TEACHING REPORTED SPEECH THROUGH COMMUNICATIVE LANGUAGE TEACHING AND PRINCIPLED ECLECTICISM APPROACHES: THE CASE OF GHANA TECHNOLOGY UNIVERSITY COLLEGE

Michael Owusu Tabiri
Ghana Technology University College, Faculty of Informatics,
PMB 100, Accra, Ghana

ABSTRACT: *This research work sought to assess a practical innovative way of teaching and learning English language at the tertiary institutions, particularly in Ghana.Communicative language teaching together with the principled eclecticism approaches was adopted to teach reported speech in English language. Reported Speech was selected as a sample topic because it has been found to be one of the most difficult topics for Anglophone and Francophone students.It was uncovered through this work that acquisition of language skills together with communication is concomitant of social interaction.It was found that the common fault with inexperienced students is to confuse past and present tenses. Three systematic communicative language teaching approaches were employed as panacea for rampant consistent/continuous errors in observance of the sequence of tenses in reported speech in English language. Learners were assessed at the end of three months teaching and learning by reporting a concession statement of Nana Akufo Addo in 2012 to ascertain their mastery of indirect speech.The results revealed that through constant systematic pedagogical measures, learning difficulties are drastically surmountable. Finally, it was discovered pedagogically that adopting suitable method in teaching and learning a language is the panacea for numerous learning difficulties.*

KEYWORDS: Reported Speech, Communicative Pedagogy, Language/Teaching Approach, learner-centredness

INTRODUCTION

The principled eclecticism depicts and describes adopting systematic, cherished, suitable and desirable approach that satisfies the academic needs of learners, particularly in teaching and learning languages. (Larsen-Freeman and Mellow, 2000). This research work adopted Communicative Language Teaching and the Principled Eclecticism approaches in teaching and learning reported/indirect speech. This work stems from the difficulties learners encounter when reporting an utterance of a speaker. The two ways of reporting direct speeches or statements are as follows:

a)   Direct speech (in direct speech, the speaker's words are quoted verbatim, that is without altering them)

b)   Indirect speech (in indirect speech ,
c)   "we give the exact meaning of a remark or speech, without necessarily using the speaker's exact words" (Thomson and Martinet,1958). Teaching and learning languages without teaching rules has been identified pedagogically to be the most effective and efficient method to ensure proper acquisition of L2 and L3. Communicative Teaching Learning approach is highly recommended in language teaching and learning as it enhances and encourages swift acquisition of language skills. As the ultimate goal of any language teaching is acquisition of all the four languages skills, it behooves language teachers to adopt the method that facilitates the task accordingly. English Grammar can be taught but not in isolation. In other words, teaching Grammar rules and regulations in context and not out of context.

According to Taylor (2014) there have been the developments of numerous methods of teaching and learning languages for the past 40 years. Communicative Language Teaching approaches encourage active interaction like role play, games, authentic communication and negotiating meaning (Taylor, 2014). In other words, teachers and lecturers can ensure effective and efficient comprehension of lessons when learners become the centre of teaching/learning in either face-to-face or virtual classroom.

Objectives of the Study
The study aims at adopting proper pedagogy in teaching and learning reported speech termed as systematic communicative language teaching approach.

Problem Statement
My teaching of Francophone and Anglophone learners English and French languages since 1999 at Sacred Heart Junior Secondary school in Bolgatanga (1999-2002), Kanda Estate "5" JHS(2007-2008), in Accra, Presbyterian Boys' Secondary school (Presec-Legon-2008-2013), Speakwrite International (2011-2012)in Accra, and currently at the Ghana Technology University College(2013-date) drew my attention to difficulties that learners encounter when it comes to reporting speeches. The rampant errors committed by both Anglophone and Francophone learners might be due to poor methodology in teaching on the part of teachers/lecturers as well as unlearning and ignorance of learners. As a language is meant to be spoken, it is very crucial to adopt proper pedagogy so as to enable learners to acquire the four language skills effortlessly. We therefore propose in this work a systematic communicative language teaching approach to curb difficulties that learners go through in Reported Speech accordingly.

Research Questions
This study seeks to find answers to the following questions.
1.   What is communicative language teaching approach?
2.   How could learners be taught systematically through communicative language teaching approach for mastery of Reported Speech in English language?

