

Challenges in African Classrooms: A Case Study of the Ghanaian Context

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Abstract

This study investigates the use of the appropriate language teaching methodology in African classrooms by using Ghana as a case study since the challenges in African classrooms are quite homogeneous in African countries. The study suggests Communicative Language Teaching as an alternative language teaching methodology to improving students' English Language proficiency. The research engaged both experimental and the control groups with a total of 86 students, comprising 44 boys and 42 girls from an elementary school in Ghana- Tema Municipal Assembly Junior High School in Nmai Djor, Accra. The researcher undertook a preliminary study to assess the performance of both groups to ascertain whether the students were of the same academic and language ability. Interview, observation and intervention lessons were used to gather information necessary for the research. The intervention lessons included pre-tests and post-tests on the selected classes. The experimental group was taught using the Communicative Language Teaching Approach while the control group used the Structural Approach. The data gathered from the experimental and control groups were used to test and analyze the hypotheses of the study which state that effective use of Communicative Language Teaching will improve students' English competence and improve students' accuracy and fluency thereby increasing their confidence in the use of English. The findings of the study revealed that the experimental group performed better than the control group. Thus Communicative Language Teaching has improved the communicative skills and the general proficiency of the selected Ghanaian students who are part of the bigger picture of African students.

Keywords: Communicative Language Teaching, English language teaching, ESL, control and experimental groups

1. Introduction

Developing countries encounter challenges in their classrooms due to poverty, ignorance, conflict, inadequate material and financial resources, inadequate professional human resource and so on. Researches by World Education, West Africa Examination Council (WAEC), UNESCO and UNICEF have stated the educational challenges of African countries and Ghana is no exception.

One prevailing challenge, especially in Anglophone African countries, is the acquisition of adequate English language proficiency for effective communication. Communication is necessary in every society, and anyone who needs to live a meaningful life cannot ignore the essence of communication in one's life. The relevance of communication in English is even critical in Ghana since English is our lingua franca, and our success in academia and career depends on our English competency. This assertion presupposes that every student in Ghana needs English to succeed in academic life and beyond. The importance of acquiring appreciable level of communicative skills is confirmed by Curriculum Research and Development Division of Ghana Education Service which states its objective in the English Syllabus as the need for students to communicate appropriately in speech and in writing after they have been taught. (Junior High School English Syllabus, 2007)

The objective of the syllabus suggests that the teacher is an instructor, a guide, a resource person, a facilitator and a co-communicator in assisting the learner acquire the requisite communicative and linguistic competence. Thus, the students will gain acceptable proficiency level if their teachers expose them to the necessary and adequate methodology, and communicative activities. The teacher's role is important, therefore, he needs to identify that the aim of learning English is to communicate intelligibly in English and that aim must be achieved using the right human and material resources since English is Ghana's official language and the language of instruction, business, administration, and law and so on.

The importance of English in Ghana, therefore, places emphasis on achieving communicative competence. The concept of communicative competence according to Canale (1983) in Arhin (1998) is 'the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written visual modes, production and comprehension process'. Though English is the language for inter-ethnic and international communication, the high level of proficiency required of students to succeed in their education and career is not satisfactory. This poor performance of students is of national concern to all

stakeholders and is reported in the WAEC Chief Examiner's report. (Chief Examiners report published in the Daily Graphic of Thursday 16th December, 2004 and Monday, 30th January 2006).

According to the report, poor performance of students in English is due to factors such as:

- Teachers' inadequate knowledge in language teaching methods
- Low quality of instruction and instructional materials
- Lack of reinforcement in out-of-school environment
- Large size of classes.

(Education Commission Report 1996)

Despite the various reasons given for student's low performance in English, the focus of this paper is the choice of appropriate language teaching methodology. This study asserts that the effective use of Communicative Language Teaching (CLT) will improve students' English competence, accuracy and fluency thereby increasing their confidence in the use of English. In this paper, section one introduces the study, section two gives a brief history of English Language education in Ghana; section three focuses on language teaching and learning; section four examines the theory of Communicative Language Teaching; section five discusses the methodology; section six analyses the data and section seven presents the findings. In addition, section eight discusses some Ghanaian elements that intervene in the acquisition processes of learners. Finally, section nine concludes the study.

2. Brief History of English Language Education in Ghana

Ghana has 45-60 languages and dialects —Dakubu (1988), but English remains the official language that is used in all spheres of life: administration, interpersonal relations, media, law, creative writing, commerce, trade, entertainment, tourism and education.

