

FACTORS AFFECTING THE TEACHING OF ENGLISH COURSE IN DEPRIVED COMMUNITIES, GHANA

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Abstract

Teaching English can be a very difficult task depending on the type of students the teacher is administering the English instruction to. However, in communities which lack adequate facilities, the teaching of the English Language can pose a bigger challenge to the instructor who is committed to doing a good job. In order to establish the veracity or otherwise of this assertion, the Juaboso Senior High School was chosen as a case study for this research. A total of two hundred and forty (240) respondents were surveyed in the school using the quota sampling technique. Sixty respondents were selected from among students and the English language teachers in the school. The data collected was analysed using Percentages, Mean and Standard Deviation. After the data collected was analyzed, the study found out that there are indeed very serious problems with English language teaching in the deprived area. The paper, therefore, recommends among others that qualified English teachers should be deployed to deprived areas to teach English while the education authorities must make teachers' handbook and other tools available to them to guide and enhance their teaching skills and methods.

Keywords: teaching, deprived community, english, reading, vocabulary

1.0 Introduction

It is a widely acknowledged notion in Ghana that everybody wants to be able to read and write fluently in English. Right from the colonial era, English was adopted as the official language of Ghana. A brief history of Ghana's colonial past presents a narration of the main rationale for the introduction of English Language. The records have it that the early Christian missionaries wanted interpreters to interpret their language to the local people (Ayendele, 1971). The interpreter was required to be linguistically and communicatively competent. He also needed the competence to explain the English Language to the other speakers. To be able to do so, he was expected to be a fluent speaker of English.

As society has drastically changed over the centuries and Ghana finds itself competing in a technologically advanced world, the objective of the English teacher today is to help make his learners linguistically and communicatively competent so that they can communicate well with other speakers. Students, as a result, will also be able to advance socially, economically and scientifically.

Shortly after the inception of the Junior and Senior Secondary School system in 1987, people interested in Ghana's education system expressed concern about students' performance. It was observed that the purposes of teaching and learning, especially teaching and learning English Language in the schools, were not being realized as most of the students could not read, speak the language or write grammatically-correct sentences. This was not peculiar to only students in remote communities. As a result, parents, guardians, teachers and students were disappointed. It is as a result of this unpleasant situation that the researchers decided to go into the classroom to investigate, at first hand, what goes on in some schools, especially in an area that has been tagged "deprived". The main objective of the study is to bring to light

the inherent problems English teachers face in deprived communities and bring these problems to the attention of the education authorities with the aim of solving them.

A deprived community, for the sake of this paper refers to a place that lacks good social amenities like pipe-borne water and electricity on a regular basis, lacks good infrastructure like good roads, classroom blocks with good ventilation and furniture, up-to-date textbooks accompanied by teachers' handbook, among others, so that most trained tutors will be willing to accept postings to such areas.

1.1 Problem Statement

The massive failure of students in English at both the Basic Education Certificate of Examination (BECE) and the West African Senior Secondary Certificate of Examination (WASSCE) levels in recent years has called for the need for the implementation of drastic measures to reverse this trend (WAEC Chief Examiner's Report, 2008; 2012). It is apparent that parents, guardians, educators and the government at large admit the fact that the mass failure of students in public examinations is partially as a result of lack of understanding of the English Language by students. Some parents and stakeholders have shown concern because some graduates from our Senior High Schools cannot read, understand and even speak English (Owusu-Ansah, 2010). One begins to wonder what the possible causes are.

Rhetorically, a lot of questions come to mind as to what really creates the problem. Some of these questions include the following: It is the case that teachers teach but the students fail to learn? Is it due to inefficiency on the part of teachers or lack of effort and enthusiasm on the part of students? In other words, do teachers apply the appropriate pedagogical methods in delivering their lessons? Are there adequate teaching and learning materials and textbooks? Do these textbooks and materials facilitate teaching and learning? Especially in English, do these contain a lot of exercises for the students to try during and after regular lessons? Are there enough periods on the timetable for English Language? Are there external influences that facilitate or impede the teaching of English? What role do parents play in the teaching and learning of English Language? Do economic factors affect the teaching of English? Sports and cultural activities take place in the second and third terms, respectively. Although these are activities that form part of the school curriculum, do they take a toll on academic work? These questions and many more come to mind when one tries to find out why teaching English as a functional language in deprived communities does not yield the desired results. These prevalent problems set the tone for an exercise like this to help bring solutions to them.