3.   How could the researcher assess the linguistics significance of the errors committed by learners after using systematic communicative language teaching approach?

METHODOLOGY

We adopted Communicative Language Teaching and Principled Eclecticism approaches for the purpose of our work. This study applies Communicative Teaching Learning approach to teaching and learning English Grammar without analyzing common errors Francophone learners commit in English language (L3) as the main purpose of the study was to encourage active participation of students in linguistics context by ensuring fluency without relegating accuracy to the background.

The study applied both qualitative and quantitative methods to collect empirical data for contrastive analysis. The main method used to collect data was the results of English Grammar Examinations conducted by the Ghana Technology University College, Language Centre, in December 2015, after teaching learners for three months. Twenty two (22) Francophone learners who pursued English Proficiency programme at the Ghana Technology University College, were taught for three months by using Communicative Language Teaching and principled eclecticism approaches.

TABLE 1: FRANCOPHONE STUDENTS WHO TOOK PART IN ENGLISH PROFICIENCY PROGRAMME AT THE GHANA TECHNOLOGY UNIVERSITY COLLEGE- TESANO CAMPUS, ACCRA

STUDENTS (GENDER)	MALE	FEMALE	TOTAL
NUMBER OF STUDENTS	15	7	22

Systematic Communicative Language Teaching together with the Principled Eclecticism Approaches
Approach 1: Using the Communicative Language Teaching approach, ask students what they usually do on weekends.

S1: I do some shopping.
S2: I play piano with friends.
S3: I visit my grandmother.
S4: I go to church/mosque to pray.
Lecturer/Teacher: he says that he does washing.
He said that he did washing.
Student A: I do some shopping.
Student B: he said that he did some shopping.
 Student C: I play piano with friends.
 Student D: He/she said that he/she played piano with friends.

73

Approach 2: **Ask students what they are doing when they are on holiday**
Michael: I am going to London.
David: I am spending the holidays in Bolgatanga .
Ama : I am working in the garden.
Akua: I am writing my thesis.
Adwoa: I am going to read novels.
Write the sentences in direct speech on the board, and the reporting sentence right next to it to enable students to follow religiously.
Michael said (that) he was going to London.
David said that he was spending the holidays in Bolgatanga.
Ama said that she was working in the garden.
 Akua said that she was writing her thesis (when…)

Approach 3: Using the communicative Language Teaching approach, ask a student a question. After he/she answers, ask another student what was said.
Examples:
Lecturer: John, how did you get to campus today?
Student1: I came on foot.
Lecturer: Sorry, I didn't get that. Vida, what did John say?
Student 2: He said he had come on foot.
Lecturer: Very good.
Ama   : Who took my book?
Kofi :   Adwoa took it.
Kofi said that Adwoa had taken it.
(Sabin,1996 ; Cook,2010)