In this paper, the history of English education in Ghana is segregated into three parts.

The first part discusses the initial arrival of the British in 1553 after the Portuguese and the other Europeans left around 1450. (Buah 2007, Sackey1996). Though the agenda of the British was to trade in Ghana, they had to educate the Ghanaians as interpreters in order to facilitate their trade successfully. This need compelled them to establish English language training centers in Elmina and Christiansborg Castles. Other castles in Accra and Cape Coast were also used as training centres. (Sackey 1996). During the course of their education, their scope of teaching expanded to include subjects such as law and administration since these skills were needed by the British traders.

The second part of Ghana's English Education history saw expansion in the acquisition of English through the acts and policies of the missionaries and the colonial masters. The media, judiciary, church and government all played important roles in the learning and use of the English Language during this era. English became a prestige and a requirement for employment into the public and civil services. (Sackey1996). Due to this phenomenon, many people who wanted employment in these services were eager to learn and use the English Language.

Though Ghanaian language Education at a point in time ran alongside with English education, a later policy made English education mandatory after independence (1957). This new policy made English the medium of instruction at all levels until 1980. Later, Ministry of Education in Ghana under the NDC regime introduced a new language policy which allowed children's first language and English to be used in schools. Thus where teaching and learning materials were available and linguistic composition of classes was homogeneous, the Ghanaian language was used; on the contrary, linguistically heterogeneous classes used English as the medium of instruction. (Education Reform Review Committee 2002)

Despite the different stages of English Language education in Ghana, Structural Approach was still the preferred language teaching approach of many English language teachers until recently. Their lessons, therefore, focus on teaching grammatical structures, introducing lists of novel vocabulary and correcting the students' pronunciation. This phenomenon is as a result of the assumption that the priority for learning English is to master the language hence grammar must be emphasized. The Structural Approach, however, contrasts the CLT which focuses primarily on communicative competence. The fact is that, Communicative Language Teaching (CLT) does not only focus on communicative competence but it also integrates grammatical and functional aspects of the language.

3. Language Teaching and Learning

The teacher's importance in the language class cannot be over emphasized because language learners' success or failure is dependent on how creative, versatile and resourceful the teacher is. Considering the crucial role of the teacher, he ought to evaluate his pedagogy and select the appropriate techniques based on suitable language theories that will enhance successful language learning. It is with this understanding and relevance that I discuss the nature of language teaching and learning in this study.

3.1 The Nature of Language Teaching and Learning

There are several theories on language learning though some are more appreciated by language educators, linguists and other stakeholders in language education. According to Brumfit (1984), Chomsky regards language as formal and structural than functional; Chomsky's assumption failed to recognise the functional role language plays in the lives of people. The fundamental reason for learning a language is for its use rather than it being formal and structural; thus Chomsky failed to place premium on the functionality of the language. Brumfit observes that due to second language learners' difficulty in acquiring the required level of proficiency, second language learning has received greater attention in terms of teaching, research and dissemination of information. This phenomenon is as a result of the fact that first language acquisition is a natural and an obvious product of socialization with other first language users while learning a second or foreign language takes some efforts. The concept about language acquisition is further highlighted by Krashen's input hypothesis. Krashen hypothesizes that language is acquired when learners' input includes new language that is above their existing comprehension. From the above discourse, the quality of language input is important in enabling language acquisition. He affirms that learners generate a developing scheme known as interlanguage, which goes through a number of processes until it finally approximates to the rules of the target language. This information presupposes that any language input given by the teacher must be done carefully and consistently, and language input needs reinforcement since learning goes through a series of processes before the required proficiency is achieved.

Relating this to the purpose of acquiring English in Ghana, communication is the prime aim of learning the target language hence communicative strategies should be employed to improve students' English proficiency. In addition, Brumfit affirms that learners need practice to produce comprehensible output by using all the language resources they have already learned. Interaction, therefore, affords the learners the opportunity to employ the negotiation of meaning in their communication. He further claims that the value of small-group interaction in the language classroom provides attractive support for the value of collaborative work and reduces total dependence on the teacher. Richards (2006), affirms the above claim by Brumfit by emphasizing that the teacher's role in a communicative classroom is that of a facilitator hence there is the need for a learner-centered class instead of a teacher-centered class.

