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Managing Large Class in Tertiary

Highlights

Effects of Computer Simulations

Analysis to Delve into the Reality

Discovering Thoughts, Inventing Future

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The State of Continuous Assessment Practices in Junior Secondary Schools in Kenema City

By Juanah, Josephine Elizabeth

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Keywords: *assessment practices, cognitive, continuous assessment, school facilities.*

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Keywords: assessment practices, cognitive, continuous assessment, school facilities.

I. Introduction

The assessment of students' learning achievement has become the object of a great deal of attention on activities all over the world, industrialized countries and developing countries alike (Kellaghan, 2001). The Dakar Frame work for Action 2000 stresses the importance of having a clear definition and accurate assessment of learning outcomes. Additionally, the World Conference on Education for all in Jothiem, Thailand (1999) states that the focus of basic education should be 'actual learning acquisition and outcome'. According to Rayment (2006) for assessment to work effectively it must be a continuous process and there is little point awarding grades, scores and praise if they don't mean anything to the learner. He further cites that assessment is an effective monitoring tool which helps learners to feel valued and that learning and achievement has a purpose. In addition, it may be used as a process of improving the teaching, the curriculum, as well as the learning condition of learners. It is evident that Continuous Assessment is not only of benefit to the learners, but it provides both the teacher and learner with ongoing feedback about teaching – learning process.

One of the most important hall marks of the New Policy on Education (1995) in Sierra Leone is the provision of the Continuous Assessment as an effective tool for wholly a partly assessment and evaluating the students learning outcomes in the various levels of the educational system.

The New Policy on Education provides a six year primary education, three years junior education, three years senior secondary, and four years university education, each of which level would be allowed to implement the Continuous Assessment as laid down by the Ministry of Education. Continuous Assessment has been introduced in Sierra Leonean schools as part and parcel of the new education system in 1995. This means that Continuous Assessment is in use for twenty years in Sierra Leonean Schools. It is presently been run in Junior Secondary Schools as it is so introduced. It is made by intention to make students specialized early enough in the future careers. Most importantly, it has provisions for making drop outs employees.

The repeated emphasis being placed on Continuous Assessment is a clear evidence of its importance. Continuous Assessment is a method of ascertaining what a child gains from schooling in terms of knowledge, industry and character development taking into account all his/her performances in tests, assignments, projects and other educational activities during a given period of term, year, or during the entire period of an educational level (Ipaye, 1995). It is also a method of using the recorded performances of each pupil to help him or her improve on his or her achievement through guidance.

Uiseb, (2009) states that Continuous Assessment of learning is a systematic, on-going, interactive process of monitoring learning in order to determine that teachers are doing well and what they must improve. Another way how the progress of learners can be gauged is by listening to a discussion group or observing the participation of individuals or groups. He further proffers that the advantage of Continuous Assessment is that it makes it possible to address qualities that are not assessed in examinations. Another

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positive aspect of Continuous Assessment is that it could improve teacher-learner relationships because of individual monitoring and therefore teachers and learners could work closely. A variety of assessment methods are possible and thus wide range of abilities, skills and attitudes could be accessed through Continuous Assessment. Continuous Assessment is used not only to monitor learners' achievement, but also to evaluate the competence of educators and the quality of educational systems.

Freiberg and Driscoll (1996) refer to Continuous Assessment as a strategy for measuring knowledge, behaviour, performance or attitude while Jones (1996) regards Continuous Assessment as a means that describes and classifies learners performance in tests, examination etc. In other words, when applied to classroom situations Continuous Assessment may be regarded as all procedures of collecting and interpreting information, which the teacher may use to determine, what is happening in the classroom such as learners' progress or achievement.

In Nigeria, the 1977 National Policy on Education laid strong emphasis on Continuous Assessment. This advocacy of Continuous Assessment arose for the belief that it would:

- Give the teacher greater involvement in the overall assessment of his or her pupils;
- Provide a more valid assessment of the child's overall ability and performance;
- Enable teachers to be more flexible and innovative in their instruction.
- Provide a basis for more effective guidance of the child;
- Provide a basis for the teacher to improve his or her instructional methods;
- Reduce examination malpractices.

According to Mwebaza (2010), Continuous Assessment is not simply continuous testing. Continuous Assessment does not solely depend on formal tests. Continuous Assessment is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement. Continuous Assessment is an ongoing diagnostic and school –based process that uses a variety of assessment tools to measure learners' performance (Zambia Ministry of Education, 2007). Continuous Assessment could also be defined as a learners' progress in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling (Falayajo, 1986). The main objective of Continuous Assessment is to obtain a reliable picture of the progress of the learner in terms of achieving the basic competencies as set out in the objectives of the syllabus as early as possible and to embarks upon corrective measures if needed.

According to the Department of Education of South Africa (2000), teachers are expected to be assessors and learning area specialists. This justified a paradigm shift among teachers regarding their roles as teachers in assessment and teaching methods, classroom management and learning content. Lemmer (1999) contends that teaching should among others provide ongoing assessment of learners' skills in critical thinking, reasoning and action. This creates the impression that there are some challenges with implementation of Continuous Assessment.

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability and proper use of school facilities and other needed resources. Ogunsaju (1980) emphasized that quality of education that students receive depends on the availability of school facilities in which teaching and learning takes place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in an educational institution. According to Durbin, et al. (1989), resources are the only means through which organizational activities, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles. School facilities, which consist of all types of buildings that are used for academic and non-academic purpose, equipment, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, ICT, library and laboratory materials and others play a pivotal role to smoothly run teaching and learning process.

As Buckley, Schneider and Shang (2004), school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. Therefore, the school facilities in the school need a proper attention as they have a great value in the support of teachers and students morale, motivation and play a significant role to improve the quality of education.

Hedges and Theoreson (2000) also argue that, the adequacies of school facilities do not give a guarantee for student's academic performance but the proper utilization of the facilities has a great value. As Khan and Iqbal (2012) state that adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized buildings and

classrooms with their facilities, instructional materials and equipment for child's development.

According to Nitko (1995) any plan for Continuous Assessment is only as strong as the teacher's ability to use it appropriately. This illustrates that teachers are the key players as implementers of Continuous Assessment in the classrooms. The nature of Continuous Assessment put greater demands on the role of the teachers. They are entrusted with delicate and indeed challenging task to ensure effective and efficient Continuous Assessment. Almost in all training and learning institutions, some kind of assessment is done. This brings out the importance and inevitability of assessment in the training and learning process. As teachers, trainers and educators, we are all involved in assessment at one or the other stage during the learning, teaching and training process. But are we all clear on how we assess, why we assess, when we assess, and familiar with the various techniques we use? In response to some of these questions, Baula et al (1996) cite that successful assessment should be undertaken with the knowledge that this process will be constantly updated and adapted to meet the changing needs of the institution, learners, teachers and the public at large. A key question for assessment is not how to measure a learner's achievement, but what mechanism are used to evaluate their learning. It is against this background that warrants an investigation into the State of Continuous Assessment Practices in Junior Secondary Schools in Kenema City.

Research Objectives

The following research objectives guided the study:

1. Identify the responsibilities of teachers in Continuous Assessment Practices;
2. Find out the aspects of child's development/ educational objectives assessed/rated by teachers;
3. Identify school facilities/equipments that are available and used by teachers in Continuous Assessment Practices.

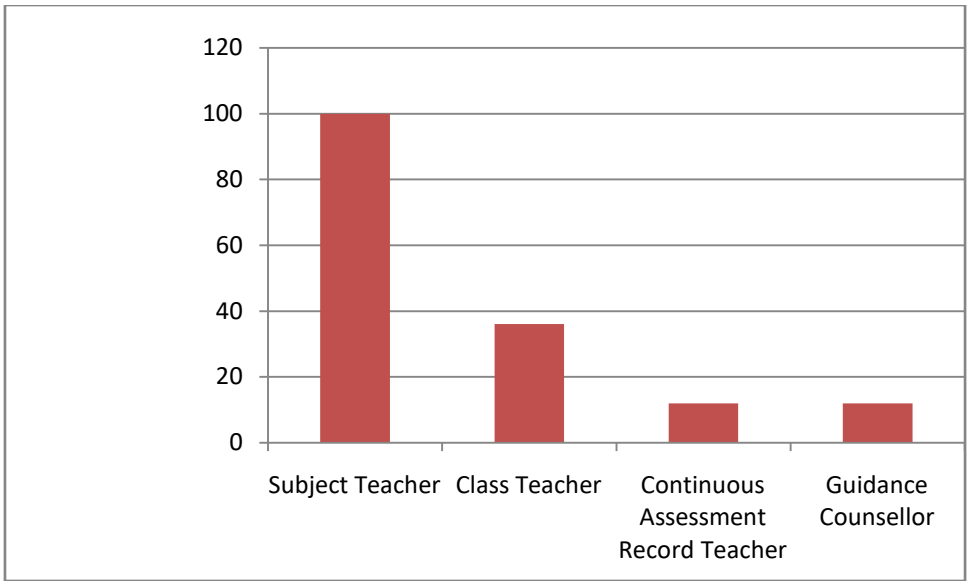
II. Methodology

The study was carried out in Kenema City. A descriptive research design of a survey type was used in the study.

The population of the study comprised all the thirty-nine (39) Junior Secondary Schools and all junior secondary school teachers in Kenema City. Out of the total number of 39 junior secondary Schools in Kenema City, ten (10) JSS were selected using a random sampling technique as a sample with a total of one hundred (100) Junior Secondary School teachers. Out of the ten (10) selected JSS, the researcher selected two (2) boys Junior Secondary Schools, a girl's Junior Secondary School and seven co-educational Junior Secondary Schools. Questionnaire, and observation were the main instruments used in the study. Data were collected and carefully examined. Observation data gathering technique was employed to study the physical feature of schools including: school buildings, classrooms, office and classroom facilities, libraries, laboratories, workshops, play grounds, toilet, and other educational inputs. Data were analyzed using frequency counts and percentages. The results of the analysis were presented in tables, pie-charts and bar charts for easier interpretation.

III. Results and Discussion

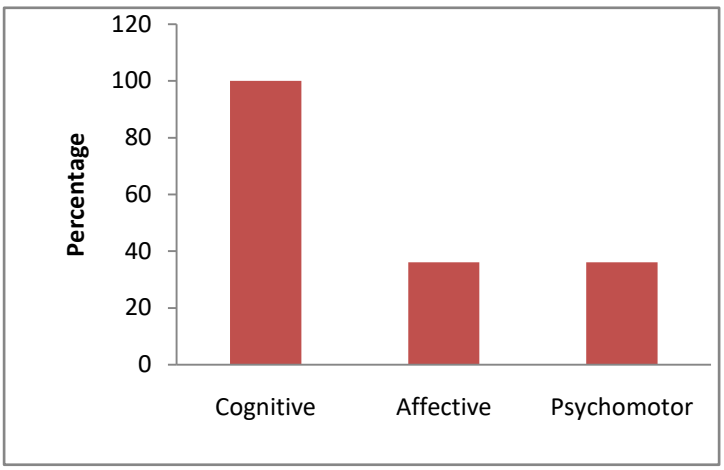
Figure 1 shows multiple major responsibilities of teachers in Continuous Assessment Practices. Eighty-three (83) teachers 100% had the responsibility of being subject teachers. Among the eighty-three (83) subject teachers 100% thirty (30) teachers 36.1% had the responsibility of being class teachers. Ten (10) teachers 12.0% had the responsibilities of been Continuous Assessment Record (CAR) teachers and guidance counsellors. This implies that teachers have responsibilities that will enhance good relationship with pupils and ensure effective and efficient Continuous Assessment practices. This agrees with Nitko (1995) who states that any plan for Continuous Assessment is only as strong as the teacher's ability to use it appropriately. This illustrates that teachers are the key players as implementers of Continuous Assessment in the classrooms. They are entrusted with delicate and indeed challenging task to ensure effective and efficient Continuous Assessment.



Source: Field Data (2016)

Figure 1: Responsibilities of respondents

Figure 2 below shows the aspect of child's development (educational objectives) assessed/ rated by teachers in the selected Junior Secondary Schools in Kenema City. From the Figure, eighty – three (83) teachers 100% assess the Cognitive aspect, thirty (30) teachers (class teachers) 36.1% rate both the Affective and Psychomotor aspects. The findings on the aspect of Child's Development (Educational Objectives) pointed out that all the teachers were highly involved in the assessment of the Cognitive aspect. Few teachers (class teachers) rate the Affective and Psychomotor aspects. Also few teachers (CAR teachers) had the responsibility of recording pupils' grade. This implies that adequate attention is not paid to the Affective and Psychomotor aspects, and those teachers are not taking full account of learners' performances. This may be due to either teachers have low knowledge, not given the responsibility or are not committed in Continuous Assessment Practices as Falayajo (1986) states that teachers must take account of all performance of learners in the cognitive, affective and psychomotor aspects.



Source: Field Data (2016)

Figure 2: Aspect of Child's Development / (Educational Objective) Assessed/Rated by Respondents.

Table 1 provides information on the availability and usage of resources/ facilities in the selected schools. The table shows that seven (7) schools 70% had science laboratory/ equipments and soccer/sport fields but are not used during teaching and learning activities in the selected schools. Three (3) schools 30% had library and agricultural sites/tools but not used. Two (2) school 20% had Home Science laboratories and computer laboratory but are not used. One (1) school 10% had wood workshop and Creative Practical/

Performing Arts room but only the creative practical room is used during teaching and learning activities. One (1) school had a Guidance Counsellor's Office which is seldomly used through the motivation of the counselor. The findings on resources/ facilities in the selected schools showed that some schools had facilities such as Science laboratory, Wood workshop, Computer laboratory, Library, Agricultural Site/tools, Soccer/sport field, Home Science laboratory and Creative Practical/Performing Arts room/materials and a Guidance Counsellor's Office but are seldomly or not used during teaching and learning processes. From observation generally, the availability of facilities was in adverse condition which makes it difficult to address the learning outcomes of education in general and their schools in particular. To facilitate the teaching and learning process school facilities need to be available and utilized as to bring significant effect on students learning. This implies that active participation of pupils in their learning activities; experiments, and practical works that are supposed to be covered in lessons are neglected which cannot allow pupils attitudes, behaviours, motives (Affective) and dexterity (Psychomotor) to be assessed/rated. As Buckley, Schneider and Shang (2004) state that school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. Therefore, the school facilities in the schools need a proper attention as they have a great value in the support of teachers and students morale, motivation and play a significant role to improve the quality of education. Ogunsaju (1980) emphasized that quality of education that students receive depends on the availability of school facilities in which teaching and learning take place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in an educational institution. To Durbin, et al. (1989), resources are the only means through which organizational activities, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles.