Summary of Systematic Communicative Language Teaching (Self-realization of rules)
Step one: Students can perceive that the verb in the simple present was changed to simple past.
Step two: The verb in the present continuous/progressive was changed to past continuous.
Step three: The verb in simple past was changed to past perfect. The systematic communicative Language Teaching approach can be represented as follows:
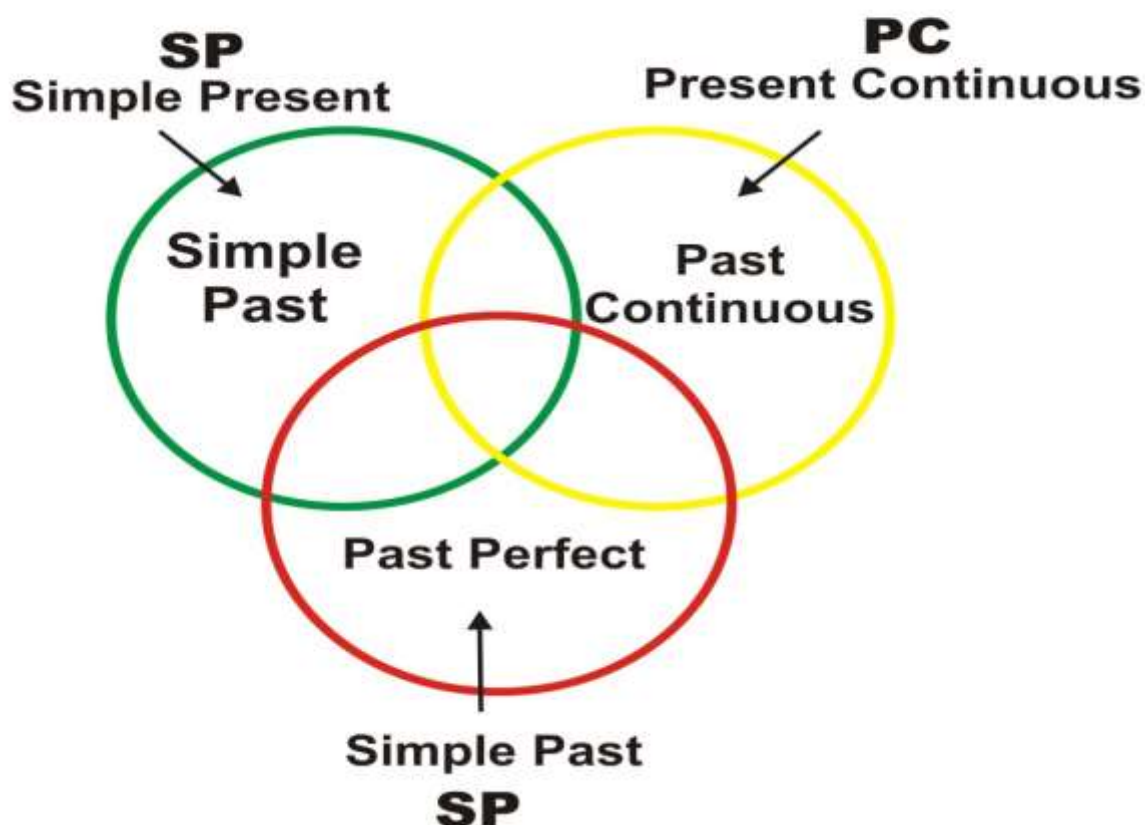
74

TRANSFORMATION OF TENSES IN REPORTED SPEECH

SP
Simple Present

PC
Present Continuous

Simple Past

Past Continuous

Past Perfect

Simple Past
SP

Diagram 1: Depicting transformation of tenses in Reported/Indirect Speech

RESULTS AND DISCUSSIONS

Our goal here is to analyse the results derived from 22 students who answered questions on a concession statement of Nana Addo Dankwa Akufo-Addo after the verdict of the Supreme Court in 2012.

75

Formative Assessment

Formative assessment also known as continuous Assessment is regular or frequent monitoring of students' performance (Annoh, 1997), was used to assess learners after treating Reported Speech or Indirect Speech. The passage that students were asked to transform into reported speech was the concession statement of Nana Addo Dankwa Akuf-Addo. The instruction together with the passage is as follows:

As journalist/reporter of the 'Daily Graphic' in Ghana, report the full concession statement of Nana Addo Dankwa Akufo-Addo after the verdict of the Supreme Court.
"Nana Addo Dankwa Akufo-Addo says he "disagrees" with the Supreme Court's verdict on the election petition case but "will not ask for a review". "I disagree with the court's decision but I accept it and I ask all our supporters to accept the verdict", the 2012 Presidential candidate of the main opposition New Patriotic Party and first petitioner in the case told journalists at the Supreme Court minutes after the verdict was pronounced. He said: "I accept the decision but I'm saddened and disappointed by the verdict and I know many of our supporters are saddened too". According to him, "we shall not ask for a review so we can all move on". Nana Akufo-Addo said: "Ghana's election will never be the same again after this petition". He added that: "We have set precedence for generations to follow".

