UNIVERSITY OF CAPE COAST

EVALUATION OF THE GENERAL AIMS OF THE SENIOR HIGH SCHOOL

ENGLISH LANGUAGE CURRICULUM: THE PERSPECTIVES OF

GRADUATES OF SENIOR HIGH SCHOOLS

BY

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Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:………………   Date…………………

Name: Alex Adobaw-Bansah

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid down

by the University of Cape Coast.

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ABSTRACT

The study evaluated the general aims of the Senior High School English language curriculum from the perspective of graduates of Senior High Schools in tertiary institutions and those working in private basic schools and micro finance companies in the Cape Coast Metropolis. The research design was descriptive survey. Out of a population of 8070 graduates, 400 graduates in tertiary institutions and 70 graduates at work places totaling 470 were used. Four research questions were formulated to guide the study. Data from the graduates were collected through the use of questionnaire, analysed through the use of descriptive statistics, and presented in mean, standard deviation, frequencies and percentages. The findings revealed that the general aims of the Senior High School English language curriculum were partially achieved. Prevailing evidence shows that these graduates of Senior High Schools were prepared for both higher education and the job market. From the data gathered, it was concluded, among others, that this curriculum had not developed creativity in its graduates and had not improved their communicative competence. It was recommended that the teaching of English language should be made more practical to help to improve students' communicative competence and develop their creative potentials.

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DEDICATION

To my family

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CHAPTER ONE

INTRODUCTION

Since the introduction of formal education in Ghana, there have been some reforms. Some of these reforms have come as a result of evaluating the previous systems to improve upon them. In recent years, our educational system has been highly politicised. Because of this, we have had certain reforms simply because they were promises from political parties. Example of this is the 4-year and 3-year Senior High School systems. As a result of this, teachers now have to readjust themselves to be in tune with the 4-year and 3-year systems. This adjustment and readjustment of teachers into 4-year and 3-year systems is likely to affect the achievement of the aims of our education including its curricula. These rapid educational reforms and their curricula without serious technical reasons could militate against the achievability of the general aims of the various curricula including the English language curriculum.

Background to the Study

From the commencement of the Castle schools through to the mission schools in the 1800s, many reforms have been made in a bid to determine the type of education which is suitable for Ghana. These reforms and ordinances influenced the famous 1924 education ordinance of Sir Gordon Guggisberg which greatly influenced primary, secondary and technical education (McWilliam & Kwamena-Poh, 1975). This ordinance encouraged teachers to learn the vernacular but also emphasized English-based education. The 1924 ordinance persisted until

it was replaced with the Accelerated Development Plan of 1951. The Accelerated Development Plan (ADP) aimed at, "the development of a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed but maintaining at the same time, proportionate facilities for further education for those fit to receive it" (Graham, 1971, p. 127). In 1961, another education ordinance was enacted to give legal backing to the Accelerated Development Plan (ADP).

It is important to recall that Ghana like many other African countries, inherited a system of education whose curriculum was developed to suit the socio-economic needs of the colonial era. This system of education seemed to have outlived its usefulness after independence. The old system of education and its curriculum did not equip the youth with the requisite knowledge and skills needed for the development of the country (McWilliam & Kwamena-Poh, 1975). A change in curriculum became necessary soon after independence. McWilliam and Kwamena-Poh (1975) further outline that from 1960-1975, there were nine education committees appointed to conduct comprehensive reviews of the education system in the country. These reviews resulted in a new structure and content of education whose full implementation came into reality in 1987.

The educational reform of 1987 reduced the duration of pre-university education from 17 to 12 years by providing six years of primary education, three years of junior secondary schooling and three years of senior secondary schooling. In 1990, a new English language curriculum was developed for secondary schools. This curriculum was used for thirteen years until it was

revised in 2003 (Ministry of Education, 2002). The 2003 curriculum was also used until 2007 when the new Senior High School English language curriculum was introduced. The 2007 English language curriculum was used for three years and was replaced with the 2010 English language curriculum (Ministry of Education, 2010). This study, therefore, evaluates the 2010 English language curriculum for Senior High Schools.

Unfortunately or fortunately, Ghana finds herself in a situation of educating her citizens in the language of her colonial masters. The English language was introduced in Ghana during the colonial period and it has been with us all this while. It remains the official language and the language of education. As a result of this, the curricula of the nation are written in English language although there is an emphasis on vernacular as a medium of instruction in the lower primary school (Primary 1-3). English language has been the official language of instruction for fifty-eight years after independence. This perhaps is due to the advantages associated with it. English is politically neutral and an international language which permits Ghanaians to participate internationally in intellectual and commercial communication. On the national front, English is the official language and the language of administration of government business. The Ghanaian languages however remain the languages for unofficial communication in Ghana. Even if they were used for official purposes, they remained languages of official communication in the chiefs' palaces (Sackey, 1997). Though some of the local languages are learnt in our schools, they are not emphasised as compared to English language. Boadi (1994) argues that there was a serious problem with

the proposal of any of the Ghanaian languages as an official language. This was because there were problems with codification and a standardised variety of any Ghanaian language to choose as an official language of the country.

The increasing importance of English language is largely recognized in Ghana. The English language was introduced as a result of the country's colonial past in the 15th century. The British trade contact with Ghana brought the English language and new skills which were previously not available in the country. This shows the beginning of the institutionalization of English language in Ghana (Sackey, 1997).

After the British had introduced English language in the country, the colonial masters and missionaries took over and made policy on English language. The role of the various social and administrative institutions established by British colonial government in the spread and influence of the English language was immense. During the governorship of Sir Charles McCarthy (1822-1824), he made sure English language was more properly taught in government schools. Throughout the 1850s, English language continued to be a medium of instruction in government and mission schools. In order to promote the use of English language as medium of instruction, grant-in-aid was paid to mission schools that emphasised English language (Foster, 1965). Though some of the missionaries emphasised the use of the English language, they never neglected the indigenous languages. An example is the Basel mission in Ghana. However, political, social and economic prestige was attached to English alone (Foster, 1965). English became the language of government, legal practice and

administration. It also claimed monopoly over the mass media. The early newspapers that appeared were written in English, even when they were owned by Africans. One of these papers was *The Royal Gold Coast Gazette* (Jones-Quartey, 1963).

The institutional structures making use of English did not cease after independence; instead they multiplied, as many more people sought the opportunity to read and write English, if not speak it fluently (Sackey, 1997). English today has, somewhat, retained its pre-eminent position as the language anybody must know if he/she is seeking a job in the civil and public sectors of the economy, for he/she is required to have passed with a credit in his Ordinary Level or his Senior Secondary School Certificate Examination or West Africa Secondary School Certificate Examination in English (Morshidi, Rosni, Hock & Mohamed, 2014).

English has become a language of administration, business, medicine, law and other professional careers (Boadi, 1994). The English language stands firm in our educational set up and has continued to be the major or main medium of instruction in our schools up to date. Thus, it is used as an official medium of expression in all our schools from primary to tertiary level. It is for these reasons that English language is one of the compulsory subjects of study in Ghanaian schools. Ghanaians, especially students at all levels of education are expected to learn and use English language proficiently. Morshidi et al., (2014) assert English as an important language in academia; a student's mastery of English language may not only help him/her excel in his/her studies but also secure him/her better

job after graduation as employers prioritise hiring graduates who are competent in English. A study on the academic achievements and employability of graduates revealed that English language skills have significant effects on employability (Morshidi et al., 2014). Therefore, the mastery of English language is important to a graduate of university, polytechnic, nursing and midwifery training college, college of education and senior high school as stipulated in the English language curriculum. It is, therefore, clear that English language cannot be looked down upon in our educational institutions. This is because English is a major key to our academic, economic, personal and social development. This explains why our educational curricula are in English language.

The Senior High School is a comprehensive system that operates a diversified curriculum. Quality and relevant education depends on how the curricula are designed and the aims the curricula seek to achieve. A curriculum usually contains a statement of aims and specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching whether because the objectives demand them or content organization requires them. Finally, it includes a programme of evaluation of the outcome (Taba, 1962). The curricula place more emphasis on application of knowledge and, as such, students should be encouraged to apply the knowledge they acquire in different situations. The curricula are so designed that integration, problem solving, creative and analytical thinking and knowledge application is fostered (Ministry of Education, 2002). This tells us that aims are very important in the development of any curriculum.

Aims, according to Noddings (2007), are the formal statements of desired purposes intended to be achieved. Pratt (1980) refers to aim as a statement of general change to be brought about in a learner. Ohmae (1982), on his part, sees aims as long term overall results one expects to see at the end of a programme or project. From these definitions, aims are seen in terms of the kind of abilities, potentials and behaviour expected of students by parents, teachers/programme implementers and educationists. What this means is that students who are taken through the Senior High School English language curriculum are expected to exhibit some changes in behaviour. Nevertheless, a new curriculum is developed for schools when the general aims of a previous curriculum are not achieved. This means that the continuous and discontinuous use of a particular curriculum will largely be based on whether the general aims of that curriculum are being achieved or not. It can be concluded that the aims of the previous Senior Secondary School English language curricula were evaluated before the various reforms were made. Similarly, the 2007 Senior High School English language curriculum which gave way to the 2010 Senior High School English language curriculum went through this same process.

The Senior High School teaching curriculum for English language published in September, 2010 is structured to cover a three-year programme. Each year's work has been divided into sections with a number of units. The units are also divided into columns. Column one covers the major topic of the sections. Column two shows the specific objectives for each unit. The actual content to be covered in class is found in column three while the fourth column talks about the

teaching and learning activities that students are to be taken through under the supervision of the teacher. The specific objectives found in column two are more or less a road map towards the achievement of the broader aims stated in the Senior High School English language curriculum as follows:

1. to reinforce language skills and competencies which were acquired at the junior high school level

2. to develop further those language skills and competencies which were acquired at the junior high school level

3. to improve the communicative competence of students and give them the confidence to communicate

4. to generate in students the love for reading for pleasure and the development of creative potentials

5. to raise students' level of proficiency of English usage and their ability to communicate with other users of English

6. to prepare students to function effectively on their own

   a. in offices and other work places

   b. in tertiary institutions

7. to develop in students human values for life

8. to enable all products of Senior High School to deal effectively with the accumulated knowledge of their chosen fields and to be able to communicate such knowledge through the speaking and writing of English (Ministry of Education, 2010).

The Senior High School English language curriculum seek to achieve four main broad purposes which can be classified under academic, economic, personal and social aims. The academic aim of the English language curriculum is to prepare students for higher education. Aims 1, 2, 6b and 8 are geared towards the academic purpose. This is because these aims are focused on preparing the students of Senior High School for higher education. The economic aim seeks to prepare students for the job market. Aims 6a and 8 are economic in nature. This is because the knowledge the students would acquire should help him/her function effectively at their chosen economic fields. The personal aim deals with the teaching of English language in schools to develop creative potentials in its students. Aim 4 talks about this and this can be achieved through students' reading. The social aim of the English language curriculum is to help develop communicative competence in students and give them the confidence to communicate with other users of English. This can be seen in aim 3 and 5 which talk about the teaching of English language to develop students' proficiency which will eventually help to improve their communicative competence and give them the confidence to communicate with other users of English. If all these aims are effectively achieved, it would develop human values in students and produce useful citizens for the nation and the world at large. These academic, economic, personal and social aims are the criteria for this evaluation.

Recent reports from WAEC indicate that the Chief Examiner is not happy with students' performance in English Language. He complains that most students find it difficult to understand basic concepts in English language as well as

understanding questions in other subject areas (WAEC, 2010, 2011, 2012, 2013 and 2014). University lecturers also lament on the performance of first year students in English language. They see that the language of these students lack the quality that will enable them to function effectively and efficiently in their area of study in tertiary institutions (Kodom, Nartey & Coker, 2011). Having gone through the general aims of the Senior High School English language curriculum and the revelations from WAEC as well as university lecturers, there seem to be a problem as far as achieving the general aims of the Senior High School English language curriculum is concerned.

Statement of the Problem

Every curriculum is developed with a specific set of general aims to be achieved. The standard of English language has been a subject of great concern to educators and Ghanaians in recent years. The Chief Examiner's Reports on students' performance in English language shows that the standard of English language has been falling (WAEC, 2010, 2011 2012, 2013 and 2014). The Chief Examiner's Reports on students' performance suggest that students' attitude towards English language has repercussion on their performance in the WASSCE. The Chief Examiners' Reports suggest that there is a downward trend in the number of students who pass English language and even in other subjects. Most candidates' greatest weakness is the use of the English language in making their points in social studies, literature in English, Christian religious studies, government and history. Amedahe (2014) also believes poor English plays a major role in the views of people on falling educational standards.

According to Afful (2007), the introduction of Communicative and Study Skills course in our tertiary institutions arose in response to the obvious decline in the quality of students' writing. In particular, the Communicative and Study Skills course which started in 1985 in the University of Cape Coast was partly to stem the downward trend in the quality of writing of students in various discipline-specific contexts (Afful, 2007). The first-year students of our tertiary institutions are students who have been exposed to 12 years of English language from the primary school level to the senior high school level. After all these years of studying English language at the pre-tertiary level, it is indeed worrying that the Communicative and Study Skills course is designed at the tertiary institutions to provide remedy to freshmen and women whose language lacks the strong basis to enable them to function optimally in their areas of study in tertiary institutions (Kodom et al., 2011).

The Communicative and Study Skills course which was and is still a compulsory course for all first year students in most tertiary institutions in Ghana such as universities, nursing and midwifery training colleges and polytechnics indicate that the English language curriculum which is to prepare Senior High School graduates for higher learning has failed (Kodom et al., 2011). This gives support to issues raised by stakeholders like Chief Examiner and lecturers on students' performance in English language. Questions one might want to ask are: Are the general aims of the English language curriculum too broad? Are the aims of this curriculum achievable? It is in this light that the aims as stated in the

Senior High School teaching curriculum for English language, published in September, 2010, need to be evaluated to establish its worth and achievability.

Purpose of the Study

The purpose of the study was to determine whether the general aims of the Senior High School English language curriculum are being attained. Specifically, the study was designed to:

1. find out from graduates of Senior High School whether the English language curriculum has prepared them for higher education.

2. find out from graduates of Senior High School whether the English language curriculum has prepared them for the job market.

3. ascertain from graduates of Senior High School whether the English language curriculum has developed in them creative potentials.

4. find out from graduates of Senior High School whether the English language curriculum has improved their communicative competence.

Research Questions

In the quest to find out the achievability of the general aims of the senior high school English language curriculum, the following questions served as a guide for the conduct of this study:

1. What are the views of graduates of Senior High School on how the English language curriculum has prepared them for higher education?

2. What are the views of graduates of Senior High School on how the English language curriculum has prepared them for the job market?

3. What are the views of graduates of Senior High School on how the English language curriculum has developed in them creative potentials?

4. What are the views of graduates of Senior High School on how the English language curriculum has improved their communicative competence?

Significance of the Study

The findings of the study will be relevant to the Curriculum Research and Development Division of the Ghana Education Service because it will help them to establish the achievability of the general aims of the English language curriculum. The results may inform curriculum planners in English language education on how to select and organize suitable aims, content, objectives and learning experiences which may go a long way to assist in achieving the general aims of the curriculum.

Finally, the results of this study will be an addition to the existing knowledge on curriculum evaluation. The results may serve as a baseline for further research studies to be conducted in English language and related fields of study.