Research in other areas of the country has proven that there are problems in teaching English. This study is not interested in pointing accusing fingers at anybody or apportioning blame to teachers or learners, parents or guardians, educators or the government. The purpose is to investigate problems associated with teaching the English Language in deprived areas in Ghana and recommend some ways of toning down some, if not all, of the problems. Portable drinking water is also a rare commodity; as such, most of the indigenes depend on streams and wells. This and several other factors prevalent in the deprived communities account for why some qualified teachers posted to these areas fail to report.

1.2 Research Questions

The study targeted providing answers to the following questions:

1. What are the challenges teachers of the English Language face in teaching of the language in deprived communities?
2. What measures can be put in place to curb or reduce the problems English teachers face in their teaching of English in deprived communities?

2.1 History of English in Ghana

The teaching of the English Language in Ghana can be traced far back to the fifteenth century, when western education first made its appearance in Colonial Ghana. This began with the establishment of castle schools by the Portuguese, the Swedes and the British. Even before 1874, Rev. Thomas Thompson of the Society for the Propagation of the Gospel had in 1752 started teaching English in the Elmina Castle School (Quist, 1999). The Christian missionaries gave more impetus to the teaching and study of English with the establishment of first-class schools in the Central Region, namely: Mfantshipim in 1876 and Adisadel College (formally St. Nicholas Grammar School) in 1910. The medium of instruction in these schools was strictly English Language, with English (grammar) as an integral part of the curriculum.

Again, in 1906, when the Society of Missionaries of Africa (commonly known as White Fathers) introduced Christianity into Northern Ghana, they were granted permission to open a mission station in Navrongo. However, as Der (1974) noted “the permission was granted on certain conditions”, one of which was that “only the English Language would be taught in the mission’s future schools” (p41).

William (1964) wrote that when Governor Frederick Gordon Guggisberg (1919 – 1927) established Achimota in 1924, English formed a major part of its curriculum. Quist (1999) observed that, the comprehensive curricula at all three levels; primary, secondary and intermediate degree levels in Ghana included English (grammar). That is to say that English was taught as a subject and English Language was the medium of instruction.

2.2 The Role of English

As the official language in Ghana, English is used at the law court, in parliament, and in all educational institutions. It is the language of the media and commercial and industrial organizations (Atta, et al, 2000). In education, it serves as the medium of instruction at all levels, from Basic School Four (BS4) to the university. The educational language policy of the country mandates that the medium of instruction from Basic One to Three (B1–B3) should be in the local languages according to the 1973 Dzobo Educational Committee Report as cited in Ansu-Kyeremeh and others in the 2002 Ministry of Education’s *Education Sector Review Report (ESR)*. English is a Core subject (or sometimes Elective) at many levels of education – from the basic school to the second cycle. Movement from one level to another is subject to passing English. Even at most universities and polytechnics, graduation is subject to passing Communication Skills. (Tamakloe, et al, 1996).

Against the historical background and the role of English in many English-speaking countries, and especially in education, the teaching of English is very crucial and as such, should be approached with all the seriousness it deserves (Rifai, 2010; Alam and Farid, 2011). A study of the SHS English textbooks 2 and 3 reveals that stress is placed on the use of English in a variety of situations rather than learning about the language. The textbooks are supposed to provide ample opportunities for practising the skills of listening, speaking, reading and writing. However, whether ample opportunities are provided in these textbooks for language use, especially the spoken language (speech) is debatable. In fact, Book 3 offers very little opportunity for practising the skill of listening and speaking. Since most teachers tend to follow the book religiously, something has to be done about the situation.

2.3 Implications of the Studies

Examples from the SHS textbooks, and complaints by examiners in the West African Examinations Council's Chief Examiner's Reports of 2008 and 2012, as well as what other writers have written on the poor performance of students in English bring to light the fact that most schools in deprived communities normally lack the very basic tools and personnel to impart knowledge in English language that will propel students there to understand and excel in the language. They, therefore, suggest that government and both teachers and students have to work hard in order to achieve good results in the teaching and learning of the English Language.

3.0 Methodology

The population of the study involves some selected students from the Juaboso Senior High School in the Juaboso District in the Western Region of Ghana. For the purpose of this study, attention is focused only on students in SHS 2 and SHS 3. Only these two classes were selected because SHS 1 students were not in school at the time data was collected. The total population of the Juaboso Senior High School SHS 2 and SHS 3 stands at two hundred and forty (240) and the study looks at twenty-five percent (25%) of this number – sixty (60) students. The justification for this is that quota sampling was the method adopted for the selection of the respondents. All the teachers who teach English Language were involved in this research as well.