Table 1: Resources/Facilities in the Selected Schools.

Resource/Facility	Available		Used	
	No. of School	Percentage %	No. of School	Percentage %
Science Laboratory/Equipment	7	70	0	0
Wood Workshop/Tools	1	10	0	0
Computer Laboratory	2	20	0	0
Library	3	30	0	0
Agricultural Site/Tools	3	30	0	0
Soccer/Sport field	7	70	0	0
Home Science Laboratory	2	20	0	0
Creative Practical/Performing Arts Room/Materials	1	10	1	100
Computer	10	100	0	0
Guidance Counsellor's Office	1	10	1	10

Source: Field Data (2016)

IV. Recommendations

The findings came out with the following recommendations that could be used to enhance outstanding performance in Continuous Assessment Practices. The Ministry of Education, Science and Technology should provide appropriate and adequate school facilities, and finance schools to undertake workshops, seminars and in-service courses on Continuous Assessment Practices. The principals should ensure that all teachers are involved in assessing/rating of the Cognitive, Affective and Psychomotor aspects of child's development.

V. Conclusion

The following are deduced from the findings: that teachers had responsibilities such as subject teacher, class teacher, continuous assessment record teacher and guidance counsellor that mandate them to be seriously involved in Continuous Assessment practices; all teachers are involved in assessing/rating the cognitive abilities while the affective and psychomotor abilities are assessed/rated by class teachers only; and that some school resources/facilities are available in some schools but not utilized by both the teachers and the pupils during teaching and learning processes.

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Managing Large Class in Tertiary Level: An Analysis to Delve into the Reality

By Debdas Biswas
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Abstract- The students from different places with a mixture of their capacities may arise with a plenty of difficulties in a large class due to a large number of students and a great variety of attitudes of the students. Although there is no alternative to delivering a traditional lecture to the students, a modern view of teaching with a combination of team learning and use of modern technology is often more effective for the students. Ensuring quality teaching at tertiary level in a large class poses unique challenges and difficulties because here a teacher has to undergo perplexities about student-diversity, evaluation system, contextual attention, befitting student-centered regulation. In this article, several possible ways have been discussed to get over any challenge or risk for the management of a large class. Moreover, here the efficacy of modern techniques for the management of a large class has been envisaged for the improvement of students of tertiary level.

Keywords: perplexities, student-diversity, the variety of attitudes, contextual attention, student-centered regulation.

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Keywords: perplexities, student-diversity, the variety of attitudes, contextual attention, student-centered regulation

I. Introduction

Managing a large class at the tertiary level is, no doubt, challenging for an instructor, and it entails an amalgamation of techniques because a large number of students assemble in a hefty classroom and are unable to pay proper attention to the lecture and instruction of the teacher. No doubt, apt strategies are must for managing a large class which is, though very often, desecrated because of some constraints. There is no specific number of students to affirm class as a large one but a class having more than 30 students is usually considered as a large class. Whatever it may be, some keys such as determining the objective of a lesson, dividing the students into several small groups, monitoring learners' progress, assessing potential feedback of the students' work and evaluating the students' accomplishments can grow effectual for the management of a large class. A large class, bringing about ruffling in class management and curtailing the time for creative activities in classroom thereby, forces a teacher not to pay much individual attention to the students. The conducting of a large class is, therefore, a popular topic among the faculty in higher education. The advantages of a large class include the saving of staffing resource because a single teacher teaches a large number of students, efficacious use of time and talent of the faculty, availability of resources because a little amount of resources can facilitate a large group of students, and standardization of the learning experience (McLeod, 1998). No doubt, there are significant disadvantages of a large class such as strained impersonal relations between students and the instructor, perplexity with teaching methods, discomfort for an instructor teaching a large class, and a negative perception of an instructor teaching there. However, considering principles of managing a large class and taking to strategies for dealing many students in a classroom can be beneficial to teaching in many ways.

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II. Class size and Student Performance

Research so far done on the relationship between class size and student performance has identified conflicting results (Toth & Montagna, 2002). The results of some studies show no significant connection between class size and students' performance (Hancock, 1996; Kennedy &Siegfried, 1997), while other studies favor small class environments (Gibbs, Lucas, Simonite, 1996; Borden & Burton, 1999; Arias & Walker, 2004). Results based on the criteria used to gauge student performance as well as on the class size vary. In case of taking traditional achievement tests, a small class cannot provide more advantage than that a large class can (Kennedy & Siegfried, 1997). However, if additional performance criteria are used (e.g., long-term retention, problem-solving skills), it appears that a small class grows advantageous (Gibbs et al., 1996; Arias & Walker, 2004).

In a large class, it is difficult to get a satisfactory idea of students' needs. As a consequence of a large number of students in a class, the noise level which is sometimes extremely high may generate extra stress for the teachers. Organizing, planning and presenting lessons may constitute another challenge for teachers in a large class as students' abilities might differ considerably. In a large class, there is another difficulty about the active engagement of learners in the learning process that grows more inconvenient for a large number of students. Moreover, a large class creates a

scope for the reluctant students against which they can fight shy of the teacher who always undergoes a kind of psychological pressure for the class management. Under these circumstances, a teacher can apply the strategies of cooperative learning.

a) Cooperative Learning (CL)

For managing a large class, cooperative learning through group work works amazingly. Students who work in a collaborative setting can learn and retain more than the students who learn individually in a class. Cooperative learning through group work is a process by which the students are involved in team-work to achieve a particular goal, and that is why all the team members are obliged to count upon one another to achieve that goal.

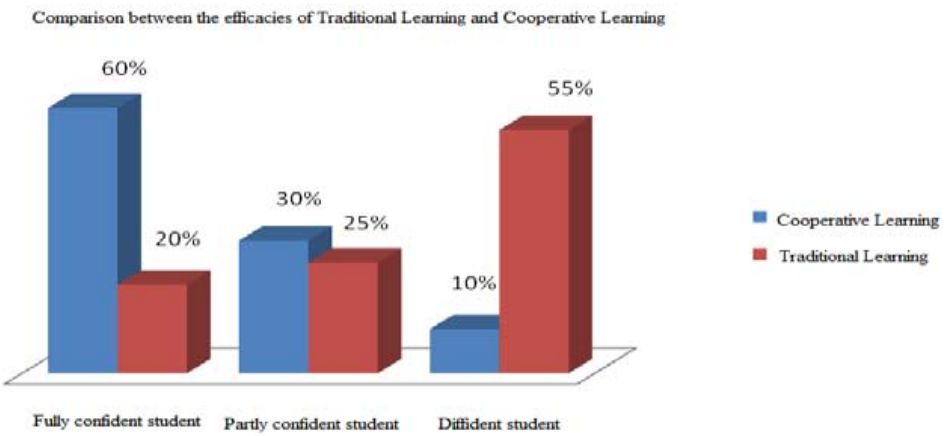
Group work is carried out interactively by the group members who contribute to their collective progress with feedback, reasoning, fundamental ideas and encouragement. The teachers of the tertiary level will encourage the students to develop and practice trust-building, leadership, decision-making, comm.-unication skill, and assist the students to solve the complex assignments in befitting ways. In a large class, the teacher advises his/her students to be involved in answering or generating questions, explaining observ-ations, solving problems, summarizing class lecture, troubleshooting and brainstorming. All these activities are of great use for high achievement from classroom, and for sure, these activities should be accomplished by working in groups for better yield. Worth mentioning, a large and rapidly growing body of research has already confirmed the effectiveness of cooperative learning in higher education (Astin, 1993; Cooper et al., 1990; Goodsell et al., 1992; Johnson et al., 1991; McKeachie, 1986).

Students who are taught with cooperative learning process in a class tend to exhibit higher academic achievement through greater persistence, high-level reasoning, critical thinking and clear understanding. The students remain focused on their collective effort having less disruptive behavior and lower levels of anxiety here. The interest of cooperative learning always provides the students with intrinsic motivation to learn, greater ability to address situations, keener adaptability, enthusiasm for subject areas, and higher self-esteem and confidence.

Students working in friendly environment of their groups not only have incentives to help one another but also gain confidence for their being together in many ways. Brighter students with the responsibility of explaining the materials of a lesson to the weaker students at times find problems in their understanding and can work out them. On the other hand, a student working alone may tend to delay in completing assignments or skip them altogether, but when he/she gets some others calculating upon him/her, he/she often feels forced to do the work in time.

b) Traditional Learning and Cooperative Learning: A case study

In a class of seventy-eight students of twelfth trimester who were doing their Basic English Course following Traditional Learning (TL) at World University of Bangladesh (WUB), as an experiment, I served each of them with a questionnaire to find out the level of their confidence in consideration of their academic achievement through persistence, capability of reasoning and critical thinking, and competence for understanding, before the trimester final examination. Disappointingly, it appeared that only sixteen students were fully confident, twenty-nine students were partly confident, and forty-three students were diffident. However, in another large class having eighty students doing the same course, I made ten groups each having eight students and guided them with the principles of CL. Before the trimester final examination I, to determine the level of confidence, served each student with a questionnaire, and the result was fantastic! Of these students, forty-eight were fully confident, twenty-four were partly confident, and only eight were diffident. The comparative Bar Chart below will show the result in percentage.



c) *Teacher-Student Interaction*

Establishing a better understanding between a teacher and students is very important for managing a large class. Teachers must keep adequate patience to teach the students even if any student is less competent. This patient behavior can increase students' confidence and implicitly encourage the students to participate in class with enthusiasm. Many students keep mum and cannot pour forth their ideas in the classroom when they find the instructor harsh.

A teacher should create an interactive environment with a friendly attitude in his/her class to drive away the fear of weaker students of peer judgment - a nightmare for them - particularly in a large class where almost every student is afraid of being embarrassed in front of many of their peers. To address students' fear of peer judgment, an instructor will create an environment of trust and sympathy from the very beginning of a course. In that case, students are more likely to feel free to actively participate in the class fostering a sense of personal connection between them and their instructor who will always be facilitating the intimate relationship among the students. The instructor can provide handouts among the groups of students and ask them to generate potential questions and make effort to solve them. As to feedback in an initial stage, it is canny of the instructor to avoid pointing at students individually because it often creates an atmosphere of tension for many students worrying whether the teacher will single them out. However, when the teacher asks students to answer in small groups, most of them can respond to him confidently and correctly.

A teacher must give enough time to his/her students working in small groups to get on to the lecture and analyze it. However, in this connection, there is a labyrinth because if he/she assigns students to read complex material silently on their own, most of the students do not do it, and if he/she writes it on the board, they usually copy it into their notes without understanding. To veer this perplexity, if the teacher asks them to explain the lecture to one another under his/her cordial supervision, they will either work through it understanding or get stuck, and thus he/she must catch on to the reality. Teacher–student friendly interactions that persuade the students to make their best effort to conceive the knowledge of lesson help the whole learning process to a great extent.

III. Three Fundamental Considerations for Teaching in a Large class

a) *Consideration - 1: Scope for checking*

In the tertiary level, two students as "elbow partners" need scope check with each other about their learning, ask questions, guide each other and reflect together. And this is very crucial for a large class for in a large class a teacher does not have enough scope to check, with individual care, whether every student in a large class is absorbing the lesson. If a tight classroom space does not allow for quick triads or quad grouping, the instructor can use "elbow partners" -- two students nearby. As we know, in a large class, quiet students tend to get less involved because of their being introvert and less vocal. With less one-on-one time with small groups and individual students, teachers need to keep that large number of students talking and being listened. The instructor can take to 'turn and talk – technique' that is asking few students questions to be answered with one word or two individually even for a single minute to generate scope for him/her to avail an overall idea of the achievement in the class.

b) *Consideration - 2 : To demand a quick response to problems*

It will be judicious of an instructor to ask for a quick response from the students to the problems that they are facing in a large class. In fact, in a large class, the time constraint is a big challenge for the instructor. If the instructor took fifteen minutes to dig out the problems of the students in a small class in the past, now he/she has to give probably 30 minutes for doing the same job in a large class. The instructor will feel like lamenting over his/her present situation – of course, tormenting for him/her - considering the days in the past when he/she could roam about the whole room and provide each student with some quality moments or when he/she could offer immediate and thorough support to his/her students. Under these circumstances, the teacher can advise the students to write down their questions they can answer with only a few words on slip pads, and two students sitting side by side will exchange the slip pads so that they can help each other and determine their problems. Usually, only a few common questions are found because these questions being informative, the students working together can help each other to a large extent. After that, the teacher can discuss the answers to these common questions confusing for the students the way the students can understand nicely. Apart from this, against the new backdrop of the large class, the teacher can encourage the students to feel galvanized and point at their crisis quickly so that the teacher may find a fitting avenue to respond to the crisis promptly.

c) *Consideration - 3: To apply new strategies to engage students*

It is quite sure that, the larger the class size is, the more the relationship between the teacher and the students suffers. However, a teacher can – if necessary- conduct surveys once or twice a week where students can answer questions on a 'Likert Scale' and also ask questions to them. A teacher can inspire students to write letters – not a lot indeed - to him/her about their accomplishments, interests and in particular about the challenges they are facing in his/her class. A teacher

may also rotate his/ her focus every three class days on some different students so that no one can slip from the attention of the teacher. If the teacher gives them a challenging task, they will try their level best to use their potential, and their real development starts then. Moreover, when the students remain engaged in the lesson altogether, it is effortless on the part of the teacher to control the class because the students, then, do not get any scope to talk unnecessarily in the classroom.