Delimitation of the Study

The study focused on only the evaluation of the general aims of the Senior High School English language curriculum. Other elements of the curriculum such as the topics, teaching and learning materials and teaching and learning experiences were not included in this study. Also, stakeholders such as teachers, lecturers, parents, employers and students can evaluate the English language

curriculum. However, this study evaluated the general aims of the English language curriculum from the perspectives of only Senior High School graduates. The Senior High School graduates were taken through the English language curriculum so they have knowledge on the curriculum evaluated. Due to time and resource constraints, I was not able to evaluate the English language curriculum from the perspectives of all the stakeholders. Also, time and resource constraints did not allow me to evaluate the other elements of the Senior High School English language curriculum.

Limitations of the Study

I encountered certain challenges that might affect the validity and reliability of the results of the study. A key limiting factor was my inability to triangulate in the study. I was unable to use multiple instruments to collect varied data from the respondents. The use of questionnaire only was inadequate since this instrument did not help me to elicit enough information from the respondents. Moreover, most of the items in the questionnaire were self-rating and the respondents would not have given the needed answers. This could somehow affect the results of the study.

The study also focused on graduates of Senior High School in Cape Coast Metropolis. However, not all graduates of Senior High School in Ghana participated in the study. As a result, the data obtained may not actually reflect the views and perspectives of all Senior High School graduates in the country. Hence, the findings that would come out of this study cannot be generalised for all graduates of Senior High School in Ghana.

The use of the Goal-oriented and Decision-oriented Approaches to Curriculum Evaluation as the theoretical framework for carrying out this study was probably not enough to collect all the relevant data that are associated with the views of Senior High school graduates on the evaluation of the English language curriculum. Approaches such as the Responsive and Countenance Evaluation could have probably enabled me to assess the concerns that were held by the individual graduate about the proposed English language curriculum. However, the adoption of the Goal-oriented and Decision-oriented Approaches to Curriculum Evaluation was justifiable in the sense that it guided me to evaluate the general aims of the Senior High School English language curriculum, which was the major interest of the study.

Organization of the Rest of the Study

The second chapter reviews literature related to the study. The third chapter discusses methods that were used to carry out the evaluation. Issues dealt with in this chapter include the research design, population, sample and sampling techniques, the instrument, the data collection procedure and data analysis.

The fourth chapter presents the analysis of the preliminary data, which comprises the data on the background of the respondents. Then the presentation of the main data follows. The chapter also discusses the results. Chapter five is the final chapter of the study. This discusses the summary of the findings, conclusions and recommendations.

This chapter deals with the review of the early findings of other researchers that are relevant to the issue under investigation. It sets out the theoretical framework for the study. The theoretical framework is based on approaches that underpin curriculum evaluation in the educational system. Under the theoretical framework, much emphasis has been on Goal-oriented and Decision-oriented Approaches to Curriculum Evaluation. Other approaches such as Responsive, Countenance, Participant-oriented, Goal-free and Illuminative approaches are also discussed. It also provides conceptual review and empirical review of the study. The empirical review is specific to English language.

Theoretical Framework: Approaches to Curriculum Evaluation

There are various approaches that undergird an evaluation of curriculum. This section contains a critical examination of the approaches to curriculum evaluation, their underlying assumptions and the suitability or otherwise of each approach to the Ghanaian context.

Goal-oriented Approach to Curriculum Evaluation

The study adopted Stecher and Davis' (1987) approach to evaluation known as "Goal-oriented Approach". This is because this study sought to evaluate the extent to which the general aims of the senior high school English language curriculum have been achieved. The goal-oriented approach to curriculum evaluation simply involves identifying, clarifying and stating the purpose of an

educational activity and then assessing the extent to which the purposes have been or are being achieved. This approach therefore uses programme-specific goals and objectives as criteria for determining success. According to Worthen and Sanders (1987), information gained from a goal-oriented evaluation could be used to reformulate the purposes of the activity, the activity itself or the assessment procedures and devices used to determine the achievement of the purposes.

The goal-oriented approach makes it necessary for programme developers to clarify the relationships between specific activities or services that are offered and particular results or outcomes that are expected to be achieved. This requires paying attention to logical steps to show the desired outcomes. It also involves the use of the most accurate statistical analysis to show the relationship between the programme and its intended outcomes.

To the goal-oriented evaluator, the generalisability of conclusions is not as important as the relationship between the programme and its intended outcomes. It is worthy to note that Stecher and Davis' (1987) theory was developed from Tyler's (1949) theory which examined curriculum evaluation along the following steps: establishing broad goals and objectives, classifying the goals and objectives, defining objectives in behavioural terms, finding situations in which achievement of objectives can be shown, developing or selecting measurement techniques, collecting performance data and comparing data with behaviourally stated objectives. In this way, discrepancies between performance and aims then form the basis for making modification to correct deficiencies or reformulating the aims to make them more achievable.

The greatest strength of the goal-oriented approach to curriculum evaluation is its simplicity which makes it easy to understand, easy to follow, easy to implement and produces information that educators generally agree is relevant to their mission (Worthen & Sanders, 1987). It also has considerable face validity because holding a programme accountable for what its designers say it will accomplish is obviously a legitimate exercise (Worthen & Sanders, 1987). Again, it helps to clearly delineate logical relationships between aims/objectives and activities and thereby emphasise elements that are important to the attainment of programme aims. Furthermore, the goal-oriented approach has led to a great deal of improvements in the techniques for measuring educational outcomes (Adentwi, 2005).

However, it has received quite a number of criticisms. For example, Scriven (1969) has criticised it on the grounds that it does not deal with occurrence of unplanned or unintended events. A reaction to this is that, in evaluation, the evaluator normally focuses on what he/she sets out to do. Although unintended or unplanned events may occur, it is the evaluator's own prerogative to consider them provided they seem important to him or her. Taba (1962) on her part points out that curriculum evaluation is a very complex activity that entails evaluation of not only learning outcomes but also many other things about the curriculum and instructional process. According to Taba (1962), everything about education should be evaluated. To her, the extent to which aims have been or are being achieved can be evaluated. The content and the learning experiences, organizational procedures employed to implement the curriculum,

the equipment and materials, the quality of implementers and the relative importance of subjects can all be evaluated. A critical analysis of Taba's view reveals that curriculum is an important aspect of the whole educational programme so its evaluation in a separate context is not an error in any way. The evaluation of an entire educational programme can be done in aspects so that they would be put together if possible for the necessary reforms to be made.

Finally, Eisner (1970), Hirst (1968), Stenhouse (1976) and others have pointed out that stating objectives behaviourally does not make much sense. Therefore, it would be quite difficult to evaluate learning outcomes by using the goal-oriented approach. My analysis of this is that if one important aim of education is to bring a change in behaviour, then stating objectives in a behavioural sense is not far from right. It is on this basis that this study is modelled in line with this approach.

Responsive Approach to Curriculum Evaluation

The responsive approach to curriculum evaluation is advocated by Stake (1972) who sees that evaluation should deal more directly with programme activities than with programme intents. Curriculum evaluation to Stake (1972) should also respond to audience requirements for information and the different value of perspectives that are present in reporting the success of the programme. Responsive evaluation operates on the basis that the most authentic evaluation is the one that is based on the diverse perspectives of all people who have a stake in the programme being implemented. Stake (1972) emphasizes the presentation of reports to portray the programme in a way that communicates to its audience

more naturally and effectively than the traditional research report. This is why Guba and Lincoln (1981) see responsive evaluation as truly a continuous and interactive process. Guba and Lincoln (1981) on their part provide useful indicators that are used to define responsive evaluation which are:

1. **Claims**: assertion that a stakeholder may introduce that which are favourable to the evaluand.

2. **Concerns**: assertions that a stakeholder may introduce that which are unfavourable to the evaluand.

3. **Issues**: state of affairs about with which reasonable persons may disagree.

Responsive evaluation has certain important features in that attention should be paid to key issues by the people who operate the programme being evaluated. The evaluator here should first be conversant with the features of the programme by observing its activities, interviewing those who have a stake in the programme and examine relevant documents.

It is important to note that responsive evaluation does not place emphasis on quantitative research method such as testing of students or the use of other structured instruments and statistical procedures for successful attainment of objectives. People are rather used as informants than as subjects here. On the contrary, more emphasis is placed on qualitative methods of gathering data which include the use of observation, unstructured interviews and other participant oriented approaches of data collection which reflects the viewpoints of diverse

groups. Participants are questioned not so much to see how they have changed but to indicate the changes they see (Stake, 1991).

Responsive evaluation is different from other curriculum evaluation approaches because of its purpose and methodology. As discussed earlier, responsive evaluation does not impose single judgement on the evaluand; it rather seeks to portray several perspectives or interpretations on the evaluand thereby providing clients with several interpretations and solutions.

One advantage of this approach is that it is highly sensitive to the multiple points of views of various individuals and groups. However, its major disadvantage is that it is very difficult to take multiple points of views of all stakeholders into consideration. This study did not use the responsive approach to curriculum evaluation. This is because responsive evaluation assesses programme's activities and not the goals of a programme; hence, the use of goal-oriented approach to curriculum evaluation which assesses the goal of a programme.

Countenance Approach to Curriculum Evaluation

Stake (1967) posits a more holistic and pragmatic approach to curriculum evaluation called the countenance evaluation. In Stake's view the two major activities of formal evaluation are description and judgement. To Stake (1967), these are the two separate but complementary "countenances" of a programme being evaluated. As Stake puts it, an educational programme must be 'fully described and fully judged' (Stake, 1967, p. 525).

Within the countenance evaluation, data are collected and organized into three categories:

1. **Antecedents**: conditions existing before teaching and learning which may affect the outcomes. These existing conditions may include the physical facilities, materials available, school systems and environmental factors. Teacher factors such as teacher attitude and years of teaching experience also fall under antecedents. Student factors such as student attitudes, achievement level, student interest and attendance are all conditions that affect outcomes.

2. **Transactions**: This involves the various interactions between learner and teacher, learner and learner, learner and curriculum materials as well as learner and administration that occur as part of the learning process.

3. **Outcomes**: It is the results obtained after the learning process or implementation. Outcomes here are not only student centered. It also looks at the impact of the learning process on teachers, learners, administrators, counselors and other stakeholders as well. Outcomes include both immediate and long term results in the area of cognitive competence, affective and psychomotor skills of the individual.

These three categories are compared to the two different conditions which are desired conditions called "**intents**" and conditions relating to implementation of the curriculum in the field observed, in the scope of the goals, objectives, methods and results called "**observations**".

In order to determine the nature of the relationship between/among the different types of data, Stake (1967) introduces two other concepts being "**contingency**" and "**congruence**". Contingency deals with the vertical relationship among the antecedents, transactions and outcomes while congruence deals with the horizontal relationship between the intents (goals/objectives) and observations.

In conclusion, the countenance evaluation is aimed at description and judgement based on the relationship between the existing conditions, interactions between stakeholders and the impacts of these interactions. This study was not modeled in line with the countenance evaluation because it looks at three difference issues such as antecedents, transactions and outcomes of a programme. The aim of this study was not to look at all these issues under the countenance evaluation but only the outcomes which the goal-oriented approach to curriculum evaluation addresses effectively and efficiently.

Participant-oriented Approach to Curriculum Evaluation

Stake's (1972) views on responsive evaluation and his creation of the countenance evaluation approach have provided the basis for the development and evolution of the participant-oriented evaluation. Robert Stake espouses that the countenance evaluation is particularly important in the understanding of the participant-oriented evaluation. Participant-oriented approach to curriculum evaluation focuses primarily on the needs, interests and values of those participating in the programme (Stake, 1972). This approach emphasizes the fact that evaluations are done for particular participants whose values vary and must

be addressed in fair and systematic way if justice is to be met and the participants are to have sufficient interest in using the evaluation results. This really means evaluation has become increasingly attentive to the needs and interests of wider and more diverse groups of people associated with the curriculum or the educational programme being evaluated.

According to Stake, participant-oriented approach has certain important characteristics:

1. The evaluation is dependent on inductive reasoning. It is done in a discovery manner.

2. The evaluation uses data from multiple sources. Both qualitative and quantitative data are collected. This is done to ensure vivid description of stakeholders' needs. However, participant-oriented evaluation tends to rely more on qualitative data.

3. The evaluation does not follow a standard plan. Evaluation records multiple points-of-views or perspectives.

In response to the development of participant-oriented evaluation brought the evolution of goal-oriented, goal-free, decision-focused and other approaches. These approaches encourage all evaluation efforts to attend to the interests and valves of the participants (Patton, 1982).

Guba and Lincoln (1981) contribute to the participant-oriented evaluation by defining the role of evaluation as responses to an audience's requirements for information that take into account the various audience members' values. Patton (1982) on his part identifies that participants-oriented evaluation will ensure

stakeholders to be more likely to be active if their values and perspectives are taken into consideration. Fitzpatrick, Sanders and Worthen (2004) believe that all proponents of this evaluation see the participants as key to the evaluation.

There are several advantages to using the participant-oriented evaluations. New insights and useable theories can be found through the use of this process that might be uncovered through the use of different methods. This approach is also extremely flexible to the point that flexibility is one of its defining characteristics. Participant-oriented evaluation can also empower stakeholders that may otherwise be powerless.

On the other hand, there are disadvantages of participant-oriented evaluation. Because of the detailed and exhaustive nature of this approach to evaluation, it is generally very labour-intensive making it time-consuming and expensive. It relies heavily on the evaluator and stakeholders' observations and perspectives, and is therefore, very subjective.

Participant-oriented evaluation is particularly used to evaluate new and existing instructional programmes at all levels. It can also be used to evaluate instructional materials as well as professional development. Participant-oriented approach to curriculum evaluation takes into consideration, multiple points-of-views or perspectives of stakeholders on instructional programmes and materials. Because this study was not aimed at evaluating instructional programmes and materials, the participant oriented approach was not used.

Goal-free Approach to Curriculum Evaluation

This evaluation aims at determining the actual effects of a programme. In goal-free evaluation, both intended and unintended goals/objectives are considered without only making reference to the stated goals or objectives. Scriven (1972) who proposes this approach argues that attention to stated programme goals makes evaluation necessarily restrictive in that it narrows the range of potential outcomes that can be investigated by an evaluator. To move away from this restrictive nature, the goal-free evaluator concentrates on what a programme actually does rather than what it is supposed to do.

Stecher (1991) points out that goal-free evaluation is basically a philosophical principle for guiding the evaluation process. Stecher (1991) further argues that goal-free is not a fully appreciated evaluation approach with formal definitions, specifications of structural relationships, framework for data collection and reporting and operating procedures. What this means is that goal-free evaluation is based on the professional competence of the evaluator.

One possible disadvantage of the goal-free evaluation is that the evaluator may not focus on the objectives or the goals of the programme but may set his own goals to replace that which the programme has developed. This means that the goal-free approach can be a conduit for witch hunting as evaluators can serve their own goals to serve their selfish ambitions.

The goal-free approach to curriculum evaluation was ignored in this study because the aim of goal-free approach is to access both intended and unintended outcomes. This study was aimed at evaluating only the intended outcomes of the

senior high school English language curriculum hence the use of the goal-oriented approach to evaluation.

Decision-oriented Approach to Curriculum Evaluation

This approach to curriculum evaluation concerns itself with providing information to aid decision making with respect to curriculum planning, design and implementation. The assumption underlying this approach is the belief that evaluation is worthwhile only if its result affects future actions (Lewy, 1977). In this regard, it is the opinion of proponents of this evaluation approach that evaluation information should be gathered and presented in such a way that it will aid curriculum designers and implementers to make better decisions. Evaluation activities are, therefore, supposed to be planned to coincide with the various phases of curriculum planning and implementation where there are needs for information to improve decision making (Stufflebeam, 1971).