The researcher selected this school as a case study because of proximity of the institution to one of the researchers, time involved and the anticipated co-operation that he expected from the headteacher and the teachers involved in this exercise. This is very important as the researcher's observation is involved. The students involved in this study were selected using the quota sampling technique. With this method, sixty (60) out of two hundred and forty (240) students were selected. However, all the five teachers were also involved in the study. In trying to find out what really goes on in the classroom, the writer administered questionnaire and did some classroom observation of SHS2 and SHS3 in typical English teaching sessions.

3.1 Classroom Observation

The researcher did some observation of the teacher and the students in SHS2 Business class during the second period on the topic, "Tenses in English Grammar" and on another occasion "Question Tags". The researcher also observed both the teacher-centred and the student-centred methods of teaching. The observation also revealed the teacher's knowledge of English and how effectively he used the English Language in the classroom.

4.0 Presentation And Analysis Of Data

4.1 Classroom Observation

The researcher visited the selected school on two occasions observing classroom procedures to find out whether students were given enough opportunity to practise what they were taught. This part of the study deals with a summary of what the researcher observed in the school; mainly what the English teachers generally did during English lessons.

It was found that the teachers did most of the talking with the students acting as passive listeners. Most teachers did not engage students in activities that would promote the development of good English speaking skills. Questions and discussions were not used at all to reinforce key issues in language. For instance, teachers did not take time to ask students why certain question tags are formed the way they do in good language construction. Again, students were not given the opportunity to do group work.

The observation revealed that the teachers relied heavily on the textbook (*English for Senior Secondary School*) and prepared their lesson notes, accordingly. The units in the books contain all three levels of English Language analysis: semantics, syntax and phonology (speech work), as well as Comprehension texts. To conduct a detailed study, the research concentrated on these three aspects: Speech work, Comprehension and Language study.

4.2 *Speech Work*

The teachers generally reviewed the previous lesson and gave some reasons why it was necessary to produce correct speech sounds. In the SHS2 Business class, one of the teachers gave /r/ and /l/ as examples of sounds and explained that in English, if they are interchanged, the meaning of the words changes. The examples given were the words /pray/ and /play/ in given construction:

- E.g. 1. Kofi football. (plays/prays)
E.g. 2. Ama to God every night. (plays/prays)

He gave another example of “brother” and “bladder”. Students were then asked to try always to produce correct speech sounds. Some teachers went ahead to produce the “r” and “l” sounds for student to listen. The students were then drilled in these different sounds; first, the sounds in isolation and later in words for the students to pronounce, making sure that the sounds were properly produced. Questions were then invited from the students on the lesson and the teacher proceeded to give them an exercise. The teacher did this by writing a few sentences with vowels that contain the speech sounds that students had just learnt and asked them to read the sentences.

- E.g. 1. The baby cries a lot.
E.g. 2. We are feeling cold in the classroom.
E.g. 3. The car could not start.

Corrections were made when they made mistakes. This is not enough. Students should be made to look out for more vowels in which these sounds are found, learn to produce them and form sentences with as many of them as they can. This will give them more opportunity to practise as prescribed by Oyetunji (1971).

4.3 *Reading Comprehension*

Generally, some teachers introduced the lesson by asking students to express their opinion about the theme or by asking students questions related to the passage to be read. They told students the passage they were to read and then did model reading. Students were told to do silent reading for comprehension. During silent reading, they were asked to write down those words they did not understand. After the silent reading, the new words were read out and the teachers explained them. Loud reading followed this. The teachers corrected wrong pronunciations and intonation patterns during loud reading. However, only one teacher engaged the students in chorus reading in addition to the loud reading that they all did. This gave equal opportunity for all to read at least a portion of the text. After this, students were guided to answer the questions on the passage. Students were invited to ask questions. A summary of the lesson was given by the teachers and an evaluation was made. Sometimes, there was oral evaluation, in which case some students did not participate but in the written evaluation every student in the class was compelled to participate. Here, most students copied from their friends.

One teacher went a step ahead of the others. She asked the students to write down sentences of their own with the new words that had been explained. This work was supposed to be submitted the following day.

It was observed that most students did only reading without class exercise on the given passage. Even with the silent reading, one could not tell as to whether all the students really did the reading silently. Very few did the reading aloud. Students did not ask questions. The questions that follow most passages are normally few, and only a small minority in the class understood them. Students copied the answers from their friends because obviously, they did not understand the passage. Other ways have to be used to make students benefit a lot from comprehension passages.