IV. Six Important Techniques for the Management of a Large Class

a) Technique - 1: To know the students well

Knowing the students well is very important for the management of a large class. To know the names of the students, their learning styles, the limit of the span of their attention, their background knowledge and why they are taking the course helps an instructor to deal with a large class excellently. If the teacher can know about the style a student is learning, it grows more facile for him/her to initiate the most effective way. The teacher should always remember the view of Ignacio 'Nacho' Estrada who said if a learner cannot learn the way we teach, maybe we should teach the way he/she learns. The teacher should create such a situation in his/her class that the students can feel safe and valued for when they will feel so, they will overcome their coyness and take part in the class spontaneously.

b) Technique - 2: To maintain a lecture plan

A teacher in a large class, following a lecture plan focused on the underlying principles, most vital cognitive functions and content of his/her lecture and course, can enthrall his/her students and manage his/her class successfully thereby. The teacher while preparing his/her lecture plan must consider whether it can provide a meaningful context for the lecture material, provide an organization for the lecture material and a visual outline of the lecture. The objective – to give correct answers to some potential and significant questions- of the lesson should be categorically determined in the lesson plan so that the students can feel they are conceiving new ideas and knowledge that must help them to contribute to the development of the stream of studies they have targeted.

c) Technique - 3: To draw the attention of the students

A teacher, while saying or doing anything at the beginning of his/her lecture, should never forget the familiar but significant English adage - "The morning shows the day." The introduction of his/her speech should engage the students in such a way that they feel enthusiastic for listening to the speech and taking the challenges about it. The teacher can, to attract the attention of the students, create curiosity among the students and set his/ her expectations in the introductory part of his/her lecture. In this connection, the teacher can outline the students' role and then offer a problem stating a question to them.

Despite the beginning of the lecture being very efficacious, sometimes students' attention to the lesson is diminished in want of the attention grabbers used by the teacher. About this matter, the personal experience the teacher has is the most useful tool. A teacher, to keep the interest of the students in his/her lecture intact, can tell gripping stories pertinent to his/her discussion. Additionally, he/she can tell some jokes alluding to any tricky point of his/her talk that the students can understand through comparison and laughter. If possible, he/she can initiate something unpredictable which will, with certitude, surprise the students who then cannot help paying attention to the lecture of the teacher. Apart from this, the contextual change of tone in the speech of the teacher can create a dramatic environment which can catch the attention of the students failing to concentrate on a lengthy lecture in the class. Moreover, if the teacher can bring about an audio-visual effect befitting for the students, showing cartoon by a projector, he/she can multiply his/her chance to a large extent to arrest the attention of the students in a large class.

d) Technique - 4: Midpoint activity plan

In the course of a class lecture, sometimes students may feel boring because it becomes strenuous for them to retain their attention for a long time. In that case, to bring about a variation in a class, judicious planning can be of use. About this matter, if a teacher has a plan for the middle part of the class lecture in particular, students can enjoy the last part of the lecture, and retain their attention thereby. As a part of this planning, the teacher can ask his/her students to rise and relax at the midpoint of the lecture. He/she can make the students prepare 'study questions' before the lecture and then can discuss them at the midpoint of the lecture for ten minutes. The teacher may also have a Question Box in the class with discussion topics related to the lecture. He will pull one or two out at the midpoint of the class and have a ten-minute discussion on the topic/s. Furthermore, he/she may make the students write the answer to a 'test-question'. However, he/she should make sure one thing that the activity is meaningful and relates to understanding the lecture material. There may be a break in a lecture by making small (2-3 students) groups write, discuss, summarize and solve a problem related to the lecture. The teacher can embellish the midpoint of the class lecture with a quiz which – as researches show – can facilitate students to retain the essence of the course

e) Technique - 5: Effective use of visual aids

An instructor should use visual aids in such a way that it can encourage the active thought of the

students. They should be enticing enough to attract the attention of the students and help them understand the organization, illustration, and clarification of the lecture thereby. Visual aids should increase the effectiveness and efficiency of the presentation. At the time of slide presentation, the instructor should not talk to the slides because looking constantly at the slides will impede the delivering of his lecture contacting the eyes of the students, and the students must lose their interest. If an instructor puts a lot of information in one slide and reads the slide word- for- word, the students will, of course, be bored. At the very beginning of lecture, the teacher should make it pretty clear to students that the use of visual aid in the discussion is not intended to encourage them to practice note-taking. If students keep writing a big amount of information from the slides, they cannot listen to the instructor, the central force behind the lecture, mindfully as they should do.

f) Technique - 6: Magnetic movement and conditioned voice of the teacher in the classroom

A man nowadays is conditioned to expect changes in their viewing focus as he has the habit of enjoying TV ads. The average TV commercial changes the camera angle 15-30 times in 30 seconds. Similarly, the focus of the viewers shifts very rapidly. Traditionally the viewers expect changes while they are listening to anybody for a long time. If a teacher, in the course of his/her lecture, shifts his/her location at regular intervals, the memory of the students will be stimulated to retain the information associating it to different positions of the teacher in the classroom. Position of the teacher in the classroom can, as such, force students to pay closer attention to the lecture — especially if the teacher is standing right next to the students.

A teacher has to use his/her voice as an attention-grabbing tool. Attractive tone of a teacher is always proved to his/her students to be his/her strength while he/she is teaching. According to the number of students and the size of the classroom, the pitch of his/her speech should be adjusted to ensure perfect listening for the students. A teacher cannot always be highly motivational in lecture, but if he/she delivers it in dulcet voice, the students will never feel bored. It is, that is why, wise of a teacher to include thinking of where he/she can use his/her voice for emphasis, demonstration, exaggeration, surprise, etc. in planning a lecture.

V. Need-Based Preparation

Managing a large class in which a teacher wants to ensure quality teaching and wants his/her students to act on, think about, scrutinize, or practice a particular section requires unique kind of preparation. A class is successfully managed only if the teacher and the students are prepared for and busy with the lesson. A teacher, therefore, needs to focus his/her concentration on his/her arrangement for class and the learning of the students. Need-based preparation can pave the way for effective teaching which automatically facilitates a teacher to manage his/her class whatever its size may be.

A teacher will, with certitude, feel most comfortable to manage the class if he/she has had preparation more than necessary, especially if he/she is teaching for the first time. At least for the first few weeks, the teacher must support himself/herself being prepared elaborately for each class, reading extra background material, creating handouts, working out a minute-by-minute schedule, and devising various means of beguiling his/her students into thinking they are having enjoyment when they are, in fact, learning the material.

VI. Discipline

An instructor in a large class needs to be co nscious of various disciplinal issues which never refer to putting a bar on the smiling faces in the classroom or creating unfriendly circumstances. To be strict about discipline and rules does not mean the instructor has to be necessarily a mean one. What the instructor will not tolerate should be made clear by him/her from the first day of class, and he/she should enforce it consistently. As a large class goes with the possibility of being crowded and chaotic, the teacher has to draw the attention of almost every student to ensure discipline in the classroom. He or she must play a role as an excellent coordinator who must smell the class and taste what the students are cooking in their minds. He/She should then take his/her initiatives upon the matter. Adopting the techniques to handle a class and becoming familiar with the students can also be considered as an achievement. In the tertiary level, students give in to love and affection but not to threat of an instructor. Students at this level, therefore, remain disciplined in the class of a teacher who provides his/her students with quality education and shows much affection and love for them. Moreover, making students busy with relevant thinking is a very effective strategy to get students disciplined in the classroom.

VII. Conclusion

To manage a large class in tertiary level is, no doubt, a challenge which a teacher can face with innovative ideas and befitting application of teaching techniques. No approach can be fruitful, if the outcome is not proved to be effectual. A teacher can successfully manage a large class by winning the hearts of his/her students who, at their tertiary level of education, undergo a lot of psychological changes. It is imperative of an instructor willing to manage his/her class of a large number of students to take to cooperative group learning in class. Favorable interaction between a teacher and his/her students, the most crucial facilitating factor for ensuring wonderful management of a large

class, should be maintained with an eye to knowing the students inside out. Giving time for the students to check their class understanding and initiating new strategies are always conducive to making the students reflective and to keeping them controlled thereby. If an instructor can know the students well and maintain good lecture plan having the scope, if necessary, to use attention catching visual aids, he/she can manage the class comfortably, even if a lot of students are there in his/her class. The leading of students through a kind of discipline from the day the lesson starts with the taking of continuous preparation for class on the part of a teacher - as I believe - can be proved to be very useful for the teacher managing a large class to impart quality education.

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Effects of Computer Simulations on Senior Secondary School Students' Achievements in Practical Physics in Educational District III, Lagos State, Nigeria

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Abstract- The study was designed and conducted to determine the effectiveness of Computer Simulations on Senior secondary School students' achievements in practical physics in Educational district III, Lagos state, Nigeria. A non-randomized pre-test, post-test control group quasi-experimental research design was adopted for the study. A sample of 219 Senior Secondary Two (SSII) physics students, drawn by multistage sampling method from six co-educational schools in Educational district III was used for the study. Three research instruments: Practical Physics Achievement Test (PPAT), Practical Skill Rating Scale (PSRS) and Students' Attitude Inventory Scale (SAIS) were validated by experts and used to collect data for the study. The data collected was analyzed using Analysis of Covariance (ANCOVA) and Estimated Marginal Means at 0.05 level of significance. Graphical illustrations were used to further explain the interaction effect. The study revealed that the students in the experimental group (Computer Simulations) instructional strategies had a higher mean in both the achievement and acquisition of practical skills than their counterparts did in the control group (Conventional) instructional strategy.

Keywords: *computer simulations, practical skills, practical achievement, learning.*

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Keywords: computer simulations, practical skills, practical achievement, learning.

I. Background to the Study

Physics is the backbone of technological innovations. It has empowered the new millennium students' acquisition of relevant skills such as Collaborative Learning Skills. Therefore, every child should be given the opportunity to acquire at least the basic knowledge and the concept of Physics as a science subject (Adeyemo, 2011). Physics, being a science subject, constitutes two aspects: the theoretical aspect and the practical aspect. Besides, practical work plays a positive role in science teaching and learning by making it comparatively easier to understand; and can strengthen students' content knowledge (Banu, 2011).

However, West African Examination Council [WAEC] Chief Examiner's Reports from 2006 to 2015 as shown in Table 1.1 stated that students show deteriorating performances in Practical Physics at the School Certificate Examination level.

Table 1.1: Mean and standard deviation scores of students' achievement in WAEC Practical Physics examination

Year	Mean (out of 50)	Standard Deviation
2006	24	9.54
2007	26	10.00
2008	23	11.49
2009	21	10.69
2010	23	9.90
2011	24	10.58
2012	30	9.95
2013	24	8.89
2014	24	10.00
2015	24	9.59

Source: http://waeconline.org.ng/elearning/Physics/physmain html

Students' weaknesses in Practical aspect might be due to inadequate integration of laboratory activities with theory classes (Abimbola, 1994; Aladejana & Aderibigbe, 2007) or delay in the conduct of practical activities until the final external examinations are near (Abakpa, Achor & Odoh, 2016; Akinbobola, 2015; Babajide, 2010 ; Stephen & Mboto, 2010). This delay might enable students to follow the instructions given in practical Physics question paper finishing one-step after another; however, it is not necessary that they develop deeper understanding of the experiment (Logar & Savec, 2011). Another reason might be teachers' demonstration, which makes students passive (Omorogbe & Celistine, 2013) or lack of functional Physics laboratory and inadequate equipment for practical Physics in most Nigerian secondary schools (Adegoke & Chukwunenye, 2013). In addition to all other reasons, the fact that the students were taught with conventional methods instead of using laboratory-assisted instructional strategies (Abungu, Okere & Wachanga, 2014) could also contribute to the list of reasons. That is, students are not exposed to efficient pedagogies and presenting of information to learners (Buabeng, Ossei-Anto & Ampiah, 2014).

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Physics, as a practically-oriented subject, requires continuous demonstrations with laboratory activities to explain some seemingly abstract concepts and to instill appropriate scientific skills needed for higher study and, consequently, technological advancement of the nation (Tamunoiyowuna & James, 2016). In order to tackle the problems highlighted so far, the study integrated practical instructional strategies with Computer Simulations against the conventional method of teaching Practical Physics in the laboratory. During the practical Physics sessions, the teacher demonstrates the experiment using Computer Simulation in the experimental group. The strategies would help the students to acquire more content knowledge and better knowledge retention as against the conventional method of demonstration.

Computer Simulations: are done by the use of the computer to predict the outcome of a real life situation by using a model of that situation. Simulations allow students to model the process of developing hypothesis, changing variables and observing the results, accumulating the data, resetting the value of variables, then running the simulation to test the hypothesis (Nesbit- Hawes, 2005).

Moreover, simulation speeds up teachers' educational potential and students' learning thereby allowing students to learn by discovery methods (Hughes & Overton, 2009; Hursen & Asiksoy, 2015). Hursen and Asiksoy (2015) and Taskin and Kandermir (2010) in their studies found out that students who were taught using simulations were more successful than the students who were taught by the traditional approach in Physics. Besides, there is evidence that Simulations had shown a greater impact on students' achievement in other science subjects. Huppert, Lomask and Lazarowitz (2002) investigated the impact of a Biology simulation on high school students' academic achievement and the findings indicate that the achievement of students using the simulation was higher than those not using the simulation.

Plass, Milne, Homer, Schwartz, Hayward, Jordan, Verkuilen, Ng, Wang and Barrientos (2012) investigated the use of a sequence of simulations for Chemistry learning and their findings, supported the effectiveness of simulations as a teaching tool in a classroom context.

Conventional Laboratory Method: The Conventional Laboratory Method which is teacher centered is also expository in nature (Pyatt &Sims, 2007). The learner has to follow the teacher's instructions or the procedure given. The outcome is predetermined by the teacher and may be already known to the learner. This method does not promote the development of students' thinking skills: its 'cookbook' nature emphasizes the mechanical following of stipulated procedures that include collection of data in order to verify or demonstrate principles described in textbooks.

Alongside the different practical instructional strategies, the study also investigated the moderating effects of Attitude on the two dependant measures (achievement and acquisition of practical skills). Attitudes are general dispositions that stand behind people's evaluations and emotions (Zeidan & Jayosi, 2015).

Musasia, Abacha and Biyoyo (2012) in their study proved that, the girls who carried out practical investigations had developed better attitudes because of practical based instruction in Physics.