Again, evaluation processes are required to be flexible enough to tally with the needed changes and adjustments in curriculum planning and implementation. The evaluator must in this case understand the curriculum development and implementation cycle and be prepared to provide different kinds of information that is key to specific decision points during the various stages.

One important feature of this theory is that the evaluator's role is not only to assist the decision maker in selecting among various alternatives approaches for dealing with a situation. He/she is also supposed to draw attention to alternatives even if the decision maker himself/herself does not perceive them. Indeed, the decision maker is always the audience to whom the decision-focused

evaluation is directed and decision-maker's concerns, informational needs and criteria for effectiveness, guide the direction of the evaluation under this approach (Alkin, 1970)

The proponents of this theory include Stufflebeam (1971) and Alkin (1969). The basic outline of Stufflebeam is commonly called the CIPP model after the acronym formed from the main components of his model given below. Stufflebeam (1971) defines evaluation as "the process of delineating, obtaining and providing useful information for judging decision alternatives". His evaluation framework is intended to serve the informational needs of decision makers and administrators. The four components of his model are as follows:

Context Evaluation: Context evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and diagnose the reason for unmet needs (Ornstein & Hunkins, 1998). Determining what needs are to be addressed by a programme helps in defining objectives for the programme (Fitzpatrick, Sanders & Worthen, 1997). Stufflebeam and Shinkfield (1985) believe that the results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes. One suggested use of context evaluation is a means for a school district to communicate with the public to achieve a shared understanding of the district's strengths, weaknesses, needs, opportunities and pressing problems. Other uses are to convince a funding agency of the worth of a project, to develop objectives for staff development, to

select schools for priority assistance, and to help parents or advisers focus on developmental areas requiring attention (Gredler, 1996). Context evaluation is really a situational analysis – a reading of the reality in which the individuals find themselves and an assessment of that reality in light of what they want to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system (Ornstein & Hunkins, 1998).

Input Evaluation: The second stage of the model, input evaluation is designed to provide information and determine how to utilize resources to meet programme goals. Input evaluators assess the school's capabilities to carry out the task of evaluation; they consider the strategies suggested for achieving programme goals and they identify the means by which a selected strategy will be implemented. Input evaluates specific aspects of the curriculum plan or specific components of the curriculum plan. It deals with the following questions: Are the objectives stated appropriately? Are the objectives congruent with the goals of the school? Is the content congruent with the goals and objectives of the programme? Are the instructional strategies appropriate? Do other strategies exist that can also help meet the objectives? What is the basis for believing that using these content and these instructional strategies will enable educators to successfully attain their objectives? (Ornstein & Hunkins, 1998) An important component of this analysis is to identify any barriers or constraints in the client's environment that may influence or impede the operation of the programme. In other words, the purpose of Input Evaluation is to help clients consider alternatives in terms of their

particular needs and circumstances and to help develop a workable plan for them (Stufflebeam, 1980; Stufflebeam & Shinkfield, 1985).

Process Evaluation: The focus of process evaluation is the implementation of a programme or a strategy. The main purpose is to provide feedback about needed modification if the implementation is inadequate. That is, are programme activities on schedule? Are they being implemented as planned? Are available resources being used efficiently? And do programme participants accept and carry out their roles? (Stufflebeam, 1980; Stufflebeam & Shinkfield, 1985). In addition, Stufflebeam and Shinkfield (1985) stress that process evaluation should provide a comparison of the actual implementation with the intended programme, the costs of the implementation, and participants' judgments of the quality of the effort. Process evaluation includes three strategies. "The first is to detect or predict defects in the procedural design or its implementation stage, the second is to provide information for decisions and the third is to maintain a record of procedures as they occur." This stage, which includes the three strategies, occurs during the implementation stage of the curriculum development. It is a piloting process conducted to debug the programme before district wide implementation. From such evaluation, project decision makers obtain information they need to anticipate and overcome procedural difficulties and to make decisions (Ornstein & Hunkins, 1988). Although the main purpose is to provide feedback on the extent of implementation, process evaluation can fulfill two other functions. They are 1) to provide information to external audiences who wish to learn about the

programme and 2) to assist programme staff, evaluators, and administrators in interpreting programme outcomes (Gredler, 1996).

Product Evaluation: The primary function of product evaluation is "to measure, interpret, and judge the attainments of a programme" (Stufflebeam & Shinkfield, 1985, p. 176). Product evaluation, therefore, should determine the extent to which identified needs were met, as well as identify the broad effects of the programme. The evaluation should document both intended and unintended effects and negative as well as positive outcomes (Gredler, 1996). The primary use of product evaluation is to determine whether a programme should be continued, repeated and/or extended to other settings (Stufflebeam, 1980; Stufflebeam & Shinkfield, 1985). However, it should also provide direction for modifying the program to better serve the needs of participants and to become more cost effective. Finally, product evaluation is an essential component of an "accountability report" (Stufflebeam & Shinkfield, 1985). At this stage, product evaluation helps evaluators to connect activities of the model to other stages of the whole change process (Ornstein & Hunkins, 1988). As a logical structure for designing each type of evaluation, Stufflebeam proposed that evaluators follow these steps:

A. Focusing the Evaluation

1. Identify the major level(s) of decision making to be served, for example, local, state or national.

2. For each level of decision making, project the decision situations to be served and describe each one in terms of its locus, focus, critically, timing, and composition of alternatives.

3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.

4. Define policies within which the evaluator must operate.

B. Collecting Information

1. Specify the source of the information to be collected.

2. Specify the instruments and methods for collecting the needed information

3. Specify the sampling procedure to be employed.

4. Specify the conditions and schedule for information collection.

C. Organizing Information

1. Provide a format for the information that is to be collected.

2. Designate a means for performing the analysis.

D. Analysing Information

1. Select the analytical procedures to be employed.

2. Designate a means for performing the analysis.

E. Reporting Information

1. Define the audiences for the evaluation reports

2. Specify means for providing information to the audiences.

3. Specify the format for evaluation reports and/or reporting sessions.

4. Schedule the reporting of information.

F. Administration of the Evaluation

1. Summarize the evaluation schedule.

2. Define staff and resource requirements and plans for meeting these requirements.

3. Specify means for meeting policy requirements for conduct of the evaluation.

4. Evaluate the potential of the evaluation design for providing information that is valid, reliable, credible, timely, and pervasive (i.e. will reach all relevant stakeholders).

5. Specify and schedule means for periodic updating of the evaluation design.

6. Provide a budget for the total evaluation programme.

(Stufflebeam, 1980).

The greatest advantage associated with the decision-focused theory is perhaps, the fact that it helps to focus on evaluation study by paying attention to specific informational needs of the curriculum planning and implementation process. This helps to prevent blind gathering of information that is not directly relevant to the key issues or questions being dealt with. The decision-focused approach helps to evaluate the curriculum at its formative stage as well as its summative stage so that needed adjustments are made at various decision stages for improvement. Because it emphasises information for decision-making, this approach is also the most popular or most preferred approach for most school boards, administrators and other curriculum implementers (Alkin, 1969). By attending directly to the information needs of the people supposed to use the evaluation, this approach attempts to address one of the biggest criticisms of

evaluation in the 1950s: that it did not provide useful information. Furthermore, the capacity for the decision-focused approaches to provide feedback to decision makers at various stages in curriculum planning and implementation makes it instrumental in ensuring that the curriculum is not left to proceed unaffected by updated knowledge about the needs, resources, new developments in education, the relatives of day-to-day operations, or the consequences of providing education in a given way (Worthen & Sanders, 1987).

One serious weakness of the decision-focused approach according to Stecher and Davis (1987) is that many important decisions are not made at a specific point in time, but occur through a gradual process of accretion. Again, many decisions are not based on data but rely on the subjective impressions, feelings and personnel needs of programme planners and implementers. Also, according to House (1980) the decision-focused approach appears to take away the posture of the evaluator as a judge of the programme design and implementation and rather seems to place him/her at the service of programme manager for furthering his/her purposes; thereby, making evaluation potentially unfair and undemocratic. House (1980) takes this view because of the fact that under decision-focused approach evaluators are not supposed to make final decision about programmes but are only supposed to show decision makers various alternative approaches for dealing with an issue. Cronbach (1980) has, however, noted that one important role of the evaluator is to illuminate, not to dictate the decision. Thus, helping clients to understand the complexity of issues, not to give simple answers to narrow questions, is a legitimate role of evaluation.

Another shortcoming of decision-focused evaluation is that it can be very costly and complex where priorities are not carefully set and followed.

Analysis of Stufflebeam's approach showed that the current study was a product evaluation since this study found out the extent to which the senior high school English language curriculum had attained its aims. Also, the focus was on the products or the graduates of this very curriculum being evaluated.

Illuminative Approach to Curriculum Evaluation

In responding to the need for another alternative approach to curriculum evaluation, Parlett and Hamilton (1988) advocate a new approach to educational evaluation which they termed "illuminative evaluation". The aim of this evaluation is to bring to light problems, issues and significant programme features particularly when an innovatory programme in education is implemented. "This approach to curriculum evaluation is concerned with description and interpretation not measurement and prediction. It does not aim to proffer prescriptions, recommendations or judgements as such. It rather provides information and comments that can serve to promote discussions among those concerned with decisions concerning the system studied (Parlett, 1981).

Illuminative evaluation is defined as a form of 'naturalistic enquiry' (Patton, 1997). According to Chamber (2004), illuminative evaluation is exploratory in nature and it uses both descriptive and interpretative data collection techniques in order to give a multi-perspective view through the triangulation of findings. Parlett and Hamilton (1988) highlight that illuminative evaluation may come in diverse forms without one method used exclusively as different methods

combine to throw brighter light on the investigation. This implies that this approach uses different methods to collect data from wider range of participants in order to get various views needed. Illuminative evaluation with its emphasis on understanding may facilitate the comprehensive nature of the data and confirm otherwise tentative findings (Sloan & Watson, 2001). It emerged as an alternative approach in response to the perceived limitations of more traditional evaluation methods which focused on measurement and prediction. Illuminative evaluation emphasizes understanding the complex inter-relationships between content, structure and context by providing a rich description of components integral to the intervention being investigated. In the words of Parlett and Hamilton (1988), this approach is useful for exploring processes over time and issues that are complex and where disentangling complexities provide clue as to important relationships that shape processes and outcomes of educational programmes.

The major assumptions that underline this approach as espoused by Parlett (1981) are:

1. A system cannot be understood if viewed in isolation from its wider contexts. Similarly, an innovation is not examined in isolation but the school context of the "learning milieu", which is, the environment within which the school operates. Crittenden, cited in Ramsay and Clark (1990), identifies that illuminative evaluation stresses the uniqueness of each setting. This means the researcher/evaluator needs to probe beyond the surface in order to obtain a broad picture within which learning takes place.

2. The individual biography of settings being examined need to be discovered.

3. There is no one absolute and agreed upon reality that has an objective truth. This means that the researcher needs to consult from a wider position of what is called "neutral outsiders" (Deligianni, 2007)

4. Attention to what is done in practice is crucial since there can be no reliance on what people say.

One of the strengths of this approach is in the researcher's ability to take into account the educational programme's wider social care and organizational context within which the training was delivered. It also enables the researcher to avoid passing judgement regarding the training but sharpens discussions, disentangles complexities and illuminates the significances (Sloan & Watson, 2001). Its additional strength is the empowerment of all participants through interpretation of shared findings. This contributes to awareness, as to what is going on externally and self-awareness as to what is going on in the inner world of the participants, which can result into their own decision making and acceptance of the need to change internally as individuals which will finally bring about change into the educational environment (Deligianni, 2007).

The major weakness of this approach to curriculum evaluation is that it gives the investigator a lot of work in terms of methods for data collection and its interpretation. In summary, this approach to evaluation aims to bring to light whatever that might be hidden thus revealing the actual reasons of failure and eventually to serve the decision-making for improvement. Since the current study

did not expose problems, issues and programme features of the senior high school English language curriculum, the illuminative evaluation was not adopted.

Most of the approaches to curriculum evaluation reviewed share common features and some may be regarded as complementary to others. For instance the goal-free evaluation can be considered as an expansion of goal-oriented evaluation. This is because the goal free evaluation expands the scope of variables under the goal-oriented approaches. The decision-oriented approach differs from the goal-oriented and goal-free evaluation on its target. In goal-oriented and goal-free approaches the target of the evaluation is derived from the curriculum. But under decision-oriented approach the evaluation target is derived from the interests of those in charge of making decisions about the curriculum. The emphasis on responsive evaluation is on the judgement of the evaluator and his/her knowledge of the programme or the curriculum. The participant-oriented, responsive and countenance evaluation emphasize the perspectives of stakeholders. Illuminative evaluation shares certain basic ideologies with the responsive evaluation. However, illuminative evaluation in terms of scope is broader. In all these reviews, we observe that curriculum evaluation is indeed a complex exercise which requires a lot of approaches in which some are mutually inclusive. Together, they present a good blend of methods for curriculum evaluation.

Conceptual Review

A conceptual review is the system of concepts, assumptions, expectations, beliefs and theories that support and inform research (Miles & Huberman, 1994; Robson, 2002). The study was conceptualized along the following lines: (a) curriculum evaluation (b) English language in Ghana (c) curriculum development in Ghana and (d) curriculum evaluation as a scientific discipline.

The Concept "Curriculum Evaluation"

The term "curriculum evaluation" has been used differently by different scholars to mean either "**educational evaluation**", "**programme evaluation**" or "**curriculum evaluation**". However, in most instances these three terms are used interchangeably. In the present work, the second concept is adopted with the justification that this study seeks to evaluate specifically the general aims of the English language curriculum. To define curriculum evaluation clearly, it would be important to define the constituent parts-curriculum and evaluation. Curriculum, according to Doll (1989), refers to the formal and informal content and process by which the learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of the school. Tanner and Tanner (1980) defines curriculum as the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for learners' continuous and willful growth in personal social competence. Cobbold (1999) on his part, conceived curriculum as mix of socially prized knowledge, values, attitudes and skills together with all the activities, experiences, materials and methods deliberately designed to achieve well-defined objectives with a given

group of learners. In this context, curriculum simply means all the activities that go on in school for which the school takes responsibilities within and outside the classroom.

Evaluation is conceptualized by Tyler (1991) as a process essential to curriculum development. The purpose of evaluation was stated as to determine the extent to which the curriculum had achieved its stated goals. Evaluation is the basis for the identification of strengths and weaknesses in the curriculum, followed by re-planning, implementation and evaluation (Gredler, 1996). Similarly, Worthen and Sanders (1998) believe that evaluation is the formal determination of the quality, effectiveness or value of a programme, product, project, process, objective or curriculum. In addition, there are several judgment methods that are used for evaluation during this determination process. Evaluation in education is the act of gathering information and juxtaposing it with some set criteria to make judgements regarding the strengths and weaknesses, merits or worth of an educational innovation programme or product (Cobbold, 1999).

Curriculum evaluation is, therefore, defined by Cooper (1976) as the collection and provision of evidence, on the basis of which decisions can be made about the feasibility, effectiveness and educational value of curricula. Cronbach (1964) also defines curriculum evaluation as the collection and use of information as a basis for decisions about educational programme. Cobbold (1999) sees curriculum evaluation as all those activities undertaken to judge the worth or utility of a curriculum. Cronbach (1991) makes a distinction among three types of decisions that requires evaluation:

1. Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed.