4. Communicative Language Teaching

4.1 The Origin Of Communicative Language Teaching

According to Richard and Rodgers (1986) and Davis and Pearse (2000), Christopher Canlin, Henry Widdowson, John Firth, Dell Hymes, John Autein and Halliday initiated CLT due to their dissatisfaction with the Grammar-Translation, Audiolingual and Situational Methods of foreign/second language teaching. These educationists and linguists found the above approaches inadequate as far as foreign language learning was concerned. Their assertion was that foreign/second language learners were not being exposed to adequate, relevant and functional target language input that will assist the learners to gain the necessary communicative competence that will assist learners communicate accurately and appropriately. The dissatisfaction of the above stakeholders, birth the introduction of communicative approach to foreign and second language teaching in the 1970s in Britain and America. Subsequently, CLT become the preferred approach to teaching foreign and second languages at all levels of language education. The communicative approach exhibited itself under various names: notional-functional method, teaching for proficiency and proficiency-based instruction.

4.2 The Concept of Communicative Language Teaching

Human nature and every society uphold effective communication, and language is mainly for communicating in real-life situation which CLT promotes. The concept of CLT promotes and supports group/pair work, simulation and practice with authentic language that is used in real-life situations. Furthermore, CLT enables initiative in the language classroom and enhances learners' creativity in learning and language use in larger discourse communities. Contrary, the Structural Approach depends on mastery of grammar rules, drills, memorization and repetition of language items.

Richard and Rodgers (1986) posit that the theoretical concept of CLT which includes communicative competence is expounded as the expression, interpretation and negotiation of meaning. Communicative

competence includes discourse, strategic, socio-cultural and grammatical competences. Thus CLT is an eclectic approach that accommodates language skills needed by learners to be competent. It exposes learners to the necessary grammatical, linguistic, social, cultural and interdisciplinary aspects of the foreign/second language being acquired. Also, CLT promotes both fluency and accuracy through its eight principles which are stated below.

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning.
2. Diversity is recognized and accepted as part of language development and is used in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving interpersonal and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language—that is, they use language for a variety of purposes in all phases of learning.

(Richard and Rodgers 1986)

4.3 Communicative Language Learning Activities

Richards (2006) endorses the use of communicative activities in the language class in order to assist learners improve their communication in the target language. He argues that the use of pair work, role plays, group work, information gap and projects enhances learners' communicative skills. He further asserts that

Communicative Language Teaching draws on a number of diverse sources, [and that] there is no single or agreed set of practices that characterize current communicative language teaching. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on.

In addition, Richards and Rodgers (1986) and Widdowson (1981) maintain that exercises that are learner-centred enhance learners learning process in the use of the target language and are recommended.

The theory of CLT also suggests that communicative activities such as pair/group work, information gap, reasoning gap, role-play, use of authentic material, discussion, gestures and mime, dialogues, debates and other techniques that will aid learners to converse or communicate must be engaged in order to achieve effective language learning. Activities relevant to the use of the English language in the right social context are highly recommended in addition to classroom arrangement variation.

4.4 The Roles of Teachers and Learners in Communicative Language Teaching

Larsen-Freeman (1986) admits that teachers in communicative classrooms talk less and listen more thereby becoming active facilitators of their students' learning while students become more responsible managers of their own learning through increased responsibility to participate. She further argues that due to this exposure, students gain confidence in using the target language in general. Richard and Rodgers (1986), therefore, refer to the teacher in a communicative classroom as 'a facilitator, independent participant/co-communicator, resource, and guide within the classroom. Also, the teacher is considered a researcher and learner, need analyst, counsellor and group process manager'. This new role of the teacher allows the learner to play the role of a negotiator – between him or herself, the learning process and the object of learning. He or she also receives information from other contributors and also shares information with them.

In addition to the above discussion, Richards (2006) posits that CLT presents new roles to both the teachers and learners in that the teachers are now 'facilitators' and 'monitors' while learners become team players who adopt 'a cooperative rather than an individualist approach to learning'. Thus learners now discover knowledge with the help of the teacher rather than solely relying on the teacher. This approach makes the learner more responsible to his language learning process.

4.5 The Communicative Language Teaching and English Language Learning

Davis and Pearse (2000) maintain that English should be used for real communication in the English language class if the purpose of learning the target language is communication. The authors realised the relationship

between the use of authentic and communicative activities and their impact on English language learning. This submission implies that learners must be exposed to real life communication even in the language class. In addition, CLT activities must be in English (the target language) in order to achieve the learners' goal. Revel (1984) also proposes some techniques for communicative English and these techniques seem to be the choice of most authors who recommend CLT in foreign/second language teaching and learning. Based on his assumption that the purpose of language acquisition is for communication, techniques such as simulation, role-play, "getting to know you games", gesture and mime, use of authentic materials like questionnaire and cue cards have been recommended in the English learning process.