Kaya and Boyuk (2011) in their findings stated that Physics lessons being held in the classroom on the sole theoretical basis is one of the factors that influence attitude of the students toward these lessons in a negative manner. Yeşilyurt (2004) in his study developed an attitude questionnaire and applied to identify student teachers' interests and attitudes for basic Physics laboratory. The outcome of the study was that students were successful in undertaking basic Physics laboratory experiments, but they exhibited unfavorable attitudes towards laboratory experiments.

II. Statement of the Problem

The teaching of Practical Physics is the backbone of Physics as a science subject. This is because practical work assists in arousing and sustaining the students' interest as well as cultivating scientific attitude to Physics and its related phenomena (Musasia, Abacha & Biyoyo, 2012; Ojediran, Oludipe & Ehindero, 2014). Besides, for a Physics student to be successful, the student needs to perform very well in the practical aspect as much as the theoretical aspect (Godwin, Adrian & Johnbull, 2015). If this is the case, there is an urgent need to tackle the present precarious performance situation regarding the decline in students' achievement in WAEC Practical Physics examination (Akani, 2015). In the aforementioned exam, the WAEC Chief Examiners Report of 2013, 2014 and 2015 averred that several factors were attributed to the students' poor achievement in practical Physics, one of such is the tediousness of conventional strategy of demonstration of Physics experiment, as this strategy makes lab exercises not necessarily contribute to the enhancement of practical abilities or content knowledge, rather it leads to just "task completion" or "manipulating equipment" (Haagen-Schuetzenhoefer, 2012).

This calls for Computer Simulations that will help the students to be suitably prepared for West African Senior Secondary School Certificate Practical Examination to improve their achievement in practical Physics as well as acquire practical skills.

Hence, this study investigated the effects of Computer Simulation strategies on students' achievement and acquisition of skills in practical Physics.

a) Research Questions

The following research questions guided the study –

1. To what extent does the treatment (Computer simulation strategy) affect students' (a) achievement in practical Physics (b) acquisition of skills in practical Physics?
2. To what extent does attitude affects students' (a) achievement in practical Physics (b) acquisition of skills in practical Physics?
3. What is the interaction effect between treatment and attitude on students' (a) achievement in practical Physics (b) acquisition of skills in practical Physics?

b) Research Hypotheses

The following null hypotheses were tested in the study:

H_{01}: There is no significant main effect of treatment (Computer simulation strategy) on students' (a) achievement in practical Physics (b) acquisition of skills in practical Physics.

H_{02}: There is no significant main effect of attitude on students' (a) achievement in practical Physics (b) acquisition of skills in practical Physics.

H_{03}: There are no significant interaction effects of treatment and attitude on students' (a) achievements in practical Physics (b) acquisition of skills in practical Physics.

III. Methodology

This study adopted a non-randomized pre-test, post-test control group of quasi-experimental research design using a 3 * 2 * 2 factorial representation. The independent variables of this study are the different laboratory instructional strategies: Simulation strategy and Conventional method. The Moderator variables that intervene with independent variable are Attitude at two levels (positive and negative).These variables are dependent on the dependent variable, which are the Achievement scores and acquisition of Practical skills. Lagos is a cosmopolitan city; a former capital of Nigeria that is divided into six education districts. The study was conducted in Educational district III of Lagos State. The Educational district III covers four (4) zones namely Epe, Eti-Osa, Ibeju-Lekki and Lagos Island. The population of this study comprised of all the public co-educational Senior Secondary schools in six educational districts of Lagos state. Senior Secondary Class II (SSII) students of the participating schools were used for the study. This is because the bulk of the Physics content is covered in SS2, thereby making the class more attractive to research. The sample used for the study consisted of 219 Senior Secondary Two (SSII) students who offer Physics from six co-educational schools in Educational district III. Multistage sampling method was adopted for this study. First simple random sampling was used to select Educational District III out of six educational districts because all Educational districts have schools following NERDC curriculum. Out of the four Zones in Educational District III, two zones, that is, zone two (Eti-Osa) and zone four (Lagos Island) were randomly selected. From each zone, two schools were purposively selected. The selection is motivated by decision to choose such type of schools that have qualified Physics teachers with equipped laboratories, presenting students for WAEC examination, ready to assist the researcher in carrying out the treatment and have generator installed for power supply or constant power supply during teaching hours. Simple random sampling technique was used to assign the selected schools to various strategies (balloting) as the selected schools satisfy the requirements by the researcher. In experimental group, SS group had 116 students and the control group that is CM strategy had 103 students. Four research instruments were used in this study for data collection: Instructional procedural steps (Lesson plans), Practical Physics Achievement Test (PPAT), Practical Skills Rating Scale (PSRS) and Students' Attitude Inventory Scale (SAIS).Practical Physics Achievement Test (PPAT) was adapted from WAEC Practical Physics examination which was used to measure the students' achievement and their acquisition of higher order Practical skills. The reliability coefficient of the PPAT items was determined using Kuder and Richardson Formula 20 (KR-20) as 0.71. Practical Skills Rating Scale (PSRS) adapted from Babajide (2010) was revalidated by the researcher and the reliability coefficient for each of the skills determined using the Scott Pi statistical tool was- Manipulative skills=0.81, Measurement skills=0.79, Observation skills=0.72, Mathematical Skills=0.76, Drawing Skills = 0.71, Graphing Skills=1.0 and Inferring and Generalization skills= 0.83.The reliability coefficient of Students' Attitude Inventory Scale (SAIS) determined by the researcher using Cronbach's Alpha was 0.76.

IV. Development of Instructional Strategies Package

The instructional strategies package contains Simulations and Video footages of practical works in the contents of the curriculum that includes Hooke's law, Lenses and Ohm's law. The researcher prepared the Computer Simulation instructional strategy package as follows- Simulations for Hookes law experiment was adapted from Physics Educational Technology (PhET) which was developed by the Physics Education Research (PER) group of University of Colorado while Simulations for Lenses and Ohms law experiments were extracted from Board works IGCSE Triple Science software. Then the simulations were copied into CDs. The simulations were performed using the CD, a computer and projector by the teacher in front of the students.

V. Data Analysis and Presentation of Results

Research Question 1(a): To what extent does the treatment (Computer simulation strategy) affect students' achievement in Practical Physics?

Table 4.1: Mean and Standard Deviation Scores of Students Pre-test Post-test Achievement Scores in Practical Physics

Treatment		N	Pre-test		Post-test		
			Mean	Std.Dev	Mean	Std.Dev	Mean Diff.
Experimental	Computer Simulation(SS)	116	1.66	.845	94.84	4.25	93.18
Control	Conventional strategy(CM)	103	1.24	.975	73.56	7.65	72.32

As the mean difference obtained by students in SS is 93.18 and the CM is 72.32, this means that there is effect of treatment on Students' achievements in Practical Physics with Computer Simulation strategy scoring the highest mean and the conventional method has the least.

Research Question 1(b): To what extent does the treatment (Computer simulation and strategy) affect students' acquisition of skills in Practical Physics?

Table 4.2: Mean and Standard Deviation Scores of Students Pre-test Post-test Acquisition of skills in Practical Physics

Treatment		N	Pre-test		Post-test		
			Mean	Std.Dev	Mean	Std.Dev	Mean Diff.
Experimental	Computer Simulation(SS)	116	8.37	.775	85.50	3.59	77.13
Control	Conventional strategy(CM)	103	8.08	.269	75.89	6.44	67.81

As the mean difference obtained by students in SS is 77.13 and the CM is 67.81, this means that there is effect of treatment on Students' acquisition of practical skills with Computer Simulation strategy scoring the highest mean and the conventional method has the least.

Research Question 2 (a): To what extent does attitude affects students' achievements in Practical Physics?

Table 4.3: Mean and Standard Deviation Scores of Students Pre-test Post-test Achievement Scores in Practical Physics According to Attitude.

Attitude		N	Pre-test		Post-test		
			Mean	Std.Dev	Mean	Std.Dev	Mean Diff.
	Positive	198	1.46	.932	85.81	11.72	84.35
	Negative	21	1.43	.926	75.62	13.65	74.19

Table 4.3 shows that positive attitude obtained a mean difference score of 84.35 while the negative attitude had a mean difference score of 74.19. It is evident that there is a considerable mean difference shown in positive and negative attitude of students. Therefore, attitude has influence on achievement in practical Physics.

Research Question 3(b): To what extent does attitude affects students' acquisition of practical skills?

Table 4.4: Mean and Standard Deviation Scores of Students Pre-test Post-test Acquisition of skills in Practical Physics According to Attitude

Attitude		N	Pre-test		Post-test		
			Mean	Std.Dev	Mean	Std.Dev	Mean Diff.
	Positive	292	8.24	.606	81.37	6.67	73.13
	Negative	23	8.14	.655	77.29	9.17	69.15

Table 4.4 shows that positive attitude obtained a mean difference score of 73.13 while the negative attitude had a mean difference score of 69.15. It is evident that there is mean difference in positive and negative attitude of students. Therefore, attitude has influence on acquisition of skills in practical Physics.

Research Question 4(a): What is the interaction effect between treatment and attitude on students' achievements in Practical Physics?

Table 4.5: Mean and standard Scores of Students Post-test Achievement scores in Practical Physics According to the Interaction Effects of Treatment and Attitude.

Treatment	Attitude	Mean	N	Std. Deviation
SS	Negative	96.60	5	2.608
	Positive	94.77	111	4.300
	Total	94.84	116	4.250
CM	Negative	69.06	16	7.344
	Positive	74.39	87	7.457
	Total	73.56	103	7.654
Total	Negative	75.62	21	13.647
	Positive	85.81	198	11.721
	Total	84.84	219	12.259

Table 4.5 shows that overall mean score of 85.81 and standard deviation as 11.72 for positive attitude and while negative attitude has mean score of 75.62 and standard deviation as 13.65. Overall, there is a considerable difference between the mean scores of positive and negative attitude; this means there is interaction effect between treatment and attitude on students' achievements in Practical Physics.

Research Question 5(b): What is the interaction effect between treatment and attitude on students' acquisition of practical skills?

Table 4.6: Mean and Standard Deviation Scores of Students Post-test Acquisition of skills in Practical Physics According to the Interaction Effects of Treatment and Attitude.

Treatment	Attitude	Mean	N	Std. Deviation
SS	Negative	87.60	5	3.435
	Positive	85.41	111	3.584
	Total	85.50	116	3.591
CM	Negative	74.06	16	7.903
	Positive	76.23	87	6.130
	Total	75.89	103	6.441
Total	Negative	77.29	21	9.171
	Positive	81.37	198	6.665
	Total	80.98	219	7.022

Table 4.6 shows that overall mean score of 81.37and standard deviation as 6.67 for positive attitude and while negative attitude has mean score of 77.29 and standard deviation as 9.17. Overall, there is a considerable difference between the mean scores of positive and negative attitude; this means there is interaction effect between treatment and attitude on students' acquisition of practical skills.

Hypothesis Testing

H_{01} *(a):* There is no significant main effect of treatment on Students' Achievements in Practical Physics.

Table 4.7: Summary of 3 X 2X 2 Analysis of Covariance (ANCOVA) on the Post-test Achievement Scores of Students' achievements in Practical Physics According to Treatment and Attitude.

Dependent Variable: Post Test Achievement						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	25128.707[a]	4	6282.177	176.119	.000	.767
Intercept	229878.512	1	229878.512	6444.594	.000	.968
Pretest achievement	19.385	1	19.385	.543	.462	.003
TREATMENT	8030.623	1	8030.623	225.137	.000*	.513
Attitude	40.081	1	40.081	1.124	.290	.005
TREATMENT * Attitude	186.734	1	186.734	5.235	.023*	.024
Error	7633.375	214	35.670			
Total	1608923.000	219				
Corrected Total	32762.082	218				

**Significant at $P < 0.05$.*

The table 4.7 shows significant main effects of treatment on students' achievements in Practical Physics, [F (2, 219) = 225.137; $P < 0.05$]. Hence, H_{01} (a) is not accepted. This implies that the achievement in Practical Physics was associated with the instructional strategy used by teacher.

Furthermore, Estimated Marginal Means (Table 4.8) of the output gives the adjusted means (controlling for the covariate 'pre-test') for each treatment group.

Table 4.8: Estimated Marginal Means of Achievements in Practical Physics by Treatment.

Estimates				
Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
SS	95.801[a]	1.375	93.092	98.511
CM	71.656[a]	.818	70.043	73.268

It is evident from Table 4.8 that students who were subjected to SS method obtained the highest achievement score (M=95.801) while the CM method obtained the lowest achievement score (M=71.656). The order of magnitude of the Physics achievement scores of the group is represented as SS>CM.

H_{01} (b): There is no significant main effect of treatment on students' acquisition of practical skills.

Table 4.9: Summary of 3 X 2X 2 Analysis of Covariance (ANCOVA) on the Post-test Acquisition of skills in Practical Physics According to Treatment and Attitude.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5186.328[a]	4	1296.582	49.872	.000	.482
Intercept	5853.290	1	5853.290	225.143	.000	.513
Pretest acquisition skills	64.698	1	64.698	2.489	.116	.011
TREATMENT	1639.146	1	1639.146	63.049	.000*	.228
Attitude	.042	1	.042	.002	.968	.000
TREATMENT * Attitude	57.839	1	57.839	2.225	.137	.010
Error	5563.599	214	25.998			
Total	1446961.000	219				

**Significant at $P < 0.05$*

The table 4.9 shows significant main effects of treatment on students' acquisition of practical skills in Physics, [F (2,219) =63.049; $P < 0.05$]. Furthermore, the greater eta value of 0.228 signifies the main effect of treatment. Hence, H_{01} (b) was not accepted. This implies that the acquisition of practical skills in Practical Physics was associated with the instructional strategy used by teacher. Furthermore, Estimated Marginal Means (Table 4.10) of the output gives the adjusted means (controlling for the covariate 'pre-test ') for each treatment group.