2. Decisions about individuals: identifying the needs of the pupil for the sake of planning his instruction, judging pupil merit for purposes of selection and grouping, acquainting the pupil with his own progress and deficiencies.

3. Administrative regulation: judging how good the school system is, how good individual teachers are, etc.

In its ephemeral form, therefore, curriculum evaluation is considered a worthwhile activity in any educational enterprise in order to improve an existing curriculum. All these definitions mean curriculum evaluation is a worthwhile exercise which is carried out in order to make important decisions about educational programme or the curricula. In putting together all these definitions, it would be realized that curriculum evaluation is the collection of data, the organization of the data, the analysis and interpretation of such data to judge the value and worth of an educational programme.

Most curriculum evaluators believe that curriculum evaluation can serve either a formative purpose or a summative purpose (Anderson & Ball, 1978; Scriven, 1967 Formative evaluation refers to the type which is used to monitor the instructional process to determine whether learning is taking place as planned. Formative evaluation is conducted during the development or implementation of a programme to provide feedback and guide for those operating the programme. Summative evaluation also refers to the type of evaluation which is conducted at

the end of an instructional segment or period (Lewy, 1991). Summative evaluation, on the other hand, is conducted after completion of a course of study and for the benefit of an external audience or decision maker (Lewy, 1991). According to Lewy (1991), whether an evaluation is formative or summative depends on the audience requesting it and the way its results are used.

The question of who conducts an evaluation can have an important bearing on the reliability and acceptability of the results (Sutton, 1985, Wothern & Sanders, 1987). Evaluation carried out by a member of the team responsible for planning and implementing the curriculum is known as internal evaluation. On the other hand, an evaluation which is carried out by someone who is not a member of the design and implementation team is also known as external evaluation.

Other scholars have classified evaluation into formal and informal evaluation (Firtzpatrick et al., 1997; Owen & Rogers, 1999). Formal evaluation goes through systematic procedures and formally collected evidence while informal evaluation lacks systematic procedures and formally collected evidence. As a result of this, formal evaluation is based on well informed judgement while informal evaluation is based on faulty judgement.

Given the broad scope of curriculum evaluation, the question one might ask is what aspects of the curriculum should be evaluated? Stufflebeam (1983) argues that curriculum evaluation is a very complex and multifaceted activity. Stufflebeam (1983) discusses four broad aspects of curriculum evaluation, namely, context, input, process and product. Similarly, Stake (1967) also distinguishes the three main domains of education on which evaluation may be

carried out as antecedent-conditions existing prior to teaching and learning, transactions-pupil and teacher interactions and outcome-product or output of educational processes such as cognitive, affective and psychomotor skills acquired as a result of being exposed to an educational experience. Madaus and Kellaghan (1992) identify the facets of curriculum evaluation as context, aims of the total school curriculum, objectives of specific curriculum or learning units, curriculum materials in which content, subject matter and skills have been selected and placed in a particular sequence and may take various forms of documentation including syllabuses, teachers' guide and textbooks. All these views suggest that the scope of curriculum evaluation is broad.

Curriculum evaluation as a purposeful activity has its own advantages and disadvantages. Eisner (1985) has pointed out five importance of curriculum evaluation. These are to diagnose weakness in curriculum and instructional processes; to revise curricula; to compare instructional programmes with each other; to anticipate educational needs; and to determine if objectives/goals have been achieved. However, there are a set of technical problems which bedevil evaluation efforts. These include problems associated with obtaining needed data and processing data (example, the use of small sample size, dispersion of sample in a very wide and inaccessible geographical area), problems concerning reliability, validity and objectivity of evaluation instruments especially when dealing with quantitative data and the problems of non-response to questionnaires (Jackson, 1992).

It is important, therefore, that curriculum evaluation is a purposeful activity in education. As a result, educational authorities and the general public alike get intensely interested in finding out the extent to which school programmes are yielding the desired results.

Curriculum Development in Ghana

The birth of a policy in curriculum development in Ghana could be associated with the formulation of the Accelerated Development Plan (ADP) of Education in 1951 (Kwamena-Poh & McWilliam, 1975). The implementation of the plan saw for the first time, the introduction of curriculum in arithmetic and languages – English and Ghanaian languages (Ministry of Education, 1967-1972). At that time, the central body responsible for the basic school curriculum development based at Saltpond did not have adequate resources for the development and dissemination of curriculum for all schools (Kwamena-Poh & McWilliam, 1975). Most of the materials it produced took the form of teaching guides, time table, periodicals on teaching methods and teaching aids for schools which were known as "Government Schools" (Tamakloe, 1992).

The schools established by the missionaries were very few until in 1961, government passed an education act. The act established Local Education Authorities (LEAs) and charged them with the responsibility of building some schools at the basic level of education (Kwamena-Poh & McWilliam, 1975). Until then, each of the religious bodies, notably the Roman Catholic, Methodist and Presbyterian Missions had been responsible for determining what was taught in their schools. To meet the demands of schools' infrastructures, the religious

bodies supplied their schools with text books which, in many instances were different from the text books of the other schools and the chapters of these text books formed the basis of the content selected for the curriculum in the various schools (Graham, 1971). In so far as the missions' choice of text books determined what was taught in their schools, they controlled the curricula of the schools (Graham, 1971).

The department of education then situated at University of Ghana also influenced the development of curriculum by training tutors who taught in the training colleges (Tamakloe, 1992). By this, these tutors became facilitators, in that, they enabled the student teachers to become acquainted with the curriculum prevalent in the schools and also helped to improve upon them. Three bodies were set up to work in close collaboration with the British Council to run in-service training courses at regional and district levels for teachers not only on the content of the various curricula but also on how to teach them. These were the staff at Saltpond, staff of some selected training colleges and the staff at Legon.

The influence which the mission had in determining the content of the curriculum began to wane considerably after 1961 (Education Act, 1961). This was due to the fact that that year, almost all the mission schools were placed under the administration of the newly created Local Education Authorities. Each Local Education Authority was charged, among other things, with the responsibility to "build, equip and maintain all public... schools in its area" (Education Act, 1961). In order to compensate the missions for their efforts in the establishment of schools, the "management" of most schools was placed in their

care (Kwanena-Poh & McWilliam, 1975). By that management arrangement, the missions were made responsible for the posting of teachers and the supervision of teachers working in many schools. Perhaps, it was out of expediency that the missions were given those responsibilities (Tamakloe, 1992). Almost all the training colleges in the country were established by the missions who still controlled them (Tamakloe, 1992). Through their supervisory staff and the teachers trained in their institutions, the missions were able, to a great extent, to influence the teaching of Bible studies since they had seized to be suppliers of text books to schools at the basic level of education. There was confusion of roles between the religious bodies and that of the Local Education Authorities. It was not clear as to which body was to perform which functions (Tamakloe, 1992).

By 1967, the remaining little influence which the missions had on the determination of what to teach and how to teach in the schools was withheld by the Mills-Odoi Commission (Ministry of Education, 1967 & 1972). In 1968, the government endorsed the Mills-Odoi recommendation and announced its firm commitment to the principle of 'secular' management of all schools at all levels (Ministry of Education, 1967 & 1972). With these measures, it was envisaged that Saltpond would not be able to cope with the work of producing and dissemination of curriculum materials to all schools at the basic level of education. The need was also felt for a reappraisal of the strategies adopted for curriculum development in the country. In 1967, therefore, the present Curriculum Research and Development Division (CRDD) was set up with the expertise of Prof. J.F. Kerr (Tamakloe, 1992).

One of the important responsibilities of the Curriculum Research and Development Division was and has been to see to it that innovations of existing curriculum were and are based on empirical information (Tamakloe, 1992). As its name implies, the Curriculum Research and Development Division is to include research-based information in the development of curricula for schools but it is yet to live up to that expectation. For this reason, some officials of Ghana Education Service (GES) are wondering if the word 'research' should not be deleted from the name Curriculum Research and Development Division (Tamakloe, 1992). But if that is done, it will be a naive and negative measure because it will compromise research and that will amount to the relinquishment of that aspect of curriculum building which is so vital a source of concrete information (Tamakloe, 1992)

According to Tamakloe (1992), although the Curriculum Research and Development Division was established to develop curricula for all pre-university institutions, except teacher training colleges and the polytechnics, its function have, for a considerable length of time, been confined to catering for schools at the basic level of education. This situation has been so because the curriculum for all secondary schools has been dictated by the regulations of the West Africa Examinations Council. With respect to the curricula of the teacher training colleges, the body responsible is the Institute of Education of the University of Cape Coast in collaboration with the National Teacher Training Council. The Polytechnics have also had their curricula tailored to the regulations of the City and Guilds Examination body. Recently, however, the establishment of Senior

High Schools has now placed the responsibility of developing curriculum for Senior High Schools on the shoulders of the Curriculum Research and Development Division – a responsibility which it began to carry out fully in 1989 (Tamakloe, 1992). Presently, the Senior Secondary School curriculum phased out for Senior High School curriculum, hence, the introduction of a new English language curriculum for a four-year Senior High School programme. This four-year English language curriculum was used until 2010.

From the history of curriculum development in Ghana it will be seen that the various reforms that took place over the period did not just happened. The previous systems were evaluated, both formally and informally, before the needed reforms took place. This supports the view that curriculum evaluation is very important if education is to be taken seriously.

Curriculum Evaluation as a Scientific Discipline

The term "curriculum evaluation" evolved from the informal use of feedback by class teachers to find out whether new instructional materials, processes and methods are yielding positive results or not (Worthen & Sanders, 1987). Subsequently, other parties interested in the successful implementation of curriculum innovation such as local educational authorities, publishers, universities, examination bodies and employers have made use of informal methods to judge the effectiveness of the changes being introduced (Worthen & Sanders, 1987). These days, however, as a result of the quest for accountability in public life, it has become necessary for public officers to justify their actions.

Thus teachers, school heads and other stakeholders in the educational enterprise are called upon to formally evaluate what goes on in the schools (Adentwi, 2005).

The expansion of curriculum development activities has driven the demands for evaluating educational programmes. Both the financing activities, agencies and the consumer wish to obtain evidence that the new programmes are producing satisfactory results. Hence, information is sought concerning the relevance of new programmes to the needs of the society and the learner, the scientific significance and the validity of the new study materials, the ability of the programme to elicit certain teacher and student behaviour and the actual outcomes of using a given set of institutional materials (Lewy, 1977).

In addition, the need to provide answers to the following questions has become relevant: Will the students master skills as a result of the programme? Will the students require certain desired attitudes and values? Is the new programme an economic means of obtaining certain desired goals? What unintended or unforeseen outcomes may emerge as a result of utilizing a given programme? (Lewy, 1977).

In order to answer these questions, workers in the field of curriculum evaluation have produced systematic models of the factors involved and have suggested principles and methods of generating and summarizing the data to be used in arriving at the necessary conclusions. The last three decades have seen the emergence of curriculum evaluation as an independent field of study in the domain of educational sciences. Its roots are found in the more general field of educational evaluation, testing and measurement (Lewy, 1977). This goes to

defend the case that curriculum evaluation has been with us for more than three decades and it is central to educational activities. This is because without evaluation and feedback, there will not be an improvement upon educational practices, materials, instructions, methodology and educational programmes in general.

Empirical Review

The extent to which a particular curriculum achieves its general aims depends largely on a number of factors. The nature of the curriculum itself, the resourcefulness and preparedness of the implementers, the availability of human and material resources as well as support from headmasters and other school administrators are the variables that determine the extent to which the general aims of a particular curriculum is achieved (Worthen & Sanders, 1987).

This section presents discussion of some empirical findings by early researchers with regard to evaluation of English language curriculum at the Senior High School level. Issues discussed include preparation of Senior High School graduates with English language curriculum for higher education; preparation of Senior High School graduates with English language curriculum for the job market; developing Senior High School graduates' creative potentials with English language curriculum and improving Senior High School graduates' communicative competence with English language curriculum.

Preparation of Senior High School Graduates with English language Curriculum for Higher Education

In Ghana, the Senior High School English language curriculum is designed to prepare students/graduates for higher learning or education. As a result, graduates from Senior High School who seek admission to any of the accredited tertiary institutions in Ghana are required to obtain a credit pass in English language or better. Scholars have studied possible factors associated with students' academic achievements. Specifically, English language has been proven to be one of the most important factors in students' academic performance (Chen & Sun, 2002). According to Martin and Peters (1985), students from high school are likely to come to the tertiary level with a baggage of experiences, attitudes and skills including English language skills that are not properly suited for university work. This assertion is confirmed by Afful (2007) who discovers that students in tertiary institutions in Ghana lack the basics with regard to English language to perform well in their studies. Due to this problem, the Communicative and Study Skills course was introduced in University of Cape Coast to stem the downward trend in the students' writing in the various disciplines (Afful, 2007).

This situation, as found in Ghana, is similar to what is found in Malaysia where the Ministry of Education has taken various measures to improve the standard of English language proficiency. They have designed a new syllabus to help improve the standard of English language. In addition to this, they have hired native English teachers to assist in teaching English language in schools. Subsequently, to ensure the continuity of improving English Language, Malaysian

University Test has been introduced at the post-secondary level to bridge the gap in the language needs between the secondary and the tertiary education. This is done by enhancing the communicative competence of students to a level appropriate for tertiary education, providing context for language use related to tertiary needs and preparing students to meet various academic challenges (Singh, Kell & Pandian, 2002). According to Singh et al. (2002), creating awareness among students on the importance of English language for their future should be initiated as early as possible to prepare students for the future academic task.

Wille (2006) studied the relationship between English language proficiency and academic achievement of students at the secondary level and found that there is a positive relation between the two variables. Wille (2006) believes that students who are proficient in English language do not memorize what have been given to them by their instructors. Orgunsiji and Oje (2009) carried out a study on the extent to which Nigerian secondary school students' proficiency in English language predicted their overall academic achievements. They argue that English language plays the fundamental roles as the means of instruction in Nigerian schools from the primary to tertiary level.

Orgunsiji and Oje (2009) believe that proficiency in English language helps students to take and make their notes, understand concepts taught at the higher level and equip them with the needed vocabulary for their academic work. This is because the content of the school subjects is transferred to students at all levels of education through English language. They also believe that students who are really prepared for higher education are able to read comprehensively on

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concepts and theories they come across. It, therefore, follows that how well a student will fare in academic work depends largely on his/her level of proficiency in English language which is the medium of instruction. Orgunsiji and Oje (2009) found that there is a significant impact of English language proficiency on students' over all academic achievement.

Fillmore and Snow (2000) believe that students who are proficient in English language understand concepts and theories they learn. Miller (1987) also believes that students who are well prepared in English language acquire rich vocabulary for their academic work. Fillmore (1982) asserts that students who are proficient in English language read and write effectively and efficiently.

Low language proficiency has been considered a barrier to learning and academic success at the higher education level (Williams, Powers, Kong & Star, 2012). This is why universities require students seeking admission to obtain a good score in English language proficiency tests to indicate that they can succeed academically (Williams et al., 2012).

Zangani and Maleki (2007) assert that one of the most serious problems that Iranian English as a Foreign Language (EFL) students face in their field of study is their inability to communicate and handle English which will influence their academic success. They carried out a survey to examine the strength of the relationship between English language proficiency and the academic achievement of Iranian English as a Foreign Language students. Accordingly, Zangani and Maleki (2007) found a significant connection between proficiency in English language and Grade Point Average (GPA) of academic achievement. Similarly,

their results revealed significant correlation between English language proficiency and achievement in English speaking and writing and other subjects.