4.4 Language Study

This is another prominent feature in each unit of the English for Senior Secondary Schools textbook. In fact, language study or grammar is the core of the English Language study. The writers of the textbook only guided the students to understand what is in the textbook. No relevant materials were added to what is in the book. No grammatical rules and explanations were given. Apart from the few exercises in the book, no additional exercises were given. Students were only told to do the exercises at home and bring them to school.

The observation proves beyond doubt that Senior High School teachers who teach English merely follow the textbooks which do not provide enough opportunities for students to practise, both oral and written skills.

It was observed that some of the teachers themselves had problems. In the school, a teacher started very well. He tried to get the students to see the need to speak and write English. He said "English is necessary for the purpose of communication with people who speak different languages". Unfortunately, throughout the language study lesson he did not give the students the opportunity to talk. He had difficulties expressing himself. He made a lot of grammatical mistakes but looked very confident. The researchers later discovered that he was a National Service Person from the polytechnic who offered Civil Engineering. He did not know the subject matter. His teaching was teacher-centred as well.

In the Form Two Business class, a teacher admitted that he intentionally did not teach /s/ and /z/ because he lisped and for that matter, he could not produce the sounds well. He said just like other English teachers, he was compelled to teach English because there was no English teacher to teach English in SHS 2. Thus apart from merely following the textbooks, some teachers have their peculiar problems, and others do not qualify to teach Senior High School English. Such teachers are made to teach English because there are no specialized teachers in such deprived communities. The result is "bad teaching" and the students suffer a lot.

All the questionnaires distributed were answered. In effect, there was a 100 percent response rate from respondents. This showed that there was a fair representation from the selected classes in the school. Considering the students' questionnaires, questions one and two sought to find out the economic background of parents. It was to find out if to some extent the occupation of the parents had a bearing on the students' intelligibility of English. Forty-seven percent (47%) of both parents of the student respondents were farmers, 35 percent (35%) had one of their parents being a farmer.

In Question Five (Q5), when students were asked to choose their best subjects, fifty percent (50%) chose English, 24 percent (24%) chose Mathematics and 26.6 percent (26.6%) selected Science. Some of the students who chose English as their best subject explained that English is their favourite subject.

Table 1 Showing Students' Subject of Interest

Subject	Mean	Std. Dev.
English	7.71	1.578
Science	4.13	1.930
Mathematics	3.66	1.735

From the above, when students were asked to rate English, Science and Mathematics, according to their interest, English Language was rated very high with a mean of 7.71 and a standard deviation of 1.578. This was followed by Science (Mean=4.13, SD=1.930) and Mathematics (Mean=3.66, SD=1.735) in that order.

To Question Six (Q6), 87 percent (87%) responded that they liked English and out of this number, 27 percent (27%) of them said it was not their best subject. Some of them liked English because certain jobs demanded good English. For example, a lawyer must be able to speak good English. Another reason given was that English is the medium of instruction and it is definitely needed for further studies. Another said, "it's because if one wants to read any course at the Tertiary level, one must know English".

Table 2 Showing Preferred Aspect of English that Students Like

Aspect	Mean	Std. Dev.
Grammar	7.63	1.699
Essay Writing	6.40	1.791
Speech Work	3.28	1.896
Comprehension	3.06	1.031

From the above, in an attempt to find out which aspect of English students preferred, the students rated Grammar very high with a mean of 7.63 and a standard deviation of 1.699. This was followed by Essay Writing (Mean=6.40, SD=1.791), Speech Work (Mean=3.28, SD=1.896) and Comprehension (Mean=3.06, SD=1.031) in that order.

However, some of those who liked English found it difficult to express themselves, and some responses were incomprehensible. An example is, "because it good for me in other subjects" and "because it is sweet for me".

To Question Eight (Q8), almost all the students responded that their teachers used the English Language in teaching English. Eight percent (8%) said their teachers use different languages like Sefwi and Asante Twi to teach English.

The responses to Questions 10 and 11 varied from class to class. Students responded that they were given between five to fifteen exercises per week and three to six essays per term. The figures did not correspond with what the teachers say they give in a week and term. The response is deceptive because no teacher gives fifteen exercises a week.