He urged the two parties to put their differences aside and come together to build Ghana adding that he had called President John Mahama to congratulate him."This is the time for all of us to come together and work together to find solutions". "To my party, I say we have a lot to be proud of. Let us wish our president well and thank the Almighty...the battle continues to be the Lord's", Nana Akufo-Addo noted. The former Attorney General said: "I will take some time out and reflect..." (www.ghanaweb.com, News, 29th August,2013)

As our goal in this research work was to assess the performance of students in Reported speech after the use of Communicative Language Teaching approach, we should analyse the results without analyzing specific errors committed by students as follows:

TABLE 2: (RANGE OF MARKS OVER 20) DEPICTING STUDENTS' PERFORMANCE

RANGE OF MARKS OVER 20	NUMBER OF LEARNERS	PERCENTAGE
0- 4	4	18.18
5 – 9	3	13.63
10 – 11	7	31.81
12- 14	6	27.28
15- 17	1	4.55
18- 20	1	4.55
Total	**22**	**100%**

76

Readers can deduce from the above table that 68.19% of students who took part in the English Proficiency programme did extremely well after they had been taught adopting Communicative Language Teaching coupled with the Principled Eclecticism approaches. In fact, applying the concept or skills in reporting sentences to the whole concession statement could not be the same as reporting simple sentences. It is for this reason that one can find the learners' performance to be highly encouraging.

Didactics and Pedagogical Implications to Research
It was revealed that without Francophone learners submerging themselves with English, and cultivating the habit of practicing listening and speaking English regularly, the mastery of correct usage in English language will forever remain a mirage.
 It is therefore expedient for every University in Anglophone countries to establish language centres so as to fast track proper training and acquisition of language skills among Francophone learners who have French as L2 and are desirous to pursue further studies in English speaking countries.
Finally, it was discovered pedagogically that adopting suitable method in teaching and learning a language is the panacea for numerous learning difficulties.

Finding lasting solution to students' difficulties in Reported speech
After taking learners through communicative language teaching and the principled eclecticism approaches we explained the core points in various contexts accordingly in order to ensure mastery of indirect or reported speech in English or French.
Thomson and Martinet (1958) stress the strict observance of sequence of tenses in Indirect speech as follows:

How to observe the necessary sequence in reporting direct speech
1. If the reporting verb or when the introductory verb (i.e. say, exclaim, remark etc) is in the present, present perfect, or future tense/time, no change in tense is necessary

2. If the reporting verb, or when the introductory verb is in the past tense , the verbs in the direct speech change as follows

Direct speech			**Indirect speech**
a) Simple present	changes	to	simple past
b) Present continuous	"	"	past continuous/progressive
c) Simple past	"	"	past perfect
d) Present perfect	"	"	past perfect
e) Past continuous	"	"	past perfect continuous
f) Future			conditional

77

3. **Demonstrative adjectives and pronouns also change**

Direct			Indirect
This	changes	to	that
These	"	"	those

For example,   direct speech   : She said, " I want this book."
Indirect/reported speech should be: She said that she wanted that book.

4. **Adverbs/adverbial phrases of time and the adverb *here* change as follows:**

Direct			Indirect
Today	changes	to	that day
Now	"	"	then
Ago	"	"	before
So	"	"	thus
Hence	"	"	thence
Yesterday	"	"	the day before
Tomorrow	"	"	the next day, the following day
Next week/year	"	"	the following week/year
Last week/year	"	"	the previous week/year
Here	"	"	there

NB: Reporting statements on the same day. There will be no change if the speech is made and reported on the same day. Also,if the place is unchanged, **here** can be used in the indirect speech.(Thomson and Martinet ,1958)
For examples:
Direct: On Monday he said, " My daughter is coming today."
Indirect: On Monday he said that his daughter was coming that day.
Direct: Twenty minutes ago he said, "My daughter is coming today."
Indirect: Twenty minutes ago he said that his daughter was coming today.
Direct: He said, " I saw her yesterday"
Indirect: He said that he had seen her the day before.
Direct: I said, " I will do it tomorrow"
Indirect: I said that I would do it the next day.
Direct: They said, "We did it yesterday."
Indirect: They said that they had done it the day before.
Direct: Mr Appiah said, " I will be going away next week.
Indirect: Mr Appiah said that he would be going away the following week.

5. **Questions in Indirect speech**
 Direct : he says, "Where does she live."
Indirect : he asks where she lives.
Direct : "What is her name?" he asked.

Indirect :He asked what her name was.

6. Indirect commands
Examples :
Direct command: He said, "Stop making that noise, John."
Indirect: He told/ordered/asked/commanded John to stop making that noise.
Direct: He said, "Don't come tomorrow as I won't be here."
Indirect: He told them/him/her not to come the next day as he wouldn't be there.