On the contrary a study by Addow, Abubakar and Abukar (2013) on English language proficiency and academic achievements for undergraduate students in Somalia revealed that English language proficiency has insignificant positive relation with their academic achievement. Based on their findings, they recommended that special attention should be given to students' preparation for post-secondary education, improve students' study skills and the overall factors that determine students' academic achievement. There seem to be deficiency in their study in the sense that students' preparation for post-secondary studies cannot be done without considering their language proficiency. This is because the contents to be studied at the post-secondary level are all taught in English language. Therefore, proficiency in English language should be a necessary post-secondary preparation.

Preparation of Senior High School Graduates with English Language Curriculum for the Job Market

The several studies indicate that the expectation of employers and future employers of graduates are high and encompass various skills and aspects such as linguistic capabilities, information and communication technology skill and many other skills (Pandian & Aniswal, 2005). Graduates are expected to possess excellent communication skills in English language apart from knowledge in their respective technical field (Dayal, 2005). Roshid (2013) also believes that English language skills are an essential tool in the labour market. Due to this, excellent

English language skill has become a major factor in the recruitment of graduates into industries and other cooperate organization.

Rivers (2008) notes the importance of English language in today's world. The increasing prominence of English language can be attributed to the influence of information technology in every aspect of life. These developments have spread from the developed nations to developing nations. The role of English as a major international language for global communication makes it necessary for specific course content in English language for respective professionals working in the global business environment (Singh & Choo, 2012). This requires that professionals or employees working in the formal and semi-formal sectors possess a good command of the English language. Therefore access to English language and literacy skills is key criterion for participation in global economy and business. According to Leslie and Lindley (2001), proficiency in English language is needed for employees to advance in both local and international companies and institutions to improve their technical knowledge and skills. It provides a foundation for what has been called "process skills"-problem solving and critical thinking skills that are needed to cope with the rapidly changing environment of the global workplace- one where English language plays an increasingly important role. English language proficiency therefore plays an important role in the employability of graduates (Arkoudis, Hawthrone, Baik, O'Loughlin, Hawthrone, Leach & Bexley, 2009). Shields and Price (2002) also argue that occupational success is associated with speaking fluency. This means proficiency in English language helps people to gain employment.

The Malaysian economy has placed high emphasis on English language proficiency as many graduates are unable to understand technical documentations, instructions in business English and have inept writing skills. This, to Malaysian government, has affected productivity in the country most especially in the manufacturing industries, because the English language skills among young graduates do not match industrial requirements (Singh & Choo, 2012). Singh and Choo (2012) assert that preparing oneself for employment in terms of content knowledge of one's specialization and academic qualification is not sufficient to ensure optimum performance in a work environment. They also believe that proficiency in English language has made graduates marketable and they are able to carry out their official duties. This is because graduates who possess excellent English language skills can read and understand work instructions. Graduates need to possess good communication skills in English in both oral and written forms to ensure optimum performance at work places.

A study on academic achievements and employability of graduates in institutions of higher learning by Morshidi et al. (2014) revealed that English language skills have significant effects on employability. A similar study was conducted in Ghana by Commey, Owusu-Ansah, Adobaw-Bansah and Akroma (2008). Commey et al (2008) sought to find out whether the 2003 senior secondary school English language syllabus prepared graduates for tertiary education and the job market. While the English language teachers said the syllabus fully prepared its graduates for the job market, employers of these graduates were of the view that the English language syllabus did not adequately

prepared its graduates for the job market as claimed by the teachers. Employers felt the performance of the senior secondary school graduates in English language in WASSCE and their performances at work place did not correlate.

Therefore, a mastery of English is important for a graduate to satisfy the needs of employment, especially in the private sector. Commey et al. (2008) found that graduates' weakness in the English language is a key factor in graduate unemployment. This was supported by comments from relevant persons in industries such as Human Resource Managers, Chief Executive Officers and Managerial Staff who made general comments that although graduates possess excellent results, they lacked the ability to communicate effectively due to poor command of English language. This affects their ability to work effectively and efficiently. These views are supported by Morshidi et al. (2014) and Commey et al. (2008).

Developing Senior High School Graduates' Creative Potentials with English Language Curriculum

Creativity has been one of the aims of the English language curriculum for Senior High Schools in Ghana (Ministry of Education, 2010). The Senior High School English language curriculum seeks to develop creative potentials in its graduates. Creativity, according to Cheon (2013), is a phenomenon whereby something new and valuable is created.

In theories of English as a Second Language (ESL)/English as a Foreign Language (EFL) and research, many individual traits such as cognitive, motivational, social factors including anxiety, self-confidence and personality

have been studied in order to explore the differences in the success or failure of English as a Second Language/English as a Foreign Language students in language learning, but learner creativity has not been thoroughly researched to this day because of the complex nature of creativity (Albert, 2011).

Guilford (1950) has identified some processes that are involved in creativity. These include sensitivity to problems, creative fluency of production, the ability to develop novel ideas, flexibility of mind, the ability to synthesize, the ability to analyze, redefine organized wholes, a high degree of complexity of the conceptual structure, valuation and divergent thinking. According to Guilford (1950), divergent thinking is the ability to produce various ideas. This divergent thinking ability is a comprehensive concept that consists of creative fluency, the ability to produce a number of ideas, flexibility, the ability to produce a wide range of ideas, originality, the ability to produce unusual or unique ideas and elaboration, the ability to develop ideas or more detailed ideas from a main idea. Guilford (1950) further argues that students who are creative in the use of language are able to use the language to solve problems independently and to reformulate ideas to form new ideas in that language.

Lubart (1994), on his part, sees creativity in two categories. The first is basic level abilities which constitute the ability to notice new information, compare and find relevant new information and combine that information to reach the solution to a problem. The second concerns high-level abilities such as discovering the problem, redefining the problem, choosing the representation of the problem, selecting the strategies for solving the problem and evaluating the

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generated possibilities of the solutions to the problem. Grigorenko, Sternberg and Ehrman (2000) see the above creativity processes as significant to language teaching and learning because these theories are closely related to language aptitude theory.

To Lubart (1994) and Swain (1985), creative language practices enable students to engage in imagination, unconventionality, risk-taking, flexibility, selection of strategies and the creation of different ways of expressing ideas. Divergent thinking is also emphasized by Lieven and Behrens (2003) who suggest that creative speech develops from simple substitution, adding-on, dropping, inserting and rearranging the production to reordering, reformulating, noticing, comparing, analyzing, synthesizing, evaluating and reevaluating utterances.

In a study entitled *Suggestion for language learners' creativity development in English as a Foreign Language classrooms,* Cheon (2013) suggests that students should be encouraged to write articles and stories on their own for publication. He also thinks that some of the periods in the class should be devoted to creative writings. Furthermore, he asserted that over concentration on external examinations prevents students from being creative. Cheon (2013) again recommends that professional writers should be invited to talk to students about the idea of writing as a profession and how writing skills are applicable to all professions.

Kropley (1997) suggests that creative teachers are most likely to foster creative students. Thus, if the teacher tends to be innovative and open to new ideas the students will be inspired to behave in like manner.

It can be observed that creativity depends on students' divergent ideas and use of English language. They should be able to develop on their acquired vocabularies and learn different ways to use those vocabularies. The more vocabularies a student learns, the greater his/her creative abilities in both spoken and written language.

Improving Senior High School Graduates' Communicative Competence with English Language Curriculum

These days, English language has become an international language and it is used for communication among different countries around the world. In the past, the goal of teaching English was the mastery of linguistic structures: however, by developing the communicative language teaching, the purpose of English learning is promoting "the learners communicative competence in the language" (Dornyei, 2005, p. 207). According to Savignon (1997), competence is defined as a presumed underlying ability and performance as the overt manifestation of that ability. Competence is what one knows while performance is what one does. However, only performance is observable and it is only through performance that competence can be developed, maintained and evaluated. This implies that graduates' ability to communicate well in English language tells their communicative competence.

Communicative competence and confidence to communicate are widely accepted as a basis for testing both oral and written language proficiency (Ingram, 1985). According to McCroskey and McCroskey (1988), communicative competence is defined as adequate ability to pass along or give information; the

ability to make known by talking or writing. Confidence is also one's ability to communicate (McCroskey, 1977). Language is used for self-expression, verbal thinking, problem-solving and creative writing, but it is used essentially for communication (Yano, 2001). Yano (1999) also mentions that successful language use for communication presupposes the development of communicative competence in the users of that language and that use of the language is constrained by socio-cultural norms of the society where the language is used. He further argues that persons who have communicative competence are able to use appropriate language to convey their message and expressed their thoughts in a precise manner.

Hymes (1972) believes that the ability to communicate properly should be cultivated in language teaching. Students should learn how to use language in their daily communication in order to demonstrate mastery of the language. This theory of communicative competence has been widely acknowledged and accepted by English educators and scholars (Canale & Swain, 1980; Kunschak, 2004). Canale and Swain (1980) assert that students who have excellent communicative competence write and speak well in all circumstances.

The major aim of the Senior High School English language is to develop students' ability to use English in an all-round way, especially in listening and speaking, so that in their future work and social interactions, they will be able to exchange information effectively through both spoken and written channels and at the same time they will be able to enhance their ability to study independently and improve their quality so as to meet the needs of Ghana's social development and

international exchanges (Ministry of Education, 2007). The popularity of English language worldwide demands that this major aim is achieved. Developing students' English language competence can help them to communicate effectively in academic and with others around the world. This goes to support the view that English language is used in most countries as an official language or as the main means of international communication because wherever we may be, English language will always be a means of communication among us.

Fang (2010) argues that while developing students' abilities and increasing their vocabulary level, they will simultaneously develop their listening skills and also gain confidence during the process of communication. This suggests that when a good atmosphere is created, students will automatically communicate in English, hence develop communicative competence. According to Fang (2010), new teaching methods can be introduced by creating a diversified teaching process. Teachers can use various resources to help students develop their communicative competence and confidence. This can be done by promoting group discussions for students to understand informational and background of various topics. Games and role play can also be used to help students to learn vocabulary and practice their writing skills. This idea is supported by Johnson and Johnson (1999) who argue that cooperative small group learning enhances students' communicative competence and confidence to communicate. Johnson and Johnson (199) believe that learning occurs when students work in a positively interdependent manner with each group member contributing his/her share of the

work. They also believe that cooperative small-group work can enhance learning outcomes, communication skills, learning motivation and psychological health.

However, the communicative competences are not developed due to inadequate teacher-students and student-student interactions. Teachers simply spend much time lecturing while students take notes and seldom participate in class. The test-based teaching method makes students reluctant to freely participate in classroom discussions (Fang, 2010). All these do not promote students' communicative competence and give them the confidence to communicate in English language.

Summary of Review of Related Literature

This chapter reviewed literature on the approaches to curriculum evaluation with much emphasis on goal-oriented and decision-oriented evaluation. This is because the study is modeled along the goal-oriented and decision-oriented approaches to curriculum evaluation specifically product evaluation. The goal-oriented approach to curriculum evaluation involves identifying, clarifying and stating the purpose of an educational activity and assessing the extent to which the purposes have been or are being achieved. Decision-oriented approach to curriculum evaluation concerns itself with providing information to aid decision making in respect of curriculum planning, design and implementation.

The English language was introduced in Ghana during the colonial period and it has been with us all this while. It remains the official language and the language of education. As a result of this, the curricula of the nation are written in

English language although there is an emphasis on vernacular as a medium of instruction in the lower primary school (Primary 1-3).

Curriculum evaluation on the other hand has been with our educational system for the past three decades. This gives the indication that curriculum evaluation is not new in our educational system. Curriculum evaluation is a multifaceted activity which has a lot of components such as context, input, process and product evaluation (Stufflebeam, 1971). Curriculum evaluation can cover general aims, objectives of specific curriculum, curriculum material and subject matter and skills. Evaluation can also be categorised into internal and external, formative and summative and formal and informal evaluations. Curriculum evaluation has a lot of advantages. Curriculum evaluation exposes weaknesses and strengths of a programme. Notwithstanding, there are problems associated with it.

Four observations have been made from the empirical review. One, there is positive correlation between English language and academic performance at higher education. Two, there is positive correlation between English language and employability. Three, students can be creative through the learning of English language. Finally, learning English language in schools can help students to improve their communicative competence and give them the confidence to communicate.

There are few studies that exist in the area of evaluation of English curriculum. The existing ones were conducted in different settings with participants who in turn possessed different characteristics as compared to what

exist in our educational enterprise. The above weaknesses, together with the few

conflicting findings on the English language curriculum, provided the need for the

present study to be conducted in the Ghanaian educational context.

CHAPTER THREE

METHODOLOGY

This chapter explains how the study was conducted. It comprises a description of the research design, the population, the sample and sampling procedure, research instruments as well as validity and reliability of the instruments used. The data collection procedure and data analysis are also described.

Research Design

In an attempt to evaluate the general aims of the English language curriculum, the descriptive survey design was used. The descriptive survey design is meant to obtain pertinent and precise information concerning the current status of the subject of study.

A survey allows a researcher to assess thoughts, opinions, and feelings as well as analyse behaviour and describe the attitudes of the population from which the sample is drawn. Further, one can compare the attitudes of different populations as well as look for changes in attitudes over time (Shaughnessy, Zechmeister, & Jeanne, 2011). Fraenkel and Wallen (2000) have said that, "a descriptive survey involves asking the same set of questions (what, why, which, how) often in the form of questionnaires of a large number of individuals" (p. 25). It is also used for investigating a variety of educational problems including assessment of performance and evaluation of aims. In this design, the researcher attempts to describe the existing conditions without analyzing relationships

among variables (Gay, 1992; Best & Kahn, 1995; Fraenkel & Wallen, 2000). Fraenkel and Wallen (2000) also state that descriptive survey design has the potential of providing a lot of information from quite a large number of individuals in a study. Creswell (2002) and Koul (2003) point out the merits of descriptive survey. They assert that it provides a more accurate picture of events and seeks to explain peoples' perception and behaviour on the basis of data gathered at a point in time. According to Creswell (2002), another advantage of descriptive survey design includes the economy of the design and rapid turn-around in data collection.

Payne and Payne (2005), on the contrary, maintain that descriptive survey design produces result which cannot be relied upon because they delve into private matters; hence, many people may not be completely truthful. Fraenkel and Wallen (2000) point out that getting a sufficient number of questionnaires completed and returned so that meaningful analysis can be made is another strength of the descriptive survey design. In order to mitigate the effects of the weaknesses associated with the use of descriptive survey design, there had been the need to plan, organize and be objective and independent as much as possible and also present data systematically in order to arrive at valid and accurate conclusions. The use of the descriptive survey design was dictated by the nature of the study and its purpose. This was because the study evaluated the general aims of the senior high school English language curriculum without analyzing relationships among variables.

Quantitative approach was adopted for the study. This was because the data from the study were analysed, using descriptive statistics. Also, this approach enabled me to obtain evidence from a relatively large group of respondents concerning the evaluation of the general aims of the Senior High School English language curriculum.