With regards to the above discussions, it is obvious that the recommended language learning activities run through the repertoire of most advocates of CLT. Communicative Language Teaching, therefore, plays a great role in English language learning. It is worthwhile to know that some countries like China and Taiwan have successfully implemented this approach to English learning with great support from national instruments. Furthermore, Pufahl et al. (2001) state that some countries that have adopted Communicative Language Teaching to teach foreign languages have some success stories. They stated countries such as Denmark, Germany, the Netherlands, New Zealand, Peru, and Spain, and maintained that through the use of CLT, learning has not only encouraged 'a productive discussion of teaching objectives, methods, and underlying rationales that are now reflected in curricula and textbooks, but has also resulted in increased oral and written proficiency'.

Considering the discussion above, this chapter has reviewed literature relevant to the study. The study examined some language learning theories, language teaching approaches with emphasis on CLT.

5. Methodology

5.1 Observation

To ascertain my perception that most English teachers in Ghana and Africa at large use the Structural Approach, I undertook a three-week observation exercise in the selected school. Both research classes, JHS 2A and B were attended. Each class was visited six times during the three weeks. The two classes were visited twice a week. These visits gave me the opportunity to sit in the English teacher's class to note how she taught Grammar, Reading, and Comprehension, Listening and Speaking and Writing.

On the first day of the observation, the headmistress and the English teacher introduced me to the students and declared my intention in order to make the students feel at ease and cooperate. I assured them of my preparedness to join the teacher to assist them improve their English proficiency since they were the next class to write the national Basic Education Certificate Examination.

This exercise alleviated the fears entertained by these students initially hence they gave their support.

The content the Junior High School syllabus (2007) and the course book of the students are related. Their course book is designed according to the students' level and language need. The course book contents topics that are related to the "real world" and interest the students. The book, also, suggests communicative activities like discussion, role play, pair and group work. However, the lessons of these students were not so. The teacher complained of poor participation of students and their negative attitude towards learning in general, and learning the English language in particular. Their English language predicament stems from the fact that these learners only use the target language during English lessons and when they want to communicate with the teacher. Another observation was the poor state of the library and the students' lack of interest in reading. The library was without relevant textbooks and story books, and there were no chairs and tables in the library for the students. These conditions, I believe, demoralized them. These problems have further affected the learners' confidence level since they refused to talk in class for fear of making mistakes and consequently being laughed at.

There were no teaching and learning aids in both classrooms hence their walls were bare. There were no electrical connections to allow for the use of audio-visual aids like computers, televisions or tape recorders. These conditions contradict the well known fact that the presence of visual aids activate pupils' curiosity and interest and motivate them to read, and register more permanent effect in their learning.

5.2 Interview

Considering the role of the English teacher in foreign/second language learning, the English teacher in charge of the research classes was interviewed. Through interview, details about her academic qualification and

professional experience were elicited. This data collection method was adopted because the interviewee was the only one and was readily available hence I did not have any problem reaching her. Since the language teacher plays an important role in helping learners acquire communicative competence, the teacher's experience, and academic and professional background matter. The English Language teacher of these JHS Two Classes is a professional teacher from the University of Cape Coast and a second degree holder of MA Adult Education from University of Ghana. She has 13 years experience as an English teacher. In my attempt to find the reason why the teacher used the Structural Approach, she stated that it was the best approach because it aids learners gain mastery of the language. It was a startling revelation that she did not know the names of the various approaches and what each entails. She also revealed that she had had only two (2) in-service trainings as an English language teacher for the 13 years of her service. However, briefing the teacher on CLT, she seems to find the approach very tasking.

5.3 Questionnaire

Questionnaires were given to the students to elicit information relevant to the study. This data collection procedure brought issues to bare among which was the importance of studying English.

6. Analysis Of Data

The essence of statistical techniques cannot be denied in any study that deals with variables. The use of statistics is necessary in qualifying and quantifying data, assessing the degree of confidence of the result and checking whether the hypothesis is valid when it suggests a particular correlation between sets of data. In this analysis, pre-intervention and post-intervention tests scores of the experimental and control groups were compared. The statistical representation revealed the performance of the learners after the study.