Table4.10: Estimated Marginal Means of students' acquisition of skills in Practical Physics by Treatment

Estimates				
Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
SS	86.275[a]	1.174	83.960	88.590
CM	75.319[a]	.702	73.935	76.702

It is evident from Table 4.10 that students who were subjected to SS method obtained the highest acquisition of practical skills score (M=86.275 while the CLM method obtained the lowest acquisition of practical skills score (M=75.319).This explains why SS was more effective than CM. The order of magnitude of the Physics acquisition of practical skills scores of the group is represented as SS>CM.

H_{02}(a): There is no significant main effect of attitude on students' achievements in Practical Physics.

Table 4.7 reveals that there is no significant main effect of attitude on students' achievements in Practical Physics, [F (1, 219) = 1.124; $P > 0.05$]. Hence, H_{03} (a) was accepted.

H_{02} (b): There is no significant main effect of attitude on students' acquisition of practical skills.

Table 4.9 shows there is no significant main effects of attitude on students' acquisition of skill in Practical Physics [F (1, 219) = 63.049; $P > 0.05$]. Hence, H_{03} (b) was accepted.

H_{03} (a): There are no significant interaction effects of treatment and attitude on students' achievements in Practical Physics.

Table 4.7 showed that two-way interaction effect of treatment and attitude has effect on achievements in Practical Physics [F (2, 219) =5.235; $P < 0.05$]. In other words, treatment with attitude is dependant. Hence, H_{03} (a) was not accepted.

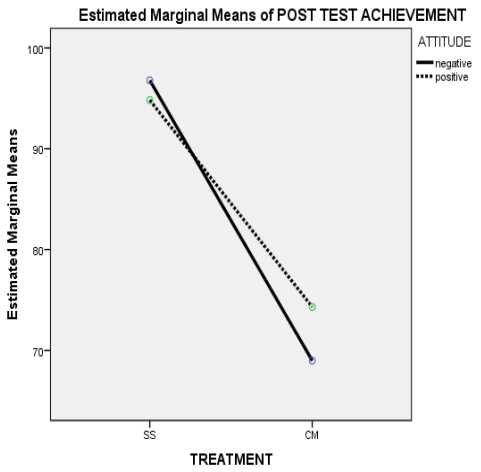

Figure 1: Graphical illustration of an interaction effect of treatment and attitude on students' Achievement in practical Physics.

Figure1 shows that there is no significant difference in attitude when SS method is used, but comparatively when CM is used, there is a slight significant difference in their attitude, that is more of positive attitude than negative attitude.

$H_{03}(b)$: There are no significant interaction effects of treatment and attitude on students' acquisition of practical skills.

Table 4.9 showed that two-way interaction effect of treatment and attitude is not significan [F (2, 219) =2.225; $P < 0.05$], it then means that the treatment does not depend on attitude to be effective. Hence, H_{05} (b) was accepted.

VI. Discussion of Findings

The findings of the study in table 4.1 and 4.2 show significant main effects of treatment on students' achievements and acquisition of practical skills in Practical Physics. The result of the findings in Table 4.7 and 4.9 showed that out of the two strategies, Computer Simulation had greater effect on both achievement and acquisition of Practical skills in Practical Physics. This is because Simulation creates game like environment and with animations, it helps the students to visualize abstract concepts thus, helping the learners to be interactive and reflective. Simulations help the learners to demonstrate a clear understanding of the concept by giving the learner opportunity to repeat the entire process. The findings of this study are consistent with other previous findings which shows that simulated instructional approach fostered higher achievement than the conventional approach (Huppert, Lomask & Lazarowitz, 2002; Chang, Chen, Lin & Sung, 2008; Ezeudu & Ezinwanne, 2013; Umoke & Nwafor, 2014; Mengistu & Kahsay, 2015). This study proved that SS method enhances students' acquisition of skills in practical Physics while Kaheru (2014) conducted a study where no significant effect was found in the acquisition of the skill when computer simulations were used.

Table 4.3 and 4.4 shows that attitude may influence on students achievements and acquisition of Practical Skills in Practical Physics. However, Table 4.7 and 4.9 using ANCOVA revealed that there is no significant main effect of attitude on students' achievement and acquisition of skills in Practical Physics. Hence, the results revealed in Table 4.5 and 4.6 were due to chance factor.

Furthermore, ANCOVA Table 4.7 established that there is interaction effect of attitude and treatment on student's achievements while Table 4.9 showed that there is no interaction effect of attitude and treatment on students 'acquisition of practical skills in practical Physics.

VII. Conclusion

This study has concluded that Computer Simulation strategy proved superior to conventional strategy in enhancing the students' achievement in practical Physics and acquisition of skills in practical Physics. It has shown that there is no main effect of attitude while there is interaction effect of treatment and attitude on students' achievement in Practical Physics.

VIII. Recommendations

Based on the findings, the following recommendations were forwarded

1. Since this research demonstrated the importance of Computer Simulations strategies, it is therefore necessary for teachers to include Computer Simulations into teaching laboratory Physics.
2. The curriculum developers need to incorporate SS into the Physics curriculum to ensure that schools support integrating technology into practical work.

The government should provide appropriate infrastructure to incorporate technology into laboratory teaching. Government should prepare teacher educators who would introduce Computer Simulations practical method as Laboratory teaching strategies at Colleges of Education and Faculties of Education in the Universities.

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The Impact of Extended Family Ties on the Academic Performance of Students in Segbewema Town

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Abstract- The study was carried out in Segbewema, Njaluahun Chiefdom of the Kailahun District in the Eastern Region of Sierra Leone. Segbewema is the Administrative Center of the Njaluahun Chiefdom where vegetable gardening is done on an appreciable scale especially by women both in the dry and the rainy seasons.

The study adopted a case study to explore the impact of extended family ties on the academic performance of children in Segbewema. The study sample comprised of 60 respondents made up of 30 teachers, 5 traders, 5 commercial motor bike riders ,5 NGO workers and 15 pupils.

The major instruments used to collect data for this study were questionnaire, interview and personal observation. Questionnaires were divided into six sections to reflect each objective. The questions were pretested to ascertain the uniformity of items.

The data collected from the questionnaires, interviews and observation were analyzed both quantitatively and qualitatively. The quantitative data was analyzed in tables and percentages and qualitative data was analyzed in narrative form.

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Martha Fanta Mansaray [α], Josephine E Juanah [σ] & John Sao Brima [ρ]

Abstract- The study was carried out in Segbewema, Njaluahun Chiefdom of the Kailahun District in the Eastern Region of Sierra Leone. Segbewema is the Administrative Center of the Njaluahun Chiefdom where vegetable gardening is done on an appreciable scale especially by women both in the dry and the rainy seasons.

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Sierra Leone has a projected population of about 7,100.000 by the provisional result of the 2015 National population and Housing Census and with a predominately extended family structure, that has the likelihood to be impacted with disadvantages associated with the family tie system.

I. Introduction

The study of family and family life has been viewed differently by sociologists with contrasting approaches. Most of the perspectives adopted seem very contrasting to that recent research and changes in the social world. A family is a group of persons directly linked by kin connections of which adult members take responsibilities for raring for the young. Family relationships are always recognized within wider kingship groups. It is believed that in all societies is found married couples and their children and close relatives living either in the same household or in a continuous relationship with one another that sociologists call extended family.

All over the globe, societies have a concept about extended family. It's relative importance, structure and functions however, vary according to the particular culture. The important thing is that extended family has been applied to the kingship network of social and economic ties composed of the nuclear family that parents and children.

Kutsoati [2012] states that in the sub Saharan Africa, the idea of a family extends beyond its conjugal members. The linage or extended family is a far larger web of relationships in which all members have a common a ancestor either a male or female.

Historically, lineages are fortifications of emotional and financial support.

Many studies have been carried out to determine the effects of the nature of family on the academic work of children and the studies have shown positive results [Oyerinde 2011]

Globerly it has been proved that the trust and support to extended family ties has been somehow responsible for the underdevelopment of most rural communities in African and Asian communities. This is as a result of the disadvantage of extended family children who do not enjoy the full capacity of family support in terms of care and resources. This is to a greater extent has not given children the opportunities to make use of their potentials to develop themselves or contribution to national development because the required capacity needed to develop their potentials are lacking. Some children from extended families have had no opportunity to go beyond primary education and some dropped out of secondary education. It is clear that development cannot take place by itself It requires educated , skilled and competent people Therefore education becomes the most important factor for development as well as for empowering people. Education provides one with knowledge and information which in turn brings about desirable changes in the way one thinks, feels and acts Education also builds a strong sense of self esteem and self confidence. It contributes effectively to the realization of individual potentials It is then proven that education is a social instrument for developing human resources and for human capital formation. This is been responsible for Sierra Leone been ranked very low on the United Nations Human Development Index. People with literacy and numeracy skills tend to produce more farm crops than others, have limited number of children and enjoy a relatively better quality of life as compared with uneducated

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families. Educated people earn more and are respected by the society. It's tangible contributions in changing the lives of the people has made education an important part of the development policy in every country.

From the discussion ,Sierra Leone has a projected population of about 7,100.000 by the provisional result of the 2015 National population and Housing Census and with a predominately extended family structure, that has the likelihood to be impacted with disadvantages associated with the family tie system.

In recent years, successes in academic pursuit in the Kailahun District and Segbewema Town in particular by children has gone .down the drain .Family heads have had to take care of their children, nephews, nieces, uncles, aunts and other siblings. The rural earning capacity is very low in the district and therefore makes it very difficult for children to get the kind of attention and resources needed to pursue standard and quality education.

This is a strong reason responsible for the low academic pursuit in the district. Statistics show that the average number of dependants in a household in Kailahun in 2004 Census was five and above and out of this ,most were extended family relations .One of the Millennium Development Goals is to ensure that children everywhere [boys and girls] alike can complete a full course of primary schooling.

Most countries have succeeded in increasing overall enrollment in school at the primary level, although there are challenges to provide secondary education opportunities for all children especially in low income countries where access to education and educational resources are limited. This case is worsened in Sierra Leone by the care, support and commitment to family ties [Trend 2013].

It is clear that education is crucial to every aspect of social and economic development [UNDP,2014]. Education is also very important for influencing social behavior. Education widens people's choices, expands their perceptions and capabilities foe leading a better quality of life. Sufficient and quality food, safe drinking, better health care services ,relevant and quality education for children and youth constitute the core element of one's life. Therefore, this study seeks to investigate and bring out the effects of extended family ties on the academic pursuit of children in Segbewema.

II. Research Objectives

1) Assess the general profile of respondent and prevalence of extended family in Segbewema
2) Examine the causes of the strong extended family ties in Segbewema
3) Determine how extended family ties have impacted academic performance of children.
4) Identify challenges in addressing extended family problems.
5) Suggest ways of dealing with the problems of extended families.

III. Methodology

The study was carried out in Segbewema, Njaluahun Chiefdom of the Kailahun District in the Eastern Region of Sierra Leone. Segbewema is the Administrative Center of the Njaluahun Chiefdom where vegetable gardening is done on an appreciable scale especially by women both in the dry and the rainy seasons. Segbewema is one of the largest towns in the Kailahun District. According to the Kailahun District Cluster Survey [KDC 2013], it had a population of 15,681.Segbewema was the hub of the Eastern Region in the late 1960s and the 70s.

The study adopted a case study to explore the impact of extended family ties on the academic performance of children in Segbewema. The study sample comprised of 60 respondents made up of 30 teachers, 5 traders, 5 commercial motor bike riders, 5 NGO workers and 15 pupils.

The major instruments used collect data for this study were questionnaire, interview and personal observation. Questionnaires were divided into six sections to reflect each objective. The questions were pretested to ascertain the uniformity of items.

The data collected from the questionnaires, interviews and observation were analyzed both quantitatively and qualitatively. The quantitative data was analyzed in tables and percentages and qualitative data was analyzed in narrative form.

IV. Result and Discussion

Table 1 shows the marital status of respondents

The marital status of the adult members of a family is vital for the socio-economic life of the members of that family. The data in table I shows that 45% only of the respondents were married 37.5% were single, 15.8% divorced and 1.7% widowed. These figures have significant implications on an extended family. Women cater in many homes. In a household where there is no woman, the lot fails on the children especially girls. A situation like this affects the schooling of both boys and girls. In the absence of a woman, girls are required to cook.

They are kept busy such that they have little or no time for academic work. Boys too are affected because they may not have food on time since girls would have to cook after school. In most instances, they (children) are made to go to bed soon after meal and therefore may not be able to study. This dampens their academic performance. Besides, children normally have problems (quarrel) when girls cook and dish. They are likely to complain about the equality of shares.

a) Age of Respondents

Except in some rare cases, age is crucial in determining ones social, economic and political status. The older one becomes the more responsible society expects him to be. Table II shows the age brackets of the respondents reached during the course of this research.

Table I: Marital Status of Respondents

Marital Status of Respondents	Percentage (%)
Married	43
Single	37.5
Divorced	15.8
Widowed	1.7
Total	100

Source: Data Collected, 2017

Figure I: Shows the Marital Status of the Respondents

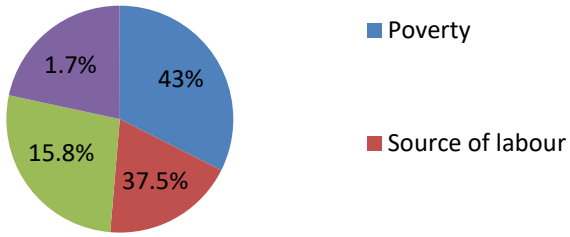


Table II: Age Bracket of Respondents

Age Range	No. of Respondents	Percentage (%)
0 - 29	20	33
30 - 34	8	13.3
35 - 39	10	17
40 - 44	20	33
45+	2	3.3
Total	**60**	**100**

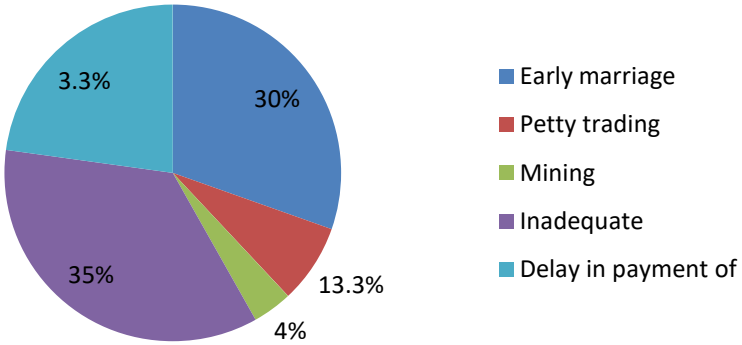
Source: Data Collected, 2017

The table above shows the age bracket of respondents. The bulk of the respondents were fairly advanced in age. In many societies, people are considered to be more responsible as hey advance in age. From the questionnaires administered and the interviews conducted, it was realized that respondents in the higher age brackets had more dependents to cater for than those in the lower ones.