Population

The population of this study was made up of graduates of the Senior High School English language curriculum. This included graduates of this curriculum who are in the public tertiary institutions and graduates of this curriculum directly employed after their senior high school education. The public tertiary institutions were used because they select students for admission based on the criteria provided by the National Accreditation Board. Specifically, Senior High School graduates who were in their first year at University of Cape Coast, Cape Coast Polytechnic, Nursing and Midwifery Training College-Cape Coast and Ola College of Education were used. Also, it was surveyed that most Senior High School graduates who happen to work in formal sectors after Senior High School level in the Cape Coast Metropolis find themselves in Private basic schools and few micro finance firms. These employed Senior High School graduates were working with Divine Preparatory School, Danicom International School, Flowers Gay School, Child Care International School and Montessori School. Those who were working with the Micro finance companies were from CRAN Micro Finance and Express Link Micro Finance companies.

These graduates were easily identified and used for the study. Graduates from tertiary institutions and unemployed graduates from Senior High Schools were excluded. I recognized the fact that the tertiary institutions included a large number of Senior High School graduates. Thus, the distinction of Senior High School graduates referring to all those who had successfully come out of Senior High Schools but were not admitted to any tertiary institutions was made. Again, students of tertiary institutions who were not taken through the English language curriculum being evaluated did not qualify to be part of the target population. Students of the tertiary institutions who participated in this study were only first year students. This was because they were the only Senior High School graduates in the tertiary institutions who were taken through the curriculum being evaluated.

The entire population consisted of 8070 Senior High School graduates in the Cape Coast Metropolis. The 8070 Senior High School graduates were made up of 5308 first year students in University of Cape Coast, 1848 in Cape Coast Polytechnic, 532 in Nursing and Midwifery Training College and 312 in OLA College of Education in Cape Coast Metropolis. Seventy (70) Senior High School graduates employed right after Senior High School in private basic schools and micro finance companies in Cape Coast were included in the study. This comprised 43 private basic school teachers and 27 Senior High School graduates working in various micro finance companies in Cape Coast.

Sample and Sampling Procedure

A sample size of 470 out of a population of 8070 was used for this study. Of this number, 400 first-year students in tertiary institutions were used. An

additional 70 were Senior High School graduates employed right after senior high school in private basic schools and micro finance companies. The selection of the 470 participants out of the total population of 8070 Senior High School graduates was based on Krejcie and Morgan's (1970) table of determining sample size. University of Cape Coast, Cape Coast Polytechnic, Nursing and Midwifery Training College-Cape Coast and OLA College of Education were used. This is because these institutions are considered as the major tertiary institutions in the Cape Coast Metropolis. The data collected from the participants were used to generalize over the entire population. This sample was used because the selected Senior High School graduates had the desirable characteristics as well as the information needed for the study. Thus, they were taught with the Senior High School English language curriculum. Macmillan (1996) supports this idea by stating that the sample chosen should possess the needed characteristics for a research to be conducted. The number of elements that was selected from each tertiary institution is shown in Table 1.

Table 1
Population and Sample Size of Respondents in the Selected Institutions

Name of Institution	Students' Population	Students Sampled
University of Cape Coast	5308	5/100 x 5308 = 265
Cape Coast Polytechnics	1848	5/100 x 1848 = 92
Nurses and Midwifery Training College, Cape Coast	532	5/100 x 532 = 27
OLA College of Education	312	5/100 x 312 = 16
Total	8000	400

To draw the sample size for the study, I employed multi-stage sampling. The quota sampling technique was used to categorize the selected tertiary institutions while a census survey was conducted to obtain data from the 70 Senior High School graduates employed in private basic schools and micro finance companies in Cape Coast Metropolis.

The stratification of the Senior High School graduates in tertiary institutions was based on their institutions. The sub-groups included graduates in University of Cape Coast, Cape Coast Polytechnic, Nursing and Midwifery College-Cape Coast and OLA College of Education. The stratification was necessary because there was the need for me to represent all the groups of graduates in tertiary institutions who constituted the population in the sample for the study. Hence, this technique was useful since I was interested in selecting an adequate number of Senior High School graduates from the sub-groups of Senior High School graduates in the selected tertiary institutions.

A ratio of 5% was used to select the total sample size of 400 Senior High School graduates in tertiary institutions. Selection of sample from the population was then done, proportional to the size of the population. Hence, 5% was multiplied by each institution's population to obtain the required sample size from the respective institution. Proportional to the size of the population was used to ensure appropriate representation of the selected sample.

Non-Probability sampling techniques were used in selecting the sample out of the target population. Because of the large population size, not all individuals within the population had equal chance of being selected. A

combination of convenience and purposive sampling procedures were used to select the sample. These sampling procedures were appropriate due to the diverse nature of the population.

The convenience sampling was used to select graduates of Senior High Schools in the tertiary institutions. This was because I collected data from students who were available at the time of the administration of the instruments.

Purposive sampling involves non-random selection of elements based on researcher's knowledge and judgement about the population and its elements can be used to handpick the cases to be included in the sample (Polit & Hungler, 1993). I selected the Senior High School graduates based on my knowledge and judgement that they were first-year students who were taught with the 2010 English language curriculum and are now in the tertiary institutions.

A census survey among the 70 Senior High School graduates working in private basic schools and micro finance companies who participated in the study was conducted. A census, according to Anderson (1990) and Cooper and Schindler (2000), involves the collection of data from every member of a population. Cooper and Schindler (2000) on their part posit that a census is feasible when the population is small any sample we may draw may not be representative of the population from which it is drawn. The census was used as a means of obtaining data concerning the evaluation of Senior High School English language curriculum from all the 70 Senior High School graduates working in private basic schools and micro finance companies in Cape Coast Metropolis. I identified these graduates who were working and arranged times to meet them.

This method was applicable because the graduate employees who possessed knowledge on the English language curriculum were not many but there was the need to involve every member in the study in order to solicit the relevant information from them.

Research Instruments

Instruments used for every research are major determinants for validity and reliability of the work. Having this in mind, two questionnaires with responses organized on a Likert-type scale were developed and used namely: Graduates in Tertiary Institutions' Questionnaire [GTQ] and Graduates at the Job market's Questionnaire [GJQ].

The questionnaire consisted of both closed and open-ended items. The close-ended items provided check-mark responses while the open-ended items allowed free responses in the respondents' own words with regard to the general aims of the Senior High School English language curriculum. The combination of both items invariably created an opportunity for me to collect greater depth of information on English language curriculum from both Senior High School graduates at the tertiary institutions and those working.

The two sets of questionnaires were divided into various sections. The 21-item questionnaire for the Senior High School graduates in tertiary institutions was structured into Sections A, B, C and D. Section A, which contained one item, was designed to elicit data on the biographical characteristics of the 400 Senior High School graduates in tertiary institutions. The biographical characteristic that the item sought to gather was gender. The remaining sections corresponded to

three of the four research questions that were formulated to guide the study. Sections B, C and D of the questionnaire for these graduates at the tertiary level were captioned as follows: Proficiency in English Language and Higher Education, Creativity through the Learning of English Language and Communicative Competence in English Language (see Appendix B). This helped me to collect data to answer the research questions. With the exception of items 9, 15 and 21 which were open-ended, all other items were structured in a closed-ended format with the use of a Likert-type scale which, according to Sarantakos (1998), has a high validity and a very high reliability as well as being able to permit respondents to rank their opinions.

The GJQ comprised 21 items with four sections. Section A collected data on the gender of Senior High School graduates working in private basic schools and micro finance companies in Cape Coast Metropolis. While Section B of the instrument focused on English language and employability, Sections C and D dealt with Creativity through the Learning of English Language and Communicative Competence in English Language respectively. Apart from items 9, 15 and 21 which were open-ended, the rest of the items were provided with scales that made it relatively easy for the respondents to complete the questionnaire (see Appendix C).

Validity and Reliability of Instruments

Best and Kahn (1995) refer to validity as the quality of data gathering instruments that enables it to measure the variable which it is meant to measure. It deals with the suitability and the usefulness of the results. Reliability, on the other

hand, refers to the degree of uniformity to which the instrument can yield comparable results.

The validity of the instruments was assessed through the judgment from my supervisors and colleague graduate students. After the instruments were developed, I gave copies to my supervisors and colleague graduate students for them to scrutinize and make comments as well as necessary corrections. Their corrections and suggestions led to the revision of some of the items in the questionnaire. The purpose of validating the instruments was to eliminate likely inadequacies, ambiguities and problems in the instruments.

Also, to establish the reliability of the instruments, I conducted a pilot-test of the instruments with 35 Senior High School graduates. The 35 Senior High School graduates included 20 senior high school graduates in a tertiary institution specifically Takoradi Polytechnic and 15 Senior High School graduates employed after school in Takoradi Metropolis. These comprised 10 graduates working in private basic schools and 5 graduates working in micro finance companies. The respondents were asked to write all their remarks on the instruments. These were collected and studied and subsequently used to improve upon the validity of the instruments.

The pilot test of the instruments also allowed me to gain feedback on the comprehensiveness and appropriateness of the items in the instruments. The filled questionnaires were taken from respondents, edited, coded and analysed with the aid of a computer Statistical Product and Service Solutions (SPSS) now known as Predictive Analytic Software (PASW) (version 16.0). The Cronbach alpha co-

efficient was calculated for each sub-scale in the questionnaire. A reliability co-efficients of .75 and .76 for GTQ and GJQ respectively were obtained. These alpha values were considered acceptable for determining the reliability of an instrument for research purpose since Cohen, Manion and Morrison (2007) have shown that such reliability co-efficients are considered high and therefore satisfactory. McDaniel (1994) also believes that reliability co-efficient that falls within the ranges of .74-.89 is interpreted as being useful and good. This statistical technique was used because the items on the questionnaire were multiple-scored. This helped me to determine the internal consistency of the items in the questionnaires.

Data Collection Procedure

After approval was obtained from my supervisors, I obtained a letter from the Department of Arts and Social Sciences Education, College of Education Studies of the University of Cape Coast, introducing me as a graduate student (see Appendix A). This letter was taken to seek permission from all the selected tertiary institutions and private basic schools and micro finance companies within the Cape Coast Metropolis used for the study. The purpose of the data collection was made known to the institutions and the micro finance companies through the letter. After permission was sought from the authorities of these institutions and companies, respondents were contacted and talked to for them to assist with the study.

I personally delivered all instruments to the respondents. I met respondents and gave the necessary directives concerning how to complete the

questionnaire. Thereafter, the questionnaires were administered to the respondents to collate their responses for the study within at least 10 minutes. The actual data collection was carried out from one institution to another. The above procedures were repeated to collect data from all the respondents. This procedure yielded 100% return rate for both the GTQ and GJQ. Due to the relatively large sample size that was used for the study and the way they were scattered, the collection of the data was very hectic. Several follow-ups had to be made in each tertiary institution before the proportional size was obtained. I personally collected the data in order to overcome some of the problems associated with employing research assistants. Also, some of the respondents were reluctant to participate in the study. However, they were motivated and spoken to on the need to assist with this important exercise.

The administration of questionnaire for graduates of Senior High Schools in tertiary institutions took six weeks, while those working at the private basic schools and micro finance companies took three weeks.

Data Analysis

A substantial part of practical evaluation work is devoted to detailed analysis, discussion and interpretation of data. The analysis and interpretation of data is about how to look for patterns in the data collected and draw defensible conclusions from the patterns that unfold.

Data collected from respondents were edited to remove mistakes and discrepancies. All the qualitative data that were gathered from the open-ended questions were coded following the guidelines set by Miles and Huberman

(1994). Identified patterns from the data were sorted into categories and discussed in themes and were presented in frequencies and percentages. On the other hand, the responses to the close-ended items were coded and organized for analysis. The coding system that was adopted for the responses are as follows

Gender: 1= Male; 2= Female

1=Strongly Disagree; 2=Disagree; 3= Uncertain; 4= Agree; 5= Strongly Agree.

The data were then entered into a computer and analyzed them by using the Statistical Product and Service Solutions (SPSS Version 16.0). Descriptive statistics was used as the statistical technique to reduce the quantitative data on all the research questions into frequencies, percentages, means and standard deviations. Descriptive statistics enabled me to analyze and describe the data in order to address each specific research questions in the study (Pallant, 2005).

The analytical techniques that were used to analyze each of the research questions were as follows: Research question one (1) which sought to find out from graduates of Senior High Schools their views on how the English language curriculum had prepared them for higher education were analyzed by using the descriptive statistical package and were presented in frequencies, percentages, means and standard deviations. Frequencies, percentages, means and standard deviations were presented for responses from research question two (2) which sought to find out from graduates of Senior High Schools at work places their views on how the English Language curriculum had prepared them for the job market.

Data from research question three (3) which found out from graduates of Senior High Schools their views on how the English language curriculum had developed creative potentials in them were also analyzed and presented in frequencies, percentages, means and standard deviations. Finally, data from research question four (4) which sought to find out from graduates of Senior High Schools their views on how the English language curriculum had improved their communicative competence and had given them the confidence to communicate were analyzed and presented in frequencies, percentages, means and standard deviations. The values assigned to the various mean scores were as follows: 1.0-1.9=Strongly Disagree, 2.0-2.9=Disagree, 3.0-3.9=Uncertain, 4.0-4.9=Agree and 5.0-5.9=Strongly Agree

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter of the study focuses on the results of the analysis conducted for the study. The results originating from the analysis are presented and discussed in relation to the research questions that guided the study. The chapter is in two segments; characteristics of respondents and the main results and discussions.

Demographic Information of Respondents

Information on the demographic characteristics of both the Senior High School graduates in tertiary institutions and Senior High School graduates working in private basic schools and micro finance companies was collected. The demographic information comprised the gender of respondents. Table 2 shows the distribution of the sample by gender.

Table 2

Composition of Respondents by Gender

Gender	Tertiary Students		Workers	
	No.	%	No.	%
Male	253	63.3	29	41.4
Female	147	36.7	41	58.6
Total	400	100	70	100

Source: Field data, Adobaw-Bansah (2015)

The results in Table 1 shows that 253 (63.3%) out of 400 graduates of Senior High Schools in tertiary institutions were male while 147 (36.7%) were female. Moreover, out of the 70 graduates of Senior High School working in private basic schools and micro finance companies surveyed, 29 (41.4%) were males whereas the remaining 41 (58.6%) constituted the number of females. This implies that most of the Senior High School graduates in tertiary institutions and those working who were sampled for this study were males.

Presentation and Discussion of Major Findings

This segment of the chapter deals with the results of the data analysis for the study. These main results are organized and discussed in accordance with the research questions that guided the study. Also, the findings are discussed and interpreted in the context of curriculum evaluation as well as how they relate to ideas in the literature review.

Preparation of Senior High School Graduates with the English Language Curriculum for Higher Education

Research Question 1 sought to find out whether the Senior High School English language curriculum had prepared its graduates for higher learning. According to Nelson, Devardhi and Panigrahi (2013), English language in higher education is most important and it spreads its wings in all dimension of work. Wright and Kuehn (1998) also believe that academic language demands for the ability on the part of the students to understand and generate complex syntax of Standard English in formal oral and written expression. English language proficiency is the ability of students to use the language to communicate meaning

in spoken and written contexts while pursuing their university studies. According to Zangani and Maleki (2007), students' inability to communicate and handle English language has effect on their academic success. Negeow (1999) sees that learners who are more conscious of their learning preferences make better use of learning opportunities. Hence, considering individual learning preferences are crucial for effective language learning and academic achievement. Research Question 1 was to ascertain the link between academic literacy and tertiary education which is undeniable and has long engaged the attention of educationists, applied linguists and other scholars interested in the use of language by students (Lea & Strierer, 2000). Also, this was to establish whether English has been proven to be one of the most important factors in students' academic performance (Chen & Sun, 2002). Data that were collected from the Senior High School graduates in the tertiary institutions (N=400) concerning this aspect of the study were analyzed, using descriptive statistics and the results were presented in means and standard deviations. Table 3 shows the means (M) and standard deviations (SD) of the results that were obtained.