Table 6.1 Results of Pre-Intervention Test in Grammar (The Experimental Group)

Marks	0	1	2	3	4	5	6	7	8	9	10
Frequency	0	0	1	3	6	0	11	0	25	0	0

Table 6.2 Results of Post-Intervention Test in Grammar (The Experimental Group)

Marks	0	1	2	3	4	5	6	7	8	9	10
Frequency	0	0	0	1	2	3	3	8	6	13	10

Firstly, a look at the two tables (6.1 and 6.2) reveals that as many as 43 respondents (students) out of 46 pass the test after the intervention, as against 36 students scoring the pass mark and above(5 and above) for the same group before the intervention. From the above, it is obvious that the post-intervention test result has 7 more students passing the exercise in the Experimental group. Again, the mean mark of the students during the pre-intervention exercise is 6.54 while that of the post-intervention increased by 1.39, which is 7.93. This outcome, therefore, lends credence to the first hypothesis that "the effective use of Communication Language Teaching Approach will improve students' English competence". Secondly, in comparing the Experimental and Control Groups in Tables 6.3 and 6.4 below, Table 6.3 has 24 students passing while Table 6.4 has 40 students passing with a pass mark being 5.

Table 6.3 Results of Pre-Intervention Test in Comprehension (The Experimental Group)

Marks	0	1	2	3	4	5	6	7	8	9	10
Frequency	2	2	1	7	10	5	8	8	2	1	0

Table 6.4 Results of Post-Intervention Test in Comprehension (The Experimental Group)

Marks	0	1	2	3	4	5	6	7	8	9	10
Frequency	0	0	0	2	4	5	3	15	5	11	1

The results of pre and post intervention comprehension tests indicate sharp difference. Whereas 24 students passed the pre-intervention test, as many as 16 additional students made it above the pass mark of 5. Comparing the mean marks of the two results also demonstrate a clear distinction of 2.43 mark ($6.93 - 4.5 = 2.43$), which again makes a case for the earlier submission that "the effective use of Communication Language Teaching Approach will improve students' competence in English".

Table 6.5 Results of Pre-Intervention Test in Writing (The Experimental Group)

Marks	0	1	2	3	4	5	6	7	8	9	10
Frequency	0	3	0	5	3	10	4	10	10	1	0

Table 6.6 Results of Post-Intervention Test in Writing (The Experimental Group)

Marks	0	1	2	3	4	5	6	7	8	9	10
Frequency	0	0	0	0	5	6	5	20	10	0	0

Comparing Tables 6.5 and 6.6, the former has 35 students who passed the pre-intervention test while as many as 41 passed the post intervention test. The result from the writing test also confirms that CLT is a suitable approach for teaching writing.

4.4: Reasons Why it is Important to Learn English in Ghana

If students have tangible reasons for studying the English language then, they must attach seriousness to their English lessons. Though students assigned reasons for their studies, their performance did not reveal that they were achieving their objectives. It is, therefore, assumed that students' objectives and teacher's adoption of the right strategies would help both parties achieve success. The figure below shows students' reasons for learning the English language.

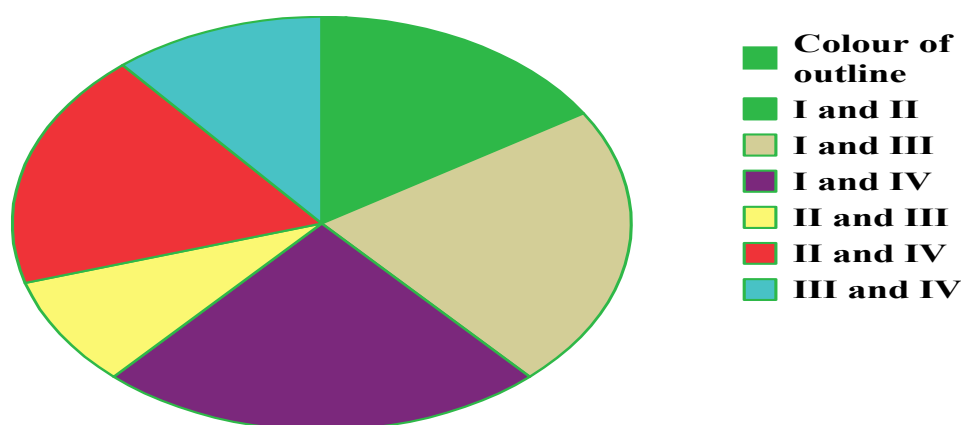


Fig. 4.4: Reasons Why it is Important to Study English.