Question Twelve (12) revealed that comparatively, the students study other subjects more than they study English. Sixty-eight percent (68%) responded “no” to the question, and thirty one percent (31%) responded “yes”. To questions 13, seventy-four percent (74%) said they did not speak English outside the classroom while twenty-six percent (26%) said they did. To question fourteen; fifty-one percent (51%) responded that they did not speak English at all, eighteen percent (18%) said “often”, twelve percent (12%) said “very often” and eleven percent (11%) responded “not often”. It was very discouraging that sixty eight percent (68%) of the sample population do not study English the way they study others. It was equally discouraging to know that seventy-four (74%) do not speak English outside the classroom and fifty-eight percent (58%) do not speak English at all. The observation that was done proved that really the students do not speak English outside the classroom.

From the observation made, two factors may account for this situation:

- i Those who did not speak English both outside the classroom and school were those whose parents are mostly farmers and uneducated. Most of them come from homes where English is of no importance and so, is not spoken at all. Since language is personal, the environment where a student lives does shape a student’s language acquisition skills. Those who often speak English and those who seldom do so may not have the same mastering abilities.
- ii. The observation revealed that students do not have enough opportunities to practice speaking in the classroom. Thus, when they come out they do not have the urge to speak English.

Question Sixteen (Q16) sought to find out if there were textbooks in English for students to use. Almost all the students replied in the affirmative and this was observed by the researcher to be true. The last question, (Q17) sought to find out students’ opinion on whether they feel it is appropriate for them to be forced to speak English or not. Ninety-two percent (92%) believe that they should be forced. They believe that if they are forced they will learn, become good students and they will be able to pass their exams.

The teachers’ responses also gave much insight into what was happening currently. From the responses given, it was realized that most of the teachers have been teaching in the district for a long time. The number of years they had taught in the district ranges from three to eighteen years. It was also realized that only one teacher offered a Diploma course in English. All the other teachers of English were all helping because there were no permanent English teachers. For the new English teachers, there have been no in-service training organized for them. From the questionnaire, only the longest serving teacher responded that he attended in-service training.

To question eight (Q8) and nine (Q9), all the teachers answered they like teaching English and the aspect they like teaching is grammar. Explaining why they like teaching grammar, some of the responses were: “it is the basics of the English language”, “I like this aspect most because this is where I can get materials and reference books”. Another one said, “students’ usage of tenses is very poor”.

To question thirteen (Q13), teachers acknowledged that they gave written exercises but the exercises they gave range between 2 to 5 a week and for essays between 2 to 3 a term.

To question sixteen (Q16), they answered that there were textbooks, which confirm the students’ answer.

Apart from the textbooks, no Teaching and Learning Aids (TLA’s) are used in teaching. This is because they are non-existent in this deprived community. However, the teachers answered that the students participate in class. When teachers were asked whether there were

problems in teaching English in the area, they all answered 'Yes' and outlined a numbers of problems. Prominent among the problems they outlined are:

- (a) Parents do not help their wards with school exercises at home.
- (b) Teachers are not given in-service training.
- (c) There aren't any teachers' Handbooks for English.
- (d) The teacher is not motivated at all.
- (e) There are no teaching and learning aid materials.
- (f) Most students cannot read English.
- (g) Most students cannot write simple sentences.
- (h) Most students cannot speak English well (and in some cases at all).

Due to some of these problems, the teachers expressed disinterest in continuing to teach English. They all agreed that teaching English in the deprived area is extremely difficult and given the chance they would stop teaching English.

Findings from the classroom observation showed that the teacher did most of the talking. In all the two areas that were observed, the teachers presented the lessons by using the lecture method. They gave the students very little opportunity to participate in the lesson.

The way the teachers went about presenting their lessons could only be described as 'inappropriate'. During the lesson on speech work, the teacher should have taken his time to teach the sounds properly. This is essential because English is a foreign language that has to be mastered. They should have also observed the integrated approach in their teaching. In comprehension and language study, for instance, where the teachers could not touch on pronunciation and summary or essay writing, they followed strictly the presentations in the textbook.

This brings to mind how the teachers taught. The teachers relied too heavily on the Senior Secondary School English textbooks. Teachers did not draw any material or experience from outside into the lesson. No additional questions were asked apart from what were in the books.

Here it was observed that the method of teaching was also not appropriate. The teachers' methods of teaching were not student-centred but teacher centred. A teacher-centred method of teaching does not allow enough student participation, hence their inability to perform in English.

Findings from the questionnaire showed that forty-seven (47%) of the respondents had parents who are both farmers and thirty-five percent (35%) had one parent who is a farmer. In all, eighty-two (82%) had parent who are famers. As workers who put much premium on their farming activities, they did very little to help their wards. From their responses, it is obvious that they (farmers) were not enthusiastic about their children attaining higher levels of education. The implications are that they do not encourage their children to study, let alone study English. This is because as farmers, they do not see the importance of English.

