supervisors should be made more mobile	4	29
•Pupil teachers should be included in in-service training	3	22
•More time should be allocated for the teaching of English	2	14
•Teachers should give more exercises in English	2	14
•Pupils should be allowed to take books home without the fear of surcharge	2	14
•Subject organisers in English should be provided for each education district	2	14
•Teachers should be given more in-service trg.	1	7
•English should be made the medium of instruction for all classes	1	7
•Teachers should communicate with pupils in English	1	7
•Textbooks should be supplied on time and in adequate quantities	2	14

It can be seen from Table 72 that generally the supervisors were of the opinion that supervision in the schools need to be strengthened. Furthermore they were of the view that the quality of teachers and teaching as well as the supply of textbooks should be improved upon. Moreover, they believe that certain government policies with respect to the training of pupil teachers, supply and use of textbooks, the medium of instruction, and the allocation of time for the teaching of English needed to be modified to improve teaching and learning.

REPORT ON PTA EXECUTIVES INTERVIEWS

INTRODUCTION

Three executive members of each Parents Teacher Association of the 14 schools were interviewed. They included the chairman, secretary and treasurers of the various associations. Thus in all 42 individuals were interviewed. Their responses to various items have been summarised below:

ROLE

Parent Teacher Association executive members were interviewed on the role the association plays in the learning of their wards. They gave the following as what they saw as their role in promoting effective learning:

- Advising parents to buy books, writing and reading materials for their children
- Prompting them to pay fees regularly and promptly too.
- Motivating teachers to work harder
- Levying themselves to provide infrastructure for the schools
- Meeting teachers to discuss how the two parties can solve the academic problems facing pupils in the schools.

Others saw their role as only a fundraising body and nothing more. The PTA of one of the schools could not identify any role they had to play in the teaching-learning endeavours of their school.

Table 73 shows that the frequency of meetings ranged from one to four times in a year.

TABLE 73
FREQUENCY OF PTA MEETINGS

No. of times	Frequency	Percent
4 times in a year	9	21.4
3 times in a year	21	50.0
2 times in a year	5	11.9
Once a year + Emergencies	4	9.5
When the need arises	3	7.2
Total	42	100

It is clear from the table above that the majority of PTA's met at least three times in a year which works out to be one meeting in a term. The general picture is that PTA's make an effort to meet. When asked about how frequently they visited their schools, 68 percent indicated once a week. Twenty percent only visited the school when they were attending meetings of the association. The rest did so once in a while. Generally, the chairpersons of the associations had more regular contacts with the school than the members.

On the issue of what they do when they visit the schools their response were as follows:

- To find out problems of the schools and assist or advise
- Discuss children's progress with teachers
- Hold discussions on school infrastructure
- Scan through some exercise books of pupils.

When asked to comment on the textbook policy, they offered the following views:

- It is better for the government to supply textbooks free than for parents to buy them from the open market.
- Books should be supplied on time.
- Parents should supply starch to mend torn textbooks.
- Prices of textbooks should be subsidised to enable parents buy them.
- Children should be allowed to take books home.
- If the government fails to supply textbooks, parents should buy them
- Parents should see to it that their wards keep the books well
- Textbooks should be supplied in sufficient quantities.

On the contribution of the PTAs towards the schools the following were cited as examples of what some of them have been able to do.

- 1) Provision of a library and materials for mending books.
- 2) Provision of infrastructure and other materials such as the building of temporary classrooms, providing slates

About sixty-four percent indicated that their schools had no library facilities whilst 21.4 percent said theirs were under construction .

About twenty percent of the PTAs said they checked lateness and absenteeism of teachers. They also meet the teachers to discuss their problems as well as that of the pupils. In all 76.2 percent of the PTAs had incentive packages for the teachers such as provision of accommodation and giving of financial help when the need arises. Teachers are also given foodstuffs, fish and pieces of land for farming in the rural communities.

Incentives for the pupils were however, lacking with only 38.6 percent saying that they managed to provide books as prizes to the pupils at the end of the year but even this was not regular.

The PTA executives however admitted that the incentives motivated the pupils to work harder particularly in the area of proficiency in the English language.