Table 3

Graduates' Views on how the Senior High School English Language Curriculum had Prepared them for Higher Education

Statement	M	SD
The SHS English language curriculum has helped me		
to take notes at lectures.	4.12	.89
I am able to make notes from the library.	4.22	.92
I memorize concepts/theories taught at lectures.	4.02	1.04
I read widely at the tertiary level on all		
concepts I come across	3.43	1.22
I understand concepts and theories		
taught at the lectures.	4.01	.98
I have the confidence to ask questions at lectures.	3.5	.75
I have acquired rich vocabulary at the SHS		
level for academic work at the tertiary institution.	4.3	.87

Source: Field data, Adobaw-Bansah (2015) Mean of means = 3.94 SD = .95

It is evident from Table 3 that the Senior High School English language curriculum had prepared its graduates for higher education (as shown by 3.94 mean of means and .95 mean of standard deviation). The Senior High School graduates in tertiary institutions who evaluated the Senior High School English language curriculum agreed (M=4.12; SD= .89 and M=4.22; SD= .98) with the statements that the Senior High School English language curriculum had helped them to take and make notes at lectures and from the library respectively. They unanimously agreed to the statements that the Senior High School English

language had helped them to take and make notes as indicated by the standard deviation (SD= .89 and . 98 respectively). This clearly shows that proficiency in English language helps students to take and make effective notes as maintained by Orgunsiji and Oje (2009). Respondents also agreed to item 4 which found out from these graduates if they memorize concepts and theories taught at lectures (as indicated by M= 4.22; SD= .92). This really contradicts Wille's (2006) assertion that students who are proficient in the English language do not memorize what has been given to them rather they use their language prowess to modify what they have learnt. Students who are proficient or are well prepared by the English language curriculum have the needed vocabularies for their academic work and therefore need not to memorize concepts and theories taught them at the higher level of their education (Orgunsiji & Oje, 2009).

Participants were also not sure whether they read comprehensively on concepts introduced to them (M= 3.43; SD= 1.22). However, these graduates varied markedly in attesting to the fact that they could read comprehensively on concepts and theories taught them (as indicated by the SD= 1.22). This contradicts Orgunsiji and Oje's (2009) belief that students who are really prepared for higher by the English language curriculum could read comprehensively on concepts and theories they come across. This raises concern as students who believe they had been prepared for tertiary level could not read comprehensively on all concepts they came across. This implies that there is still more to be done by the English language curriculum in order to prepare students adequately for higher education. However, these respondents agreed that they understood concepts and theories

taught at lectures (M= 4.01; SD= .98) Furthermore, participants did agree they had the confidence to ask questions at lectures (as indicated by M= 3.5; SD= .75). However, these graduates varied markedly in their agreement. This implies that they had confidence to ask questions at lectures. They also agreed that they had acquired rich vocabulary at the Senior High School level for academic work at the tertiary level (M= 4.3; SD= .87). This is supported by Orgunsiji and Oje (2009) who believe students who are proficient in English language also have rich vocabulary for their academic work. This presupposes that there is a positive relation between English language proficiency and academic prospect. All these support the idea that proficiency in English language can facilitate academic work at the tertiary level. The view being espoused by the Senior High School graduates at the tertiary institutions contradicts an earlier finding by Afful (2007) who discovered that students in tertiary institutions in Ghana lack the basics with regard to language to perform well in their studies. This finding stem from the nature of the study Afful (2007) conducted and the participants that were involved in his study. The finding also contradicts Stoddart (2002) assertion that students do not possess sufficient English even to understand what they hear from their instructors or read in their textbooks, let alone to participate actively through their own speaking and writing. This study has debunked the assertion that students who are in our tertiary institutions have not been prepared well by the English language curriculum for higher learning.

Item 9 of GTQ (see Appendix B) was also designed to find out from these graduates way(s) through which the Senior High School English language

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curriculum had prepared them for tertiary institutions. Data that were collected from the Senior High School graduates in the tertiary institutions were analyzed and the results were presented in frequencies and percentages. Table 4 shows the frequencies and percentages of the results that were obtained.

Table 4

Ways by which the Senior High School English Language Curriculum had Prepared SHS Graduates for the Tertiary Level

Ways	No.	%
It has helped me to understand concepts and theories taught	102	25.5
It has helped me to read and write effectively and efficiently	189	47.2
It has helped me to acquire rich vocabulary for higher education	109	27.3
Total	400	100

Source: Field data, Adobaw-Bansah (2015)

The study further revealed that 102 (25.5%) of the 400 believed that the Senior High School English language curriculum had helped them to understand concepts and theories taught at the tertiary level, 189 (47.2%) said that the curriculum had helped them to read and write effectively and efficiently while 109 (27.3%) believed that the curriculum had helped them to acquire rich vocabulary for higher education. This further demonstrates that the Senior High School English language curriculum had prepared its graduates in various ways for higher education. The English language curriculum had helped some of its

graduates to understand concepts and theories they had been taught. This finding is supported by Fillmore and Snow (2000) who believe that students who are proficient in English language understand concepts and theories they learn. Some of the respondents also believed that the English language curriculum had helped them to read and write effectively and efficiently as confirmed by Fillmore (1982) who asserts that students who are proficient in English language read and write effectively and efficiently. Miller's (1987) assertion that students who are well prepared in English language acquire rich vocabulary for their academic work is also affirmed by this study as some of the participants believed that the Senior High School English language curriculum had equipped them with rich vocabulary for their higher academic work.

Preparation of Senior High School Graduates with the English Language Curriculum for the Job Market

Research Question 2 also sought to find out from graduates of the Senior High School English language curriculum who were working, whether this curriculum had prepared them for the job market. English language skills are essential tool in the labour market (Roshid, 2013). Shields and Price (2002) also argue that occupational success is associated with speaking fluency. Research Question 2 was to ascertain whether English language proficiency plays an important role in the employment of graduates (Arkoudis et al., 2009). This was also to ascertain whether proficiency in English language is needed by employees to advance in their fields of work and to improve their technical knowledge and skills (Lieslis & Lindley, 2001). The data that were collected from Senior High

School graduates who were working in private basic schools and micro finance companies (N=70) concerning this aspect of the study were analyzed and presented in means and standard deviations. Table 5 shows the means (M) and standard deviations (SD) of the results that were obtained.

Table 5

Graduates' Views on how the Senior High School English Language Curriculum had Prepared them for the Job Market

Statement	M	SD
I read work documents and understand them.	4.16	.86
English language has helped me to work independently.	3.00	1.23
Proficiency in English language has made me marketable.	4.02	.89
I use English language to carry out all official duties.	3.90	.99
Proficiency in the English language helped me gain this employment	4.11	.83
English language has helped me to advance my skills at work place.	3.90	.85
English language has helped me to advance my knowledge at work.	4.3	.87

Source: Field data, Adobaw-Bansah (2015) Mean of Means=3.91 SD= .93

Table 5 revealed that the Senior High School English language curriculum had prepared its graduates for the job market (as shown by 3.94 mean of means and .95 mean of standard deviation). The Senior High School graduates at the job

market who evaluated the Senior High School English language curriculum totally agreed (M= 4.16; SD= .86) with the statement that they could read documents at work and understood them. This supports Singh and Choo (2012) who believe that graduates who possess excellent English language skill can read and understand work documents. Graduates were, however, uncertain that English language had helped them to work independently (M= 3.00; SD= 1.23). However, they varied in their assertion as indicated by (SD= 1.23). This implies the English language curriculum had not helped graduates to work independently. It is, therefore, surprising that graduates who agreed that they could read and understand work documents claimed that English language had not helped them to work independently

Moreover, item 4 of GJQ (see Appendix C) was designed to elicit responses from graduates with regard to the fact that proficiency in English language had made them marketable. The study revealed that proficiency in English language had made them marketable (as indicated by M= 4.02; SD= .89). Respondents also agreed that they used English language to carry out all official duties (M= 3.90; SD= .99). This confirms Singh and Choo's (2012) assertion that proficiency in English language makes graduates marketable and capable to carry out their official duties. Respondents unanimously admitted that proficiency in English language had helped them to gain employment (as presented by M= 4.11; SD= .83). This adds to the pre-existing belief that proficiency in English language helps graduates to gain employment as maintained by Dayal (2005). Furthermore, respondents totally admitted that English language had helped them to advance

their skills and knowledge at work as indicated by M= 3.90; SD= .85 and M= 4.3; SD= .87 respectively. This supports a previous study by Leslie and Lindley (2001) who discovered that proficiency in English language is needed for employees to advance in both local and international companies and institutions to improve their technical knowledge and skills. These findings indicate that the English language curriculum had prepared its graduates for the job market.

Item 9 of GJQ (see Appendix C) was also designed to find out from these graduates how the senior high school English language curriculum had prepared them for the job market. The data that were collected from the Senior High School graduates at the job market were also analyzed and the results were presented in frequencies and percentages. Table 6 shows the frequencies and percentages of the results that were obtained.

Table 6

Ways by which the Senior High School English Language Curriculum had Prepared SHS Graduates for the Job Market

Ways	No.	%
It has made me marketable	18	25.7
I am able to read work instructions and understand	28	40
I am able to carry out all official duties in English language	24	34.3
Total	70	100

Source: Field data, Adobaw-Bansah (2015)

The study further revealed that 18 (25.7%) of the 70 respondents said that the Senior High School English language curriculum had made them marketable, 28 (40%) also believed that they were able to read work documents and understand them while 24 (34.3%) said that they were able to carry out all official duties in English language. The findings from this table indeed confirm that the Senior High School English language curriculum had prepared its graduates in the field of work in diverse ways. The findings from this table contradict earlier findings by Commey et al (2008) who revealed in a similar study that employers believed the Senior Secondary School English language syllabus did not adequately prepare its graduates for the job market. This contradiction may be due to the difference in the sample size that was employed in their study and this study. This study used 70 employees while their study used 30 employees.

Development of Creativity in Senior High School Graduates with the English Language Curriculum

Research Question 3 investigated whether the Senior High School English language curriculum had developed creativity in its graduates at the tertiary level and those working in private basic schools and micro finance companies. Creativity, according to Cheon (2013), is a phenomenon whereby something new and valuable is created. Creativity depends on students' divergent ideas and language use. In order to be creative in language, a student must have developed a prior vocabulary and learned different ways to use it: the greater the vocabulary, the greater the potential for creative speech, and the wider the range of ways of using the language. Research Question 3 was to ascertain how creative language

practices enable students to engage in imagination, unconventionality, risk-taking, flexibility, selection of strategies and the creation of different ways of expressing ideas (Lubart, 1994; Swain, 1985). This was also to establish whether graduates of the English language curriculum are; sensitive to problems, have creative fluency of production, are able to develop novel ideas, have flexibility of mind, are able to synthesize and analyze (Guilford, 1950). The data that were collected from Senior High School graduates at the tertiary institutions and those working (N=470) concerning this aspect of the study were analyzed and presented in means and standard deviations. Table 7 shows the means' (M) and standard deviations (SD) of the results that were obtained.

Table 7

Graduates' Views on how the Senior High School English Language Curriculum had Developed Creativity in them

Statement	M	SD
I identify problems and deal with them independently in English Language.	2.94	1.09
I am able to reformulate ideas to form new ones using English language	3.01	1.00
I depend solely on other people's views/ideas.	2.02	.82
English language helps me to think fast to tackle issues.	2.85	.98
I adjust my language to meet a particular demand.	3.04	1.08

Source: Field data, Adobaw-Bansah (2015) Mean of Means=2.77   SD= .99

The results in Table 7 indicate that the Senior High School English language curriculum had not developed creativity in its graduates at the tertiary level and those who were working as indicated by 2.77 mean of means and .99 mean of standard deviation. These graduates of the English language curriculum doubted that they were able to identify issues and deal with them independently in English language. They expressed similar view on the issue that they were able to reformulate ideas to form new ones using English language (as indicated by M= 2.94; SD= 1.09, M= 3.01; SD= 1.00 respectively). These findings contradict Guilford's (1950) findings that students who are creative in the use of language are able to use the language to solve problems independently and to reformulate ideas to form new ideas in that language. Respondents also disagreed that they depended solely on other people's idea/views (M= 2.02; SD= .82). However, these graduates had varied responses, as indicated by the standard deviation SD= .82. This implies that graduates do not depend on other peoples' ideas/ views. Participants were totally doubtful about the fact that English language helped them to think fast to tackle issues (M= 2.85; SD= .98). Moreover, they had doubt on the issue that they could adjust their language to meet a particular demand (M= 3.12; SD= 1.08). All the above findings imply that the English language curriculum had not developed creativity in its graduates. Cheon (2013) in a similar study concluded that over concentration on external examination prevents students from being creative through the use of English language.

Item 15 of both GTQ and GJQ (see Appendices B and C) was also designed to find out from these graduates ways by which the English language

curriculum had developed creativity in them. The data that were collected from the Senior High School graduates at the tertiary level and those who were working were also presented in frequencies and percentages. Table 8 shows the frequencies and percentages of the results that were obtained.

Table 8

Ways by which the Senior High School English Language Curriculum had Developed Creativity in SHS Graduates

Ways	No.	%
It has developed critical thinking in me	102	21.70
It has made me versatile	99	21.07
It has made me imaginative	269	57.23
Total	470	100

Source: Field data, Adobaw-Bansah (2015)

The study further revealed that 102 (21.70%) of the 470 believed that the English language curriculum had developed critical thinking in them, 99 (21.07%) believed that the curriculum had made them versatile while 269 (57.23%) believed that the curriculum had developed imaginative skills in them. This means a large proportion of these graduates said the English language curriculum had made them imaginative. These opposing views presuppose that the English language curriculum had not fully developed creativity in its graduates.

Improvement of Communicative Competence in Senior High School

Graduates with the English Language Curriculum

Research Question 4 sought to find out whether the Senior High School

English language curriculum had improved communicative competence in its graduates. Language, according to Yano (2001), is used for self-expression, verbal thinking, problem-solving and creative writing, but it is used essentially for communication. What makes it difficult to grasp the language user's systems of representation for communication with others is the fact that the capability of individuals to interact with others through language is a unique quality and at the same time a universal human quality.

The notion of communicative competence evolved in order to account for the fact we have already observed that linguistic competence does not adequately account for how language is used or the forms that occur in actual use (Ingram, 1985, p. 226). Communicative competence, according to Savignon (1997), is defined as the ability to function in a truly communicative setting - that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more of the interlocutors. Research Question 4 was to verify that successful language use for communication presupposes the development of communicative competence in the users of that language and the use of that language is constrained by socio-cultural norms of the society where the language is used (Yano, 1999). Hymes (1972) on his part believes that the ability to communicate properly should be cultivated in language teaching. Also, the study was to ascertain whether students who have excellent communicative competence write and speak well in all circumstances (Canale & Swain, 1980). Data collected from senior high school graduates at the tertiary institutions and those who were working in private basic

schools and micro finance company (N=470) concerning this aspect of the study were analyzed and presented in means and standard deviations. Table 9 shows the means (M) and standard deviations (SD) of the results that were obtained.