It is interesting, however, to note that fifty percent (50%) of the respondents chose English as their best subject and eighty-seven (87%) said they liked English. With the awareness of the importance of English, the question is what do the students do to promote English? The students do very little to promote English. Apart from the textbooks they study in class, they do not read any storybooks, magazines, newspapers etc. Class participation is very poor. They do not even study English like the way they study other subjects, as sixty-nine percent (69%) answered in the questionnaire. A vast majority of the students do not make any effort to speak English outside the classroom, as seventy-four percent (74%) acknowledged in the questionnaire.

Asked how often they speak English, fifty-eight percent (58%) responded they do not speak English often. From all indications, the students do not do anything about English although they know it is important.

The issue of textbooks cannot be left out in this discussion. Really, there were textbooks in the schools that were selected for this research work. But the question is as to whether the textbooks contained enough exercises and materials for students to use. Are students using the textbooks to the maximum? From the information that has been gathered, it is clear that the students do not use the textbooks except in class. If textbooks are available but are not being used, then there is a serious problem.

It is very sad to note that most of the teachers who teach English do not have any knowledge in the teaching of English. Out of the six teachers who responded to the questionnaire, only one of them had training in English. The other five are degree holders in other fields of study who are just trying to help. What is likely to be the effect of this situation on the teaching of English? The answer is obvious; students are bound to perform very poorly in the external examinations and project poor English Language skills.

What makes the matter worse is that they do not use other teaching aids apart from the textbooks and are not given in-service training. The implications are what they stated, that "There are problems of teaching English in this area".

5.1 Conclusion

Observations of classroom procedures and findings from the questionnaire have shown that indeed there are very serious problems in the deprived areas as far as the teaching of English is concerned. Perhaps the classroom observation has given a better insight into what most teachers go through to impart English lessons to students in deprived communities.

The responses from the teachers gave an insight into the problems that they face as English teachers in the deprived area. It was realized that some of the problems were as a result of both internal and external factors. Among these problems are: parents not helping their children at home, teachers not benefitting from in-service training, teachers not well motivated in any way, lack of teachers' handbook for English, lack of teaching and learning aids, inability of students to write, read or speak English often when they get admitted at the Senior High School.

Other problems are: students' unwillingness to study on their own, teachers' qualification and methods of teaching. As it was observed, most teachers do not possess the qualification to teach English. The fact is one cannot teach English well with a qualification in Agricultural Science or Social Studies like somebody with an English degree or Diploma will. Most teachers also used the lecture method to teach their lessons without giving attention to other methods of teaching, such as questioning, group discussion, integrated approach, discovery learning etc. The lecture method is known to have serious limitations. For example, a teacher may cover all the contents without realizing that little or no learning at all has taken place. It also does not give students ample opportunity to develop oral communicative skills.

5.2 Recommendation

According to the Classical Decision-Making Theory, the first solution to a problem is "The identification and definition of the problem" (Atta, et al, 2000). Therefore, having been able to identify the problems that impede the proper teaching of English in the deprived areas, the study recommends the following:

1. Qualified teachers should be deployed to teach English in deprived communities in Ghana.

2. The professional English teacher should be given additional in-service training where teachers can discuss their problems.
3. The education authorities should ensure that good teaching is done through periodic monitoring.
4. The conditions of service proposed for teachers in the deprived areas should be implemented.
5. Qualified teachers sent to deprived areas must be encouraged to accept their posting.
6. If qualified teachers are given the necessary encouragement, incentives and special allowances, these will motivate them to give off their best.
7. Teachers' handbooks and other teaching materials should be provided so that teachers become aware of exactly what to do in the teaching process.
8. Textbooks that provide enough opportunity for students to practice oral communication should be made available.
9. Audio materials, at least a tape recorder, should be made available to every school in the deprived areas.
10. Parents should be made aware of the need to help their children to attain higher academic achievements. This could be done through PTA meetings, School Management Committee meetings, lectures in the churches, etc.
11. The Primary and Junior High School should be given the needed attention. The Primary and Junior High Schools are the root for the Senior High schools and unless they are firmly established, one cannot boast of any better Senior High Schools". (Owusu-Ansah, 2010).

Therefore, while efforts are being made to equip the High Schools, nothing must be done overtly or covertly to undermine the effectiveness of our primary and Junior High Schools. It is hoped that if the suggestions discussed above are implemented, a measure of success will be achieved in curbing these problems.

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