7. **Reporting a universal truth**
If the words spoken state a universal truth (i.e. something we believe is true now, was true in the past and will be true in the future) then the present tense is used even after a reporting verb in the past tense.
Examples:
Direct: Jesus answered, " I am the way, the truth and the life." (John 14:6)
Indirect: Jesus answered that he is the way, the truth and the life.
Direct: "I am the Alpha and the Omega," says the Lord God, "who is, and who was, and who is to come, the Almighty." (Revelation 1:8)
Indirect: The Lord God says that he is the Alpha and the Omega, (the One) who is, and who was, and who is to come, the Almighty.
Direct: He said," The world is spherical."
Indirect: He said that the world is spherical.
(Barclay and Knox,1957; Quirk and Greenbaum,1973)

Students could deduce from the examples given that quotation marks are inserted at the beginning and end of the words. These marks consist of one pair of inverted commas at the beginning and one pair of apostrophes at the end. Sometimes only one single inverted comma and one single apostrophe are used. For example:

"You are talkative," he said. Or 'You are talkative,' he said.

Moreover, a comma is put after the verb which indicates that the words are spoken: or, if the saying or reporting comes after the spoken words, or after some of the spoken words, the comma comes after the words first quoted.

This work has revealed that without learners submerging themselves with English, and cultivating the habit of practicing listening and speaking English regularly, the mastery of correct usage in English language will forever remain a mirage.

 It is therefore expedient for every University in Anglophone countries to establish language centres so as to fast track proper training and acquisition of language skills among Anglophone

and Francophone learners in Africa who may be desirous to pursue further studies in English or Francophone speaking countries.

It is didactically significant teach tertiary institution students English language up to final year so as to enable them to speak and write English with ease. Finally, we have discovered that adopting suitable methods in teaching and learning a language is the panacea for numerous learning difficulties in all academic disciplines.

CONCLUSION

The foregoing analysis and discussions reveal that it is pedagogically crucial to bear the interest of learners in mind irrespective of any discipline that a teacher handles by incorporating the principled eclecticism and communicative language teaching approaches in teaching and learning, particularly in a language class.

Grammar can be taught by using the Cognitive Code approach which stresses teaching and learning grammar rules by guiding learners to deduce meanings in context. It was revealed that without learners, Francophone learners submerging themselves with English, and cultivating the habit of practicing listening and speaking English regularly, the mastery of correct usage in English language will forever remain a mirage.

 It is therefore expedient for every University in Anglophone countries to establish language centres so as to fast track proper training and acquisition of language skills among Francophone learners who have French as L2 and are desirous to pursue further studies in English speaking countries.

Finally, it was discovered pedagogically that adopting suitable method in teaching and learning a language is the panacea to numerous learning difficulties.

FUTURE RESEARCH

It would be pedagogically necessary for the researcher to analyse specific errors committed by Anglophone or Francophone students in reported or indirect speech.

REFERENCES

Barclay, M.A., D.H.Knox, M.A. (1957): *Approach To Standard English*, Robert Gibson And Sons Glasgow Ltd, Britain.
Cook, G. (2010): *Applied Linguistics,* Oxford University Press.
Holy Bible (1978): *The New International Version*, International Bible Society, Usa.

Larsen-Freeman, D. (2000). *Techniques And Principles In Language Teaching (2nd Ed.).* Oxford: Oxford University Press

Mellow, J. D. (2000). Western Influences On Indigenous Language Teaching. In J. Reyhner, J. Martin, L. Lockard, & W. Sakiestewa Gilbert (Eds.), *Learn In Beauty: Indigenous Education For A New Century* (Pp. 102-113). Flagstaff, Az: Northern Arizona University. Available: Http://Jan.Ucc.Nau.Edu/~Jar/Lib/Lib9.Html

Quirk,R., Greenbaum, S., (1973): *A University Grammar Of English*, Pearson Education Limited, England.

Sabin, W.A.(1996) : *The Gregg Reference Manual*, The Mcgraw-Hill Companies

Thomson, A.J., Martinet, A.V.(1958): *A Practical English Grammar For Foreign Students*, Oxford University Press, London.