67% of the respondents within the age bracket of 30-45 years and above explained the problems they face with the education of their children and other dependents. In some instances; they faced difficult challenges because of extended family ties. Such problems they said had serious negative impacts on the academic performance of the children in one way or the other.

In one of the questionnaires, an NGO worker had stated that the number of dependents he had made it impossible for him to pay for extra classes for the children. As such, his children and other relatives who were with him barely managed to pass their exams.

Figure II: Shows the Age Barrack of Respondents



b) Level of Education of Respondents

Education is a tool for human socio-economic and national development. Education influences many if not all aspects of human life.

All things being equal, the type and level of education one acquires to a greater extent determine the type of job they do, their economic and social status in society.

Table III shows the level of education attained by the respondents in the study.

Table III: Level of Education of Respondents

Level of Education Attained	No. of Respondents	Percentage (%)
Primary	12	20
JSS	8	13.3
SSS	14	23.3
Tertiary	23	38.3
No formal education	3	5
Total	60	100

Source: Data Collected, 2017

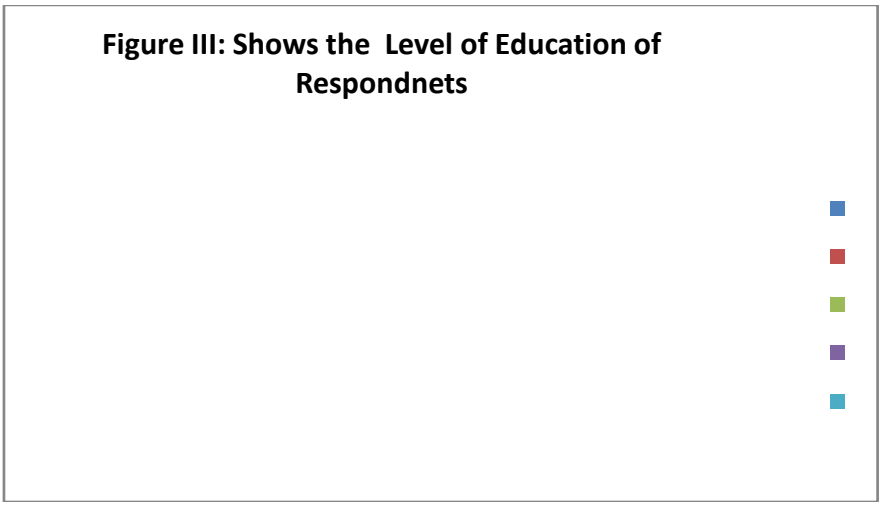
It could be unfortunate for one to imagine that extended family ties only have negative impacts on academic performance of students. In the actual sense, it has both positive and negative influences though such impacts in contemporary societies may be tilted towards the negative end. According to the table above, 38% of the respondents in the study area attained tertiary education.

A good number of the respondents in that cadre gave "cudos" to the extended families for the level of education they attained. Some of the respondents explained how their uncles, aunts and other extended family members had helped in raising their fees, providing them lunch, buying books and other school materials for them when they were in school. Others stated that they stayed with extended family members throughout the course of their schooling. However, other respondents blamed their lack of access to educational opportunities or low level of attainment on the odds of the extended family system.

In an interview with one of the bike riders, the researcher was made to know that he (bike rider) had no option but no to leave school because his father could not afford to pay his Basic Education Certificate Examination (BECE) fees because he had to pay his (father) nephew's final year university fees.

Among the students drawn in the sample, some grumbled about low grades in school because of inadequate facilities at home-food, study facilities, textbooks arising from the evils of extended family ties.

23% of those who had completed SSS III said that they had had to engage in pupil teaching and not further their education because they had some family responsibilities (some extended) to shoulder. One of them explained that he had no choice, but takes his uncles two children after his demise. The added responsibilities had made it difficult for him to raise the resources needed to pursue further studies.



c) Occupation, Income Level and Average Number of Dependents

The job a person influences his life chances. All things being equal, a person with a better paid job is more likely to do well for self and for relatives. Table 4 shows the jobs, the income range and the average number of dependents per category of respondents of 75% of the respondents reached in this research work.

Table IV: Occupation, Income Level and Average Number of Dependents:

OCCUPATION	NO. OF RESPONDENTS	INCOME LEVEL (LE)	AVERAGE NO. OF DEPENDENTS
Motor bike riding	5	1,200,000 – 1,500,000	3
Social work (NGO)	5	3,000,000 – 4,500,000	5
Teaching	30	700,000 – 1,200,000	7
Trading	5	1,000,000 – 2,000,000	4
Total	**45**	-	-

Source: Data Collected, 2017

The table shows that teachers though the least income earning group had the higher average number of dependents among all the category of respondents identified for this research exercise. They had a family size above the average national family size of 5-6 (Final National Population and Housing Census Result, 2015.

This could possibly be one of the reasons why teacher are often described as poor teachers in that the number of mouths they usually feed outweighs their earning capacity. Little wonder therefore why corruption is gradually griping the school system. When a person's income is too small compared to public expectation no matter how odd sometimes there is every tendency to go the extra mile to meet those expectations. Most of the teachers in this research were Teachers Certificate and Higher Teachers Certificate holders.

Very few were graduates though each of them had a minimum of seven dependents at home to cater for including their spouses, children and extended family members. People normally let their children stay with teachers for schooling because they consider them as role models, ignoring their economic status.

The second group of respondents who had the highest number of dependents was NGO workers. The NGO workers are most of the time thought to be "chopping free money" and so relatives would want to stay with them, mainly for the purpose of schooling.

The problem however, could be that considering the nature of their jobs in that NGOs normally sap the energy of their employees, they have little or no attention to pay to their children.

Those who are field staff, spend the bulk of their time in the field while office based staff may have enough to do in the office that they as well take home to complete work left over at the end of the day to get ready for the following day, thereby having limited time with their wards and children.

d) Prevalence of Extended Family Ties in Segbwema

An extended family has to or more adults from different generations of a family, who share a household. It consists of more than parents and children. The extended family may live together for many reasons help raise children, provide for an ill relative, or help with financial problems.

Sometimes children are raised by their grandparents when their biological parents have died or lack the means to take care of them. Many grandparents take some primary responsibility for child care, particularly when both parents work. Extended families can be found all over the world. The number of these families has increased by 40% in the past decades. It is more likely for a nuclear family to become an extended family than any other family type.

The value of mankind is the respect for his culture, which dictates every aspect for their life. Some cultural aspects have been adulterated by westernization; the extended family system is entrenched in many Sierra Leonean cultures and societies; Segbwema being no exception to this. Table IV below shows the prevalence rate of extended families in various sections of Segbwema.

Table V: Prevalence of Extended Family Ties in Segbwema

Section	Prevalence		
	High	Moderate	Low
Kono Town	-	✓	-
Soso Town	✓	-	-
Tiayama	✓	-	-
Pendembu Lowoi	✓	-	-
Largo Squire	-	✓	-
Kabalahun	✓	-	-
Manina	✓	-	-
Yengema	✓	-	-
Nyekehun	✓	-	-
Total	**17**	**2**	**0**

Source: Data Collected, 2017

The table above shows that the prevalence rate of extended family ties is Segbwema, 78% high and 22% moderate. This stands to reason that it is difficult if not impossible to find a home in the communities reached during this research that does not have an extended family member.

In fact, it was revealed during the interviews and focus group discussions that the number of extended family members in some households outweighed the nuclear family members. Such a situation has adverse implication for the academic performance of the household head, their children and the extended family members.

A respondent at Tiayama section who is a student pursuing the Higher Teachers Certificate

Primary Programme at the eastern Polytechnic through the Distance Education Programme nearly failed his last modular examination because he had little or no time to study since he had to teach extra lessons in the midst of many other activities in order to meet the food and other needs of the home which had some extended family members. Three other respondents who are teachers also confessed that managing an extended family is a burden which affects the quality of their work.

One of them said that he has to go an extra mile to provide for the home leaving little or no time to prepare for the lessons he taught. The other two stated that their homes were crammed and almost always noisy that they and the children had inadequate time to prepare for school. These affected their delivery as teachers and the performance of the pupils they taught.

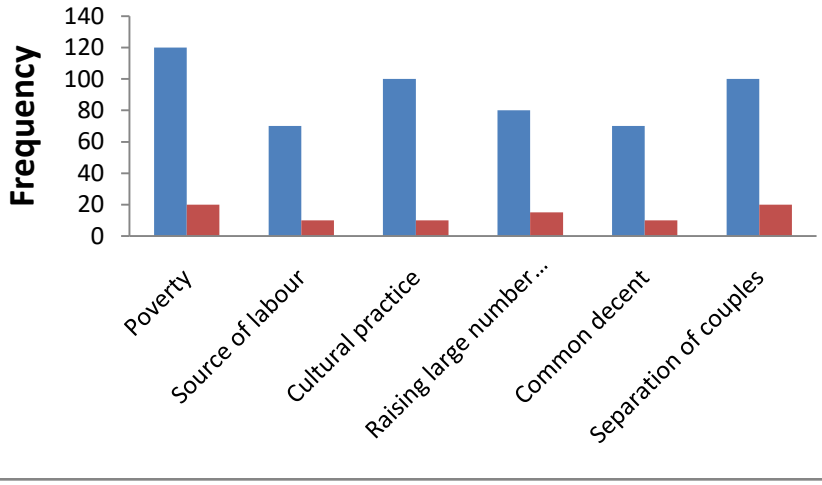
One may not be wrong to partly blame the present poor quality of education in the country on the evils of extended family ties. One can also guess that it is to meet some extended family responsibilities that some trenches and pupils exchange grades for money.

All these practices leave no good thing to be said about education in the country.

a) Causes of Extended Family Ties in Segbwema

Every human action is prompted by a cause. Nothing happens without an ultimate cause. The causes of extended family ties in the study area are identified in figure one below:

Figure IV: Shows the Causes of Extended Family Ties in Segbwema



Source: Data Collected, 2017

Figure 4 shows various reasons for the prevalence of extended families in Segbwema. Some of the causes are interrelated. Prominent among them is poverty. When a poor couple bears children whose needs they cannot adequately cater, for, they are limited to giving them to be reared by relatives whose socio-economic status could be better than theirs hoping that things may be well with the children when they stay with the relatives.

Another causes of extended family ties identified in the figure is separation of couples. This could be due to death or divorce. It is said that "on the divorce battle field, children are the forgotten victims". When a couple divorces, the children are most times prone to suffering because if they stay with one of the parents, he/she may not be able to provide their needs as they would be provided if the two parents were together. A similar case could be possible if one or both parents die (s). In an event of such, the children may be made to stay with extended family members as a way of relieving their suffering.

Another factor that causes extended family ties is cultural practices. In many Sierra Leonean cultures especially among the Mendes, a child is not only owned by his or her biological parents, but by every family member of the parents. As such, every family member would be required to contribute to that child's welfare in one way or the other. However, it could be noted that such a practice is a banking system because the child in question would be equally required to contribute to others welfare when he or she succeeds in life. This is how the extended family system is sustained from generation to generation and is very difficult to break away from.

Anyone who dares to break away from it stand the risk of being blamed for not being caring for other's welfare.

Some people also maintain the extended family system because it is a source of labour. One thing one should not lose sight of is that Sierra Leone is an Agrarian nation where the bulk of the people earn their

livelihood by engaging in one or more agricultural practices.

Since the technology of the country is yet at the indigenous stage, the agricultural practices are labour intensive. The size of the farm cultivated depends on the labour available. Since many families live under the grinding stress of poverty, they cannot afford to hire labour. Rather, they depend on family labour. It is not therefore strange for people to accommodate extended family members for the sole purpose of their labour. Mention was made by respondents that even adult extended family members are accommodated to take care of children and to render other services. The adult extended family members once accepted may bring along one or two other dependents (sometimes grand-children); thereby increasing the burden of these who accommodate them.

It is said that "what is meant for one is starvation for two". When those host extended family members are seen to be chewing more than they can swallow, it affects what they may be expected to do for their dependents including providing food for the home, paying fees and other school charges, buying books, pens and a host of other things. These are bound to have negative impacts on students' performance in school. They may be asked out of class for late payment of fees, other charges and the like.

b) Impact of Extended Family Ties on the Academic Performance of Students In Segwema

Extended family ties have tremendous impact on the academic performance of students in the study area which are specified in the bar chart below:

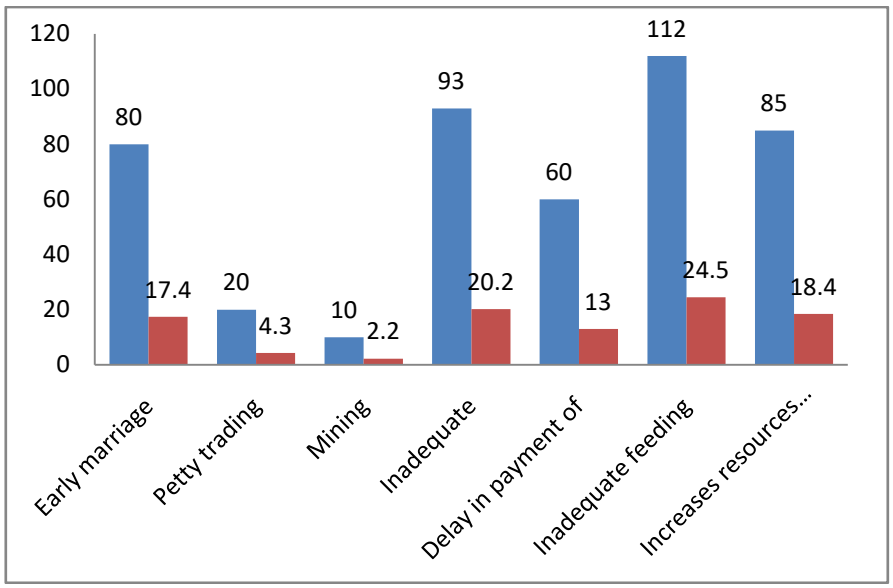


Figure V, shows the various impacts of extended families on the academic performance of children in Segbwema. The chief effect according to the bar chart is inadequate feeding. Food is required for life sustenance. Where its availability is threatened, shock waves can be sent to many other related areas.