Table 9

Graduates' Views on how the Senior High School English language Curriculum had Improved their Communicative Competence

Statement	M	SD
I present my thoughts in a precise manner using English language.	2.94	1.02
I control the direction of my communication in English language.	2.48	1.05
I use appropriate English language to convey message.	2.91	1.12
I write efficiently in English language in all situations.	3.01	.88
I speak good English in all circumstances.	3.02	1.05

Source: Field data, Adobaw- Bansah (2015) Mean of Means=2.87 SD= 1.01

The results in Table 9 indicate that the senior high school English language curriculum had not improved the communicative competence in its graduates, as indicated by 2.87 mean of means score and 1.01 means of standard deviation score. These graduates of the English language curriculum were doubtful they could present their thoughts in a precise manner using English language (M= 2.94; SD= 1.02). They also disagreed that they could control the direction of their communication in English language (as indicated by M= 2.48; SD= 1.05). Graduates were also uncertain that they used appropriate English

language to convey their messages (M= 2.19, SD= 1.12). Participants doubted that they could write efficiently in English language in all situations (as presented by M= 3.01, SD= .88). However, these graduates varied in their responses as indicated by standard deviation (SD =.88). This implies that they cannot write efficiently in all situations. Graduates unanimously doubted that they could speak good English in all circumstances (M= 3.02, SD= 1.05). Canale and Swain (1980) conclude in a similar study that students who have excellent communicative competence write and speak well in all circumstances. The findings from this table depict clearly that the English language curriculum had not improved communication competence in its graduates.

These findings affirm studies by Fang (2010) and Johnson and Johnson (1999) who discovered that students do not exhibit evidence of communicative competence. Fang (2010) and Johnson and Johnson (1999) believe that teachers can help develop students' communicative competence by teaching English language through class discussion or interaction.

Item 21 of both GTQ and GJQ (see Appendices B and C) was also designed to find out from these graduates way(s) through which the English language curriculum had improved their communicative competences. Responses from this item was analyzed and presented in frequencies and percentages. Table 10 shows the frequencies and percentages of the results that were obtained.

Table 10

Ways by which the Senior High School English Language Curriculum had Improved Communicative Competence in SHS Graduates

Ways	No.	%
I use appropriate language to communicate	253	53.82
I have confidence to communicate	116	24.68
I have acquired rich vocabulary to communicate	101	21.50
Total	470	100

Source: Field data, Adobaw-Bansah (2015)

From the table, 253 (53.82%) of the 470 respondents said that the senior high school English language curriculum had helped them to use appropriate language to communicate, 116 (24.68%) said the English language curriculum had given them confidence to communicate, while 101 (21.50%) believed that this curriculum had enriched their vocabulary to communicate. This finding contradicts what the respondents had earlier expressed in the close-ended items. They had expressed doubt about their communicative competence. This raises doubt that the Senior High School English language curriculum had improved the communicative competence of the graduates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The success of every curriculum is determined by the achievability of the general aims of that curriculum. The extent to which the general aims of a curriculum are achieved will be determined by a number of evidence. It is not only poor methods of teaching that hinders the aims of a curriculum from being achieved. Failure of a curriculum can also originate from implementation bottlenecks. Consequently, this study sought to find out whether the general aims of the Senior High School English language curriculum are being attained. This final chapter seeks to present a summary of the research process as well as the key findings that emerged from the research. The chapter also contains the conclusions and recommendations that were made based on the findings of the study. Regarding the findings of the study, some suggestions for further research studies to be carried out have been made.

Summary of the Research Process

The study was a descriptive survey which was primarily designed to find out whether the general aims of Senior High School English language curriculum are being achieved. The study addressed the following specific research questions:

1. What are the views of graduates of Senior High School on how the English language curriculum has prepared them for higher education?

2. What are the views of graduates of Senior High School on how the English language curriculum has prepared them for the job market?

3. What are the views of graduates of Senior High School on how the English language curriculum has developed in them creative potentials?

4. What are the views of graduates of Senior High School on how the English language curriculum has improved their communicative competence?

A descriptive survey design was adopted and the target group for the study comprised Senior High School Graduates of the English language curriculum in Cape Coast Metropolis. Four hundred (400) Senior High School graduates in the first year of tertiary institutions and 70 Senior High School graduates who are working in Cape Coast Metropolis constituted the sample that participated in the study. A multi-stage sampling procedure was used. A combination of convenience and purposive sampling were used to select the sample. These sampling procedures were appropriate due to the diverse nature of the target population. While the convenience and purposive sampling were used to select graduates of Senior High Schools in tertiary institutions, census survey was used to select graduates of Senior High Schools who are working in private basic schools and micro finance companies in Cape Coast Metropolis. A structured questionnaire for Senior High School Graduates in tertiary institutions and Senior High School graduates working were self-developed, validated through expert judgement, pilot-tested and used as the instruments for data collection. Due to the descriptive nature of the study, descriptive statistics (frequencies, percentages, means and

standard deviations) were used to analyze the quantitative data that were collected while the qualitative data were categorized and discussed in themes.

Summary of Key Findings

The essential findings of this study can be summarized as follows:

1. The study revealed that Senior High School graduates at the tertiary level believed that the Senior High School English language curriculum had prepared them for higher education (as indicated by the mean of means= 3.94).

2. Senior High School graduates at the job market acknowledged that the English language curriculum had also prepared them for the job market (as shown by 3.86 mean of means score). Also, a significant proportion of 28 (40%) out of 70 Senior High School graduates working in private basic schools and micro finance companies in Cape Coast Metropolis believed that the curriculum has helped them to read work instructions and understand them.

3. Concerning whether the Senior High School English language curriculum had developed creativity in its graduates, the study revealed that the curriculum had not developed creativity in its graduates (represented by 2.77 mean of means score). However, these same graduates when asked to show how the English language curriculum has developed creativity in them, 269 (57.23%) of the 470 being the majority believe that the Senior High School English language curriculum had made them imaginative which contradicts the views expressed by these same graduates that the

Senior High School English language curriculum did not develop creative potentials in them

4. Finally, the study also brought to light that the Senior High School English language curriculum had not improved the communicative competence of its graduates as indicated by 2.87 mean of means score.

Conclusions

From the findings of this study, it can be concluded that, since the authorities of our tertiary institutions expressed the belief that students from Senior High Schools come to the tertiary level with a baggage of experiences, attitudes and skills including English language skills that are not suited for university work, there is the need to pay special attention to the teaching of English language at the Senior High School level. This will certainly help to adequately prepare Senior High School graduates for higher education. Also, it can be established that the English language curriculum had prepared its graduates for the job market. This means graduates' proficiency in English language has positive impact on their employment.

Again, the English language curriculum had not really developed creativity in its graduates. This normally happens if opportunities are not provided for the Senior High School graduates to develop their creative potentials through the use of English language in the classroom as well as the whole school environment.

Furthermore, the study also revealed that Senior High School English language curriculum had not improved the communicative competence of the

graduates. It is believed that certain practices in the classroom do not offer students the opportunity to communicate freely among themselves to develop their communicative competence.

Finally, it has been brought to light that the general aims of the English language curriculum can be achieved. It can therefore be concluded that given the necessary support, creating the right opportunities for students, putting in place best practices in the classroom, the teachers of English language can assist in achieving these aims of the Senior High School English language curriculum.

Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are made for the purpose of successfully achieving the general aims of the Senior High School English language curriculum:

1. Teachers of English language should create awareness among students on the impact of English language on their overall academic achievements and the importance of English language for their future academic and employment task. Resource persons in the field of academia and the field of work could be invited to talk to students on the need to take their English lessons seriously.

2. Ghana Education Service should make sure that our students will not be assessed only by external examination. The focus on external examination as the only means of assessing our students had not helped to fully prepare students for the job market.

3. The teaching of the core literature aspects of the English language curriculum should be intensified by teachers of English language in Senior High Schools. This will help to nurture creative students and develop critical thinking minds. Also, special attention should be paid to creative writing in schools. Time should purposely be allotted on the time table for students to come out with their own stories and poems. This will help them to manipulate the English language to their advantage. This will directly or indirectly inspire creativity in them through imaginative skills.

4. The teaching and learning of English language should be more practical. Teachers should make their teaching of English language discursive in order to encourage students to interact in the teaching and learning process. This will improve students' communicative competence and give them the confidence to communicate.

Suggestions for Further Research

There is the need for further research to be conducted in the following areas:

1. Since this study used only questionnaire as the main instrument for data collection, I suggest that a similar study should be conducted with the use of both questionnaire and interview as the instruments.

2. This study has established the fact that the general aims of the Senior High School English language curriculum can be achieved. However, because some of the general aims of the curriculum were not achieved, there is the

need for a study to investigate the challenges associated with the implementation of the Senior High School English language curriculum.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

Department of Arts & Social Sciences Education

TELEPHONE: +233 03321 35411/ +233 03321 32480/3,
EXT. (268), Direct: 35411.
Telegrams & Cables: University, Cape Coast.
OUR REF: DASSE/ED/CSP
YOUR REF:

University Post Office,
Cape Coast, Ghana.

Date: 18ᵗʰ March, 2015

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Alex Adobaw-Bansah** is a graduate student of the Department of Arts and Social Sciences education of University of Cape Coast, Ghana.

He requires some information from your institution for purpose of writing a thesis as a requirement for the pursuit of M. Phil Degree Programme. His topic is **"Evaluation of the General Aims of the Senior High School English Language Curriculum: The Perspectives of Graduates of Senior High Schools".**

I would be grateful if you would kindly allow him to collect the information from your institution. Kindly give the necessary assistance that Mr. Adobaw-Bansah requires from you.

I will appreciate any help that you may be able to give.

DR. KOFI TSIVANYO YIBOE
HEAD OF DEPARTMENT

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Questionnaire for Senior High School Graduates at Tertiary

Institutions

Dear Participant,

The aims of the Senior High School English Language curriculum are basically

to:

1. prepare its graduates for tertiary education/higher education

2. prepare its graduates for the job market

3. develop creative potentials in its graduates.

4. improve communicative competence in its graduates.

This is a research being conducted on the topic: **"Evaluation of the General Aims of the Senior High School English Language Curriculum: The Perspectives of Graduates of Senior High Schools".** This study is purely an academic exercise and your views and responses will contribute immensely towards the success of this exercise. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study would be treated confidentially. Please, try as much as possible to be frank with your responses.

You are requested to tick [√] on the scale which reflects most clearly your judgment about how far each statement applies. For other items, you may specify by writing in the appropriate space provided to reflect your opinion.

SECTION A: RESPONDENT'S BACKGROUND INFORMATION

1. Gender: Male [   ]   Female [   ]

SECTION B:

Please use the responses below to indicate the extent to which <u>English</u> <u>language</u> has been beneficial to you in your <u>higher learning</u>, <u>creativity</u>, <u>communicative competence</u> and <u>confidence</u>.

HIGHER EDUCATION

Indicate the degree of agreement or disagreement by ticking **[√]**the appropriate responses; Strongly Disagree (SD), Disagree (D), Uncertain (UN), Strongly Agree (SA), Agree (A)

	SD	D	UN	A	SA
2. The SHS English language curriculum has helped me to take notes at lectures.					
3. I am able to make notes from the library.					
4. I am able to memorize concepts/theories taught at lectures.					
5. I am able to read widely on all concepts I come across.					
6. I understand concepts and theories taught at lectures.					
7. I have the confidence to ask questions at lectures.					
8. I have acquired rich vocabulary at the SHS level for academic work at the tertiary level.					

9. In what way(s) has/have the SHS English language curriculum prepared you for the tertiary level?

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SECTION C:

CREATIVITY

Indicate the degree of agreement or disagreement by ticking **[√]**the appropriate

responses; Strongly Disagree (SD), Disagree (D), Uncertain (UN), Strongly Agree

(SA), Agree (A)

	SD	D	UN	A	SA
10. I identify problems and deal with them independently using English language.					
11. I am able reformulate ideas to form new ones using English language.					
12. I do not depend solely on other people's views/ideas					
13. English language helps me to think fast to tackle issues					
14. I adjust my language to meet a particular demand.					

15. How has the English language curriculum inspired creativity in you?

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SECTION D:

COMMUNICATIVE COMPETENCE

Indicate the degree of agreement or disagreement by ticking **[√]**the appropriate responses; Strongly Disagree (SD), Disagree (D), Uncertain (UN), Strongly Agree (SA), Agree (A)

	SD	D	UN	A	SA
16. I present my thoughts in a precise manner using English language					
17. I control the direction of my communication in English language					
18. I use appropriate English language to convey message.					
19. I write efficiently in English language in all situations.					
20. I speak good English in all circumstances.					

21. In what way(s) has/have the SHS English language curriculum improved your communicative competence?

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UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Questionnaire for Senior High School Graduates at the

Job Market

Dear Participant,

The aims of the Senior High School English Language curriculum are basically to:

1. prepare its graduates for tertiary education/higher education

2. prepare its graduates for the job markets

3. develop creative potentials in its graduates.

4. improve communicative competence in its graduates.

This is a research being conducted on the topic: **"Evaluation of the General Aims of the Senior High School English Language Curriculum: The Perspectives of Graduates of Senior High Schools".** This study is purely an academic exercise and your views and responses will contribute immensely towards the success of this exercise. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study would be treated confidentially. Please, try as much as possible to be frank with your responses.

You are requested to tick [√] on the scale which reflects most clearly your judgment about how far each statement applies. For other items, you may specify by writing in the appropriate space provided to reflect your opinion.

SECTION A: RESPONDENT'S BACKGROUND INFORMATION

1. Gender: Male [ ]   Female [ ]

SECTION B:

Please use the responses below to indicate the extent to which English

language has been beneficial to you in your employment, creativity,

communicative competence and confidence.

EMPLOYMENT

Indicate the degree of agreement or disagreement by ticking [√]the appropriate

responses; Strongly Disagree (SD), Disagree (D), Uncertain (UN), Strongly Agree

(SA), Agree (A)

	SD	D	UN	A	SA
2. I read work documents and understand them.					
3. English language has helped me to work independently.					
4. Proficiency in English language has made me marketable.					
5. I use English language to carry out all official duties.					
6. Proficiency in the English language helped me gain this employment					
7. English language has helped me to advance my skills at the work place.					
8. English language has helped me to advance my knowledge at work.					

9. In what way(s) has/have the SHS English language curriculum prepared you

for the job market?

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SECTION C:

CREATIVITY

Indicate the degree of agreement or disagreement by ticking **[√]**the appropriate responses; Strongly Disagree (SD), Disagree (D), Uncertain (UN), Strongly Agree (SA), Agree (A)

	SD	D	UN	A	SA
10. I identify problems and deal with them independently.					
11. I am able reformulate ideas to form new ones using English language.					
12. I do not depend solely on other people's views/ideas					
13. English language helps me to think fast to tackle issues					
14. I adjust my language to meet a particular demand.					

15. How has the English language curriculum inspired creativity in you?

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SECTION D:

COMMUNICATIVE COMPETENCE

Indicate the degree of agreement or disagreement by ticking **[√]**the appropriate responses; Strongly Disagree (SD), Disagree (D), Uncertain (UN), Strongly Agree (SA), Agree (A)

	SD	D	UN	A	SA
16. I present my thoughts in a precise manner using English language					
17. I control the direction of my communication in English language					
18. I use appropriate English language to convey message.					
19. I write efficiently in English language in all situations.					
20. I speak good English in all circumstances.					

21. In what way(s) has/have the SHS English language curriculum improved your communicative competence?

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