The reasons in Fig. 4.4 are interpreted as follows:

I = Communication II = Entertainment III = Job Placement IV = Maintenance of Social ties.

Examining Fig. 4.4 reveals that 24% of the respondents believed one needs to learn (study) English in order to communicate effectively and to maintain social ties while 22% agreed on its communicative importance but placed premium on its ability to help people acquire job. On the other hand, 19% learned English for entertainment and maintenance of social ties. 11% settled for its economic and social roles. Notwithstanding the above importance, the role of English language is indispensable in the Ghanaian education curriculum since all subjects except the Ghanaian Languages and French are taught in English, and it is also, a major international language. Communication and maintenance of social ties attracted the highest percentage confirming the claim by the proponents of Communicative Language Teaching that the purpose of language learning is to communicate hence CLT is the recommended approach.

7. Findings

The teacher's support, confidence, knowledge, skills and organization contribute to the achievement of the objective of a lesson. My observation was that the teacher depended solely on the course book and taught strictly according to the content. Communicative activities were not employed in her lessons. During the lessons, the arrangement of the class was in frontile position (traditional classroom arrangement) with the teacher in front of the students. The teacher did most of the talking leaving the students to answer a few questions that were occasionally asked.

Students were required to keep quiet until the teacher asked them to answer questions. The atmosphere in the class was not relaxed and students hardly volunteered to answer questions. The teacher had to call students to answer questions compulsorily even though some stood up without making any attempt to talk. The students

were timed and their wrong answers were met with instant rebuke. I realized that apart from speaking English with the teacher, Ghanaian languages were spoken with their mates in and out of class. No teaching aid was used apart from the blackboard. There was no visual representation of whatever was taught. It was not surprising that the students were not active most of the time.

Considering the language teacher's role in language learning, the students must be well motivated to learn a language; so the teacher must develop the right attitude and make his/her lesson interesting and attractive. Another observation was the inadequate number of textbooks. Some students had to be put in triads and pairs, and this disturbed concentration of the students during the lesson because the books were far from them.

The outcome of the data collected from the questionnaire administered to the students revealed that students placed value on the communicative importance of learning English. However, some also indicated that learning English may be as a result of the need for entertainment, job placement or maintenance of social ties. The use of CLT is not enough if students do not have interest in the study of the English language. The questionnaire revealed that seventy (70) out of eighty (80) enjoyed English lessons but their contribution in class did not reflect that number. This response juxtaposed to their attitude in class is rather contrasting because their attitude and low class participation did not reveal their interest as suggested by their responses from the questionnaire. This finding indicates that more work needs to be done in by the school to ensure that the students claim correlate their attitude in class.

The purpose of the intervention lesson was to assess the effectiveness of CLT in learning English and subsequent improvement in English competence. The communicative activities were novel to the students hence most of them did not know how to get involved in the discussion initially. Also, using activities like role play, simulation, dialogue, and those that demanded them to talk were initially very difficult. After gradual but consistent persuasion the students participated and begun to express themselves.

8. Some Elements That May Be Intervening In The Acquisition Process Of The Learners

Firstly, in order to assist English learners acquire an appreciable level of language proficiency, the importance of acquiring the language should be consciously discussed with the learners. Many of the subjects though agreed they need English in their education and career did not attach that importance to their studies.

Furthermore, for the interest of these students to be heightened, textbooks, teaching and learning aids and good library facilities must be provided. Modern technology should be applied in teaching English. Textbooks should be enough so that each student will have a copy to him/her and practice more. Also in this era of technology, electricity should be connected to schools to enable teachers use audio –visual aids to teach and also access materials and aids through the internet.

Pair and group work should be used to encourage students to discuss issues in class and do presentations.

Apart from the above suggestions, external examination councils and the Ghana Education Service should factor into their timetable enough time allocation needed for communicative activities in order to gain maximum result. Provision of well equipped libraries is strongly recommended.

Finally, in-service-training should be organized regularly for English language teachers to enable them be abreast of the current trends in language teaching and appropriate methodology that will aid learners to achieve an appreciable proficiency in English Language Learning.

9. Conclusion

In this paper, I attempted to find out whether the use of Communicative Language Teaching could result in enhanced performance of English learners in Ghana and Africa. The CLT approach was compared with the Structural Approach which is widely used in teaching English in Ghana and African as a whole. The result of the research showed that CLT had positive impact on students' accuracy, fluency, communicative competence and the general English proficiency. This approach is, therefore, suggested.

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