Children and even adults cannot help going to school on empty stomach. Their intellectual performance may dwindle.

No matter how well/loud a teacher talks if the learner is hungry, learning is impeded. Another impact of extended family ties on the academic performance of children is inadequate accommodation.

Extended family ties sometimes lead to overcrowding. People who are overcrowded do not normally sleep well. In an interview conducted, a student explained how they rushed to go to bed early to have a place to lay their heads.

According to the students, six of them in an extended family at some point in time shared one small room with a "4 x 6" bed. They slept on the bed on first come, first served basis. They were compelled to go to bed when they were to be to be studying or doing assignment. They had one table and two chairs and so they also studied in turns. They were underfed, hadn't enough sleep and hadn't adequate time to study and do assignments 18% of the respondents highlighted early marriage, mining and street/petty trading as impacts of extended family ties.

These impacts are significant as they constitute elements of child trafficking, child labour and child abuse. In some extended family homes, non-biological children are reduced to domestic servants who do many odd jobs including but not limited to laundering, scrubbing, washing utensils, sweeping and so on. Such children are usually the first to get up and the last to go to bed. They are barely fed to keep them alive for their labour. Some work in the mines and or sell in the streets. Girls may engage in commercial sex working for basic sustenance.

Horrible stories hovering around such experiences were told during the interviews. A female

respondents narrated how a JSS I girl became pregnant because she was not properly cared for in an extended family home. The girl lived with her aunt and her husband. According to the woman, the husband sometimes harassed the girl for se when she (the aunt) was away. The girl initially accepted, but after one or two encounters, she refused to give in to the uncle's demand. Facilities were withheld and she began going out with other men. She later because pregnant within the course and had no alternative but to drop out from school. Also, a trader who was one of the interviewees explained that the son of her first cousin who stayed with her and attended school was knocked down by a motor bike while helping to sell his wares.

The boy had one of his legs broken. The rider was not found because he fled for fear of being apprehended. According to the woman the incident happened two days to the commencement of the end of year examinations.

The boy did not show up for any of the exams as he was in severe pain and therefore had to repeat the year. It is however, worth mentioning that nothing is ever bad in its entirely.

Though a good number of the responses highlight the negative impacts of extended family ties on academic performance, 18% show its positive impact of increased resources for schooling. Some of the respondents of the questionnaires categorically stated that but for the support provided by their uncles, aunts and other extended family members they would not have had any appreciable level of education.

V. Conclusion

Every society has entrenched cultural practices by which it is identified. Being a nation overturn with poverty, the survival of individuals to a greater extent hinges on a strong network among families. The extended family system therefore is one that is difficult to break away from. Regardless of its negatives impacts on the academic performance of students, it has something good to inherent it, that somehow facilitates academic advancement.

When poor families bear more children, it becomes inevitable for them to allow some of the children to be brought up in other homes.

VI. Recommendations

Government of Sierra Leone should maintain programs like the Girl Child Education (GCE), and continue to help to pay part of the school.

- Fees for girls which can also help to reduce poverty which is one reason why parents allow their children to live with their relatives.
- NGOs that are working with women based programes should embark on awareness raising activities for families to sensitize them on the implications of bearing many children.
- The Government of Sierra Leone through the Ministry of Social Welfare and the Family Support Unit (FSU) of the Sierra Leone Police should help to make parents understand that they should take the responsibilities of their children. Parents should help caregivers with some of the needs of their children in extended homes rather than leave everything to them. This can reduce the burden of the caregivers and can then do more for their dependents which can go a long way to boost their academic performance
- One should cut his or her coat according to his/her size. In that vein, caregivers in extended families should consider their potential to adequately provide the needs of their dependents before going ahead to accommodate them. Many people encourage large extended families in the name of sympathy and love for relatives. These thoughts should not override the ability to provide the needs of the individuals.
- The extended family system was characteristics of rural communities. The tide however seems to be changing. This is so because of the mass drift of rural populace into urban centers mainly in pursuit of educational facilities.

The government and its development partners should therefore do more in their power to improve conditions in rural areas especially in the education sector to cut down on the number of rural people who move to urban centers. This can be done by improving on the road network in rural areas, improving health facilities in the communities putting up more classroom blocks and furnishing them, recruiting and sending trained and qualified teachers to rural areas and giving them the encouragement to stay in rural areas. Such encouragement can be in the form of payment of remote area allowances, putting up staff quarters for teachers in rural schools, giving them micro-credit facilities, granting them study leave with pay to improve their training awarding their children scholarships to pursue studies and the like.

- Government should do more to improve on teachers' conditions of service to reduce the embarrassment and shame they face from high public expectations and ridicule.
- Parents who let their children stay in foster homes should not give their back. They should be in contact to monitor and help the foster parents in managing the affairs of their children.
- Teachers, NGO workers and other people who accept the children of relatives to stay with them for schooling must consider their income status and let the parents be made aware of such so that they do not just throw away their children and forget about them.

- Every parent must be ready to work hard to be able to take care of their children's responsibilities other than just leaving it to others who may equally have their own responsibilities.
- Government and its donor partners should put in place all the mechanisms to achieve the agenda for prosperity and reduce the grinding stress of poverty that rocks the country.

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The Teaching of English as Communication: Principles and Practices

By Anooja John

Introduction- This paper focuses on commun ication as the central feature in teaching and learning within English language classrooms. It examines the English classroom as a unique communication contract with highly regulated patterns of communicative behaviour that are actively negotiated between teachers and learners. It explores how and why these patterns of communication are established and maintained so that teachers of English can come to understand the ways in which the nature of classroom communication ultimately determines how and what second language students learn. The conceptual framework presented in this chapter views the dynamics of classroom communication as being shaped by the moment-to-moment actions and interactions that occur during face-to-face communication between teachers and students. The framework is designed to enable teachers to recognize how the patterns of communication are established and maintained in English classrooms, the effects these patterns have on how the language students participate in classroom activities, and how their participation shapes both the ways in which they use the English language for learning and their opportunities for second language acquisition. This paper provides an account of the dynamics of classroom communication and also illustrates ways of promoting effective patterns of classroom communicative competence.

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The Teaching of English as Communication: Principles and Practices

Anooja John

I. Introduction

This paper focuses on communication as the central feature in teaching and learning within English language classrooms. It examines the English classroom as a unique communication contract with highly regulated patterns of communicative behaviour that are actively negotiated between teachers and learners. It explores how and why these patterns of communication are established and maintained so that teachers of English can come to understand the ways in which the nature of classroom communication ultimately determines how and what second language students learn. The conceptual framework presented in this chapter views the dynamics of classroom communication as being shaped by the moment-to-moment actions and interactions that occur during face-to-face communication between teachers and students. The framework is designed to enable teachers to recognize how the patterns of communication are established and maintained in English classrooms, the effects these patterns have on how the language students participate in classroom activities, and how their participation shapes both the ways in which they use the English language for learning and their opportunities for second language acquisition. This paper provides an account of the dynamics of classroom communication and also illustrates ways of promoting effective patterns of classroom communicative competence. The framework for understanding communication in the language classroom presented in this chapter represents a lens through which teachers of English can begin to recognize this interrelationship and how it shapes the dynamics of communication in English language classrooms.

a) *Language Acquisition (L1) and Language Learning (L2)*

The terms, 'Language Acquisition' and 'Language Learning' shall be used here to refer to two distinct psycho-linguistic situations. Both these differ remarkably in the degree of variation in the level of skills attained by the child on the one hand and the adult learner on the other. All normal beings have more or less a working control of their mother tongue, but in the case of second or foreign language, there is difference in skills varying between the limits of no knowledge at all to a native speaker like fluency. A second or foreign language cannot be learnt without a teacher, lessons and purposeful study – it can be learnt only by design and under conditions of special instruction. Language acquisition, on the contrary, is instinctive rather than learnt behavior. It refers to, "the process where a language is acquired as a result of natural and random exposure to it" (Wilkins 46). It is the gradual development of ability in a language by using it naturally in communicative situations. Learning, on the other hand, refers to the process "where the exposure is structured through language teaching" (Verma 15). It is a conscious process of accumulating knowledge of the vocabulary and grammar of a language. "The term acquisition" says Peter Strevens, "should be used only to refer to untutored first language acquisition by the young child or to equivalent process such as picking up a language at a later age without the involvement of a teacher, and that *learning* and *teaching* should be used for institutionalised process" (New Orientation in the Teaching of English 98). These terms, therefore, are used to distinguish between the natural, informal way in which children acquire their mother tongue, and the conscious, formal way in which a person learns a second/ foreign language. The term *acquisition* is used for L1 and the term *learning* is associated with L2. It is often claimed that L2 teaching methods recapitulate L1 acquisition; and that learning L2 reactivates the process by which L1 was learnt.

b) *Knowledge vs Skill*

A close examination of the language of the child as well as of the adult reveals that language can be viewed, on the one hand, as a *set of skills,* (a functional view) which any learner of the language is expected to master and which can be acquired through practice. On the other hand, it is also possible to view language as a *system of knowledge.* These two views are not contradictory but complementary. If, on the one hand, language is a system of knowledge, on the other, it is a set of skills. The basic language skills are:

Listening (identification of sounds; decoding sounds as meaning), Speaking (selection of appropriate sounds and their organization), Reading (identification of symbols; decoding symbols as meaning), Writing (selection of appropriate graphological symbols and their organisation). The teaching of a language must revolve around these four skills. In every language

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teaching and language planning situation certain objectives are set up in terms of which it is decided which of the skills are to be given higher priority.

Knowing a language or being proficient in a language means the mastery of the language skills. The four skills are activities of language in which one is involved or by which an agent exploits his *linguistic competence.* Linguistic competence, or the internalised linguistic systems, which is a theory in the possession of the speaker, gets functionally channeled in the four skills and perform a language activity in a particular skill. It is mainly due to this that the teaching of second language has been considered to consist more in the imparting of skills than in the provision of information about the forms of the language. Full mastery of a language means having receptive ability to understand what one hears and what one reads, and the productive ability to make oneself understood orally and in writing. To quote Abercrombie, "knowing a language means being able to read it, write it, speak it, underst and it when spoken. These are four distinct and separable activities. though they are so closely interwoven for the normal individual that he finds it difficult to think or talk about any one of them without invoking the rest. Two of these manifestations of language are concerned with a *spoken* form, and two with a *written* form, furthermore, two are *active*, and two are *passive*" (85). There cannot be any controversy in that language should be taught as a set of skills rather than as a system of abstract knowledge. Just as the L1 leaner at home learned his language as sets of habits - skills - the L2 learner in the classroom should be exposed to the learning of L2 not as a system of knowledge but skill.

c) *Mother Tongue, Second Language and Foreign Language – Terms Explained.*

In language pedagogy the use of terms as 'mother tongue', 'second language', 'foreign language' is very common and confusing. The language that comes naturally to the speaker without any instruction is referred as L1. This first language is *not taught*; a child picks up this primary language from the speakers in the immediate environment. *Listening* and *Speaking* in the first language are natural processes but not *Reading* and *Writing;* only when the child goes to school or is taught by someone, he learns how to read and write. There exists an obvious conceptual distinction between the terms 'second language' and 'foreign language'. Of these, the latter was in greater use in the past, whereas the former term has gained currency in the last few decades. Making a distinction between a 'second language' and a 'foreign language' A.K Gupta says:

> It is common to use foreign language to refer to the status of language which is not used for any normal day-to-day social interaction in the country where it is being learnt and, by contrast, to use the second language where, without being the native language of any social group in the country, it is none–the–less used for such purpose as the conduct of commerce, industry, law, administration, politics and education (75).

A second language is one that is used internally in the society and therefore affects many people. Foreign languages, on the other hand, need to be learnt and taught only on a limited scale. It has no legal status within the national boundaries. Further, the people who do make use of a foreign language are rarely required or expected to use it as well as they can use the first language. In a foreign language one seldom requires all the four skills. Therefore, in teaching a foreign language, some scale of priorities has to be determined for teaching the communication skills, and this may be varied according to the requirements of the learner. The strategy for learning second language is different from that adopted for learning foreign language. In the first place, second languages have to be taught on a more extensive scale since they are likely to be used by many people. The learner of a second language should ideally be able to use it as effectively for communication as he uses his first language. It has been said that the aim of second language teaching is to produce bilinguals who are almost ambilinguals – people who command two languages equally well. Of course, it is seldom possible to attain this goal, but clearly, the learning and teaching of second language needs to be thorough, much more so than of foreign language. As all the four skills are likely to be required in the second language, a multi – skill approach has to be adopted in teaching it.

II. Learning the Elements of a Second Language

In learning a new language, the chief problem is not at first that of learning the vocabulary. It is, first, learning the sound system to understand the stream of speech, to hear the contrasting sound elements and to produce them correctly. It is, secondly, learning the grammar of the language. These are the matters that the native speaker as a child has early acquired in the way of habit, they must become automatic habits of the learners of a new language. Of course, these things cannot be learned by themselves. There must be enough vocabulary to build grammatical structures and represent the sound system in actual use. A person has 'learned' a foreign language when he has, *within a limited vocabulary*, mastered the system - when he can understand the stream of speech and can make himself understood; and has made the grammatical structures matters of automatic habit. This degree of mastery of a language can be reached by the learner in a scientific way within about three months. In this brief time the learner will not become an excellent speaker for all occasions.

But he will have a good accurate foundation upon which to build. And the growth of his control of the vocabulary will then come fast and with increasing ease.

One's mastery of any language (even of one's own native language) is always in two major levels: producing and receiving. These two levels are practically never equal. The 'words' that one can recognize and understand are more than the 'words' one actually uses in speech. In the use of a foreign language the difference between the ability to recognize or understand and the ability to produce or speak is even greater. But the two influence one another and sometimes they cannot be separated also.

Foreign languages are learnt and taught in various ways. Some of these ways are more successful than others. It is hardly possible to discuss them in simple terms. But the operation which may be called 'teaching a foreign language' can be divided into two parts. The first is the teaching *in* that language; the second is the teaching of a language by teaching *about* that language.

Teaching a language by teaching in the language enables the pupils to experience the language in new situations and combinations. And it also introduces new grammatical patterns and new words. As the aim of the second language teaching is to teach the student some or all of the basic language skills, an effective way of acquiring these skills is by using them in real situations and by relating certain activities, persons or subjects with the language.

There is another way of teaching a second language - it is teaching the language. To talk about English nouns and how many kinds there are; to describe the position of English pronouns; to discuss English pronunciations; all these are observations *about* the languages concerned. They have an essential place in the *total* scheme of teaching the language. But frequently these and similar statements about languages are offered as if they represent the best ways of teaching the language skills.

Teaching about a language is not a very difficult task to carry out. The use of a grammar book turns a 'skill' subject. Here the teacher can teach facts instead of skills. But an hour spent in teaching of grammar of sounds or of words is not an hour of teaching the language. Teaching a language means joining two essentials: first the learner must 'experience' the language in meaningful ways, and secondly, the learner must himself have the opportunity of performing, of trying out his own skills, of making mistakes and being corrected. These are the essentials of language learning. And teaching about a language does not contribute directly to either of them.

This does not mean that a learner need not know anything about the language he is learning. But in too many instances, teaching about the language is allowed to take the place of teaching the language. This seems to be a sign of a double confusion which often affects the teaching of second languages. In the first place, there is confusion about whether the particular pupil should be learning about the language at all, and if so to what extent and for what purposes, knowledge about a language may be useful in itself. Some teachers give knowledge about the language they are teaching because such knowledge is necessary for passing examinations. Others teach about a language because the book prescribed in the curriculum teaches about the language. All these might be considered non–linguistic reasons for teaching about a language. They go beyond the language–teaching task.

In the second place, there is more fundamental confusion about how language skills are actually acquired. Some teachers think that anyone learning to perform in a second language must know about that language. They say that some degree of grammar teaching is essential if the job of teaching is to be done properly. Of course, there is a role in the total educational process for learning about a language but it is not true that practical performance depends upon it. Knowledge about a language is valuable for advanced learners who already have a wide and firm command of the language concerned. But in the beginning stages, and especially in large classes, it rarely helps; and it often stands in the way of learning practical language skills.

III. Teaching Language Skills

Language teaching is not a simple process of pouring 'language' into empty vessels. All effective language teaching is a process of helping students move on from the level of context–governed performance. It is not enough to have the pupils perform well in doing simple, context–bound exercises. They must be helped to use the language in non–classroom situations, communicating with a variety of speakers in a variety of contexts. Language teaching is, thus, a cooperative enterprise in which teachers help their students internalise the system of language they are learning. In the acquisition of the basic skills of the language, the learner begins with the comprehension skills rather that their communication counterparts.

The L1 learner for the initial two years is more of a listener than speaker. It is a gradual and time consuming process of being exposed fully to the language. It takes time before the first set of grammatical well structured utterances come out from the learner. The built–in–language learning mechanism of the child helps him to abstract the basic rules of language and formulate a mini grammar which he goes on refining and expanding in course of his interaction with the native language. This acquisition is not an intellectual activity but the development of some innate skill that every human being is endowed with. The initial

phase thus magnificently contributes to the construction of competence. "A child who has learned a language has developed an internal representation of a system of rules that determines how the sentences are to be formed, used and understood. He has done this on the basis of what we may call primary linguistic data" (Chomsky 110).

As an L2 learner, the learner is required to be fully exposed, in whatever ways possible, to the language. It is, in fact, a great mistake to initiate a learner at first to the letters of the alphabet and to reading much before he is initiated rather satisfactorily to speech. Ages may witness the same mistake over and again because for the less resourceful teacher writing is a safe resort. The maintenance of the psychological sequence of the four skills in second language teaching - as a child masters the L1 in a sequence of listening, speaking, and later reading and writing - is a basic requirement.

The correct usage of a language depends upon the mastery of the interlinked group of skills, of which listening is the basic one. The sequence of the skills of the language is usually referred to a *psychological sequence* because of the manner in which the first language learner acquires the language. But in present day second language teaching, the psychological sequence of the four skills is seldom followed. With the result of that, practically speaking, no language learning takes place. As a result of confusing the skills, first of all, the process of internalisation doesn't take place the way it should. A continuous *audio –lingual acquaintance* with the language in concrete situations alone enables the learner to master the art of recognition of the language systems. When the learner is expected to read and write without the audio–lingual recognition ability, he is left with a base for language activity. It doesn't cope with learning laws and requirements of the mind. Such a construction without the necessary base is bound to be fictitious. The longer the audio – lingual training - the training of the ears provided - the better the language acquisition going to be. There is no sequential option for a second language teaching programme other than the psychological sequence of listening, speaking, reading and writing which is necessary for the proper internalization of language.

In language learning / teaching, differentiating between the four main skills would be a useful analysis, and would mark a step forward in understanding the complex process of language learning. It brings to the fore the difference between *responding* to language and *using* language. The difference is that in responding the learner puts meanings to symbols, spoken or written, but in using language the speaker or writer has to produce both meanings and symbols to express them. It is better that the easier tasks of listening and reading predominate at first over the more complex tasks of speaking and writing. An important point in language learning, what has to be 'expressed' should be 'given' first, so that both meanings and symbols need not be produced by the learner. Consequently, stories, information, the content of a passage in a text-book may be the best materials for the early stage of speaking and writing and may be given and then discussed and explained before the learner attempts to 'express' it in the new symbols.

The skill of producing ideas in the new language is a specialized one because the ideas have to be produced immediately clothed in the new language, they must not be 'translated'. So the pupils have to be trained to think in the new language. Here, the learner has to carry out two processes, two different mental activities, to think the thoughts and to clothe the thoughts in symbols that will cause the listener to think approximately the same thoughts. But the learner may not have those thoughts clearly enough in his mind for expression at all much less in a new language. He, therefore, stumbles in speaking, or hesitates. It has to be remembered that ideas and other forms of thought are very often less completely and less clearly formulated than is normally believed. The deduction to be drawn from this is that before demanding 'free' expression in speech from language–learning pupils, they should be prepared for this free expression by questioning them, by getting them to discuss their ideas, to explain them and 'work over' them in such a way that when they come to make their statements of speech these will have been 'developed', classified and completed by the oral preparation.

IV. Communication -The Term Explained

Encyclopedia Britanicca defines communication as "the process of making common or sharing of something between two or among several persons or groups of people" (132). "Someone who is communicating is able to talk to people easily" (Collins 148). In Widdowson's opinion communicative abilities are "those skills which are defined with reference to the manner and mode in which the system is realized in use….Communicative abilities embrace linguistic skills but not the reverse" (67). The purpose of teaching the language is to enable the students to interact freely with others, to understand what others wish to communicate, and to be able to convey to others what they wish to communicate. Unless one comprehend what is said by the other person, he cannot communicate through speech. This is one of the problems of an Indian speaker of English when he comes in the midst of native speakers. This could happen when he makes a visit to a foreign country or when he has to attend a conference, or when he has to go abroad for purposes of higher studies. His difficulty may be that he cannot make himself understood, or that he cannot understand what is being said to him. Teaching the comprehension of the spoken language is also, therefore, important.

The three key points of natural acquisition of communication skill are; exposure to the language, interaction with other people, and the need to communicate. One often finds that learners from the regional medium often feel insecure when it comes to interaction and here only a network of supportive personal relationships can help them to engage their whole selves in the learning experience. The learners' attitude towards English, and those who speak English, either facilitates or hinders the natural process. These factors determine the amount of input that reaches the internal learning mechanism. The main input in the 'conscious' process comes through organized instruction in the classroom, where the teacher plans and pre-selects the items which she asks the learners to internalize. Depending on the problems that have been identified in the students, the teacher can start at any point. Littlewood calls this the 'pre – communicative stage', where "the main focus is on the forms of the language and the potential meanings they can convey in future communication, rather than actual messages being exchanged with another person" (71).

At the next stage, which is called 'communicative language practice', the learners can convey new information to each other for a communicative purpose. Since they are still protected from the full demands of communication outside the class room, this can be considered as structured information. Then the learners can be taken to the 'authentic communication' stage where they have the opportunity for spontaneous communication by conversing.

a) *Linguistic Competence and Communicative Competence (Competence vs Performance)*

Language is a means of communication and when it is used for the same, one should have a knowledge of the linguistic forms of the language he uses and also a knowledge of when, how, and to whom it is appropriate to use them. In other words, the users of a language, to make communication effective, require a knowledge of the social meaning of the linguistic forms and their functions. If the user of a language has only the knowledge of language rules and forms, then he is said to have 'linguistic competence', and if he also has the knowledge that enables him to communicate functionally and interactively then he is said to have 'communicative competence'. Communicative competence is that aspect of one's competence that enables him to convey and interpret massages and to negotiate meanings interpersonally within specific contexts. "Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved" (Savignon 65). It is an interpersonal construct that can only be examined by means of the overt performance of two or more individuals in the process of negotiating meaning. It is an ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. Communicative competence includes (a) knowledge of the grammar and vocabulary of the language (b) knowledge of the 'rules of speaking' (c) knowing how to use and respond to different types of speech acts as requests, apologies, thanks etc. and (d) knowing how to use the language appropriately.

V. Remedial Measures Suggested for the Teachers of English

The purpose of this paper was to establish the need for an effort that would bring about a qualitative improvement in the teaching and learning processes of English language. As most of the learners of English encounter difficulties in these areas of conversational and spoken English, it is the responsibility of the teachers to contribute towards the patterns of communication in English classroom and make an impact on the students' use of language for learning and also second language acquisition. The paper has put forward a few recommendations which might produce constructive results in an ESL classroom situation. Instead of basing themselves on preconceived notions and set theories, the English teachers should be prepared to make feasible modifications to build up learner confidence which will enable them to communicate fluently and effectively in English. Apart from an innate desire to do things in a better way, what should guide them in the teaching of English is their constant responsiveness to student needs and pedagogic practice. Communicative teaching of English that relies on classroom interaction can be better brought about if the teachers are ever alive and sensitive to what is happening inside and outside the classrooms. Such responsiveness to the needs and aspirations of the students will make them more flexible in their approach to change the methodology of teaching English with a view to developing communicative competence among their learners. New ideas and perceptions of what is desirable and how it might be made practical in an English classroom should be sought regularly. This input will serve as stimulus to effect changes in the competency level of their learners and also help to discard many myths, enabling the teachers to become more attuned to reality.

'Streaming' can be adopted as a way of teaching-learning in English classrooms. The communicative teaching of English can be brought about effectively by putting together students of same language ability. In this way, the slow learners will be freed of any inhibitions that might otherwise be brought about by the presence of bright learners in their midst who would hog all the limelight. At the same time, bright learners, through challenging tasks, can be motivated to

excel themselves. The grouping of learners according to the ability levels will help them to learn at their own pace and also result in more effective classroom management. Also, target levels can be determined for different ability groups depending on their skills and abilities. This will require the teacher to go in search of materials, methodology and testing procedures suited to learners of varied ability levels.

The desire to attune themselves to reality should enable the teachers to discard the myth of discrete-skills-approach in favour of a more integrated and task based approach to language teaching. An ideal English language learning curriculum should consist of a series of tasks – problem solving activities – to be performed by students whereby they will get an opportunity to use and enhance their skills in listening, speaking, reading comprehension and writing. Such a task based approach will enable the teachers to view classroom materials as procedural activities which call for various kinds of language deployment by the learners. The flexibility of approach with regard to materials will also be reflected in the preparation of teaching-learning materials. Apart from using the textbooks readily available in the market, teachers should also supplement them with their own exercises and go on to prepare their materials and bring out textbooks more suitable to classroom teaching.

Non-dependence on pedagogic practice will, thus, empower the teacher to change gears not only with regard to methodology and materials but also with regard to the testing of their learners. In order to bring about greater connectivity between pedagogic practice and testing, the whole process of evaluation can be internalised and the teachers themselves can be given freedom to test their students.

A 'team approach' to teaching can also be adopted; the staff members of the department should work together in a collaborative and participatory manner. A system can be evolved whereby the department members meet once a week for what can be considered as 'project discussion' and that can also form a slot in the time-table of the department. This will help the teachers to come together and influence the process of change on the strength of their classroom experience, observation of pedagogic outcomes and also through their mutual sharing. Teachers can, thus, be not just recipients of change but also contributors to it.

It is heartening to note that there has been a growing awareness, during the last few years, that the teaching of English in its traditional form which is based on the notion that 'you first learn a language, and having learnt it, then use it', is no longer relevant. The notion that is gaining prominence now is that 'you can only learn a language by actually using it'. Recent curricular revisions of many universities and schools have included a Spoken English component in the syllabus. However, even though Spoken English forms a part of the syllabus now, learners are not able to acquire speaking skills as there is no test of Spoken English. Or if at all it is assessed, the test is through the written mode - which is as good as not testing at all. And what is not tested won't be taken seriously, either by the teacher or the learners. Once tests in Spoken English that meet the needs of learners are designed and offered, automatically the washback effect could be seen on teaching Spoken English. As N.S. Prabhu would call it, this would be "ELT Engineering" (35). The paper concludes with the hope that; some day schools will begin to teach English at a suitable early standard; the teachers in schools will have good knowledge of English as spoken by educated elites, they will know what they want to teach and how to teach; the school and university entrance examinations will not test the learners' knowledge of prescribed texts, but their ability to speak and write correctly and to listen and read with accurate understanding and all these will help in infusing and practising communication effectively in the English classrooms.

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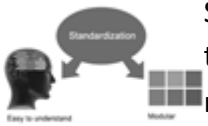

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.

6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